VICTORIA UNIVERSITY OF WELLINGTON
TE HERENGA WAKA

ACADEMIC BOARD MEETING

15 JULY 2025

PART A AND PART B

Academic Board Meeting, 15 July 2025

15 July 2025 01:00 PM - 03:00 PM

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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!)				
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Next meeting - The next meeting will be held at 1:00 pm on Tuesday 19 August 2025, in RHLT1, Pipitea Campus

WELCOME TO NEW MEMBERS AND FAREWELLS

A welcome to new members and farewell to those leaving.

<u>Welcome to newly elected non-professorial appointments</u>

- *Wellington School of Business and Government:*
  - Amanda Wolf
  - Barbara Allen
  - Luke Chu
  - Noelle Donnelly
- *Faculty of Humanities and Social Sciences:*
  - Jenny Wollerman
  - Xavier Marquez

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 July 2025
Subject	Written Reports to the Academic Board for July 2025

Executive Summary

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

It is requested that the Academic Board receive: the July 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).

He Kokonga Whare e Kitea

The University has launched *He Kokonga Whare e Kitea*, a programme aimed at accelerating student success by fostering a positive learning environment and integrating existing initiatives such as the student journey mapping and first-year retention projects. Points to note are:

- The programme is funded by the Tertiary Education Commission and delivered in partnership with the University of Canterbury.
- The programme seeks to develop a scalable, sector-wide approach that recognises strengths and identifies areas for improvement.
- As part of this work, all staff would have received a survey to gather insights into how data can support better student outcomes, followed by workshops to prioritise key actions.
- This 18-month initiative, adapted from successful international models but tailored to the Aotearoa New Zealand context, will ultimately inform a blueprint for broader change across the tertiary sector.
- Further updates will be shared on the Staff Intranet, and staff are encouraged to contact Professor Karen Smith, Project Lead, with any questions.

CUAP Proposals 2025 Round 1

The two Te Herenga Waka —Victoria University of Wellington proposals that went to CUAP Round 1 have been approved:

- BE(Hons) - MECA, BE – MECA
  To introduce a new major in Mechatronics (MECA) in the Bachelor of Engineering with Honours (BE(Hons)) and the Bachelor of Engineering (BE).
- BConst - CMGT, CHAS, CSUS, BBSc - BSUR, BNHC, BSCD
  To introduce a new bachelor's degree, the Bachelor of Construction (BConst), that will include three new majors and minors: Construction Management / Whakahaere Hanganga (CMGT); Construction Health and Safety / Hauora me te Haumaru (CHAS); Sustainable Construction / Hanganga Toitū (CSUS).

My sincere thanks to all those who have worked on these proposals. I am now looking forward to us getting these new programmes up and running.

Centre for Academic Development

- The CAD Annual Report for 2024 is included in the papers for the Academic Board.
- Sixteen more people have received fellowships through Te Arawai Ako in the latest assessment round: nine Associate Fellows, four Fellows, and three Senior Fellows,

bringing the total number of learning and teaching fellows at the university to nearly 100.

- Te Hiwa has approved investment in a digital examination service enabling high-integrity tests using student devices with in-person invigilation for a very limited group of courses subject to external accreditation requirements starting in T2 2025.
- CAD are moving to reopen the Postgraduate Higher Education qualifications for staff with a new model aimed at making it significantly easier for staff to access professional development on a range of fundamental learning and teaching skills and knowledge. The programme change proposal has been approved by the Academic Programmes Committee and is being considered by the Academic Board for CUAP Round 3.
- The Academic Staff Mentoring Programme has launched. This year, the programme has received applications from 30 Mentees, 14 Mentors, and 5 staff members participating as both Mentor and Mentee. A reference group, comprising staff from across the University, supported the matching process.
- Ako Victoria Symposium 2025 held on 3 July
    - The theme was "Tāraia te Mahara: shaping the future of teaching and learning together".
    - This was a day-long event. It was a mix of short, 10-minute presentations and opportunities for discussion.
    - Leaders, managers, academic, and professional staff were all welcome.
- After extensive consultation, the AI Graduate Research guidelines developed in a collaboration between FGR, CAD and the Academic Office have been released. This guidance is intended to be used by students and supervisors to support the discussion around the use of Generative AI in graduate research.

Course Administration and Timetabling

- Mid-year exams went smoothly despite increases in AEF (Alternative Exam Facilities) requests (T2 2024: 470. T1 2025: 590), and sick on the day/simply missed exam (150 requests). The number of errors in exam papers dropped from last year. However, printing costs increased significantly due to the number of supplementary requirements (such as notes) alongside the exam papers.
- There are delays in constraints gathering for the 2026 academic timetable due to uncertainties around when the university might be able to move forward with a timetable system replacement. For 2026, the existing vendor will provide the systems required. The publishing date of 19 September is still valid.
- All 2026 courses that required a school and/or faculty code change have been updated. The next step is to recreate qualifications and to update the faculties these sit alongside. Following this, majors and minors will be updated.
- Over 250 Aegrotat requests for T1 received so far. This is currently fewer than at the same time last year, possibly because course coordinators are looking at alternative options where appropriate, which is positive. We expect to see the number increase once grades have been released.

Quality and Policy

- Consultation has begun on updating the academic grievances regulation.
- A two-year update report on our AQA audit from 2022 is being prepared for Universities New Zealand. This report completes the Cycle 6 audit process via a meeting with the Chair of the Review Committee. Thanks go to those who have contributed to the report and who have worked to achieve the affirmations and recommendations in the original audit report.

Curriculum Quality

Mata, our curriculum management system, is now live, and staff are using both Mata and Nuku for T2 course outlines. Training sessions and drop-in times are still available on LibCal for those staff who still need Mata training.

- Automatic email notifications are now turned on, so staff who need to approve a change to a course or have an active interest in changes to a course will be getting email alerts, saving time and effort. There has been a flurry of emails due to staff updating courses, but these will taper off.
- The Future Web Programme team have livened the new webpages and are receiving information directly from Mata.
- Further training is being developed for staff in preparation for reviewing their courses ahead of the opening of the OES. We are using this opportunity to encourage schools to review all their course data and ensure that each course is correctly linked to the appropriate school or faculty (in line with the faculty realignment project). More information about this process will be shared shortly.
- A review of Mata processes will be conducted after the start of T2, where we will be identifying areas in the system and/or workflows that need tweaking. This will be an on-going process as we identify new requirements.
- Any questions can be directed towards your Academic Programmes Adviser (APA) or sent to our Mata inbox Mata@vuw.ac.nz.

Library

- Alumni members now have more streamlined access to an extended range of the Library's online resources. This has been achieved through improved authentication functionality, using OpenAthens. This enables more tailored access to resources. It is intended to soon create a former staff membership option with similar access as alumni.
- The Library, based on UX feedback, continues to improve study spaces for students with the Kelburn Library Level 3 (south-end) being the most recent space to be fitted out with new furniture. This has been a collaborative initiative with Property Services. The approach we have taken to create this new study space aligns with the university's strategic elements 'Community' and 'Collaboration' and we will apply this successful way of working to similar library space transformations in the future.
- The first LISC (Library and Information Services Committee) meeting for 2025 was held in March.

Work-Integrated Learning (WIL)

- The InPlace (WIL administration system) project is progressing well. A small number of courses will go live in the system in T2.
- A WIL Implementation Lead, Aaron Muñoz, has been appointed to lead a project to design and establish a WIL hub and support model. This work will progress over the next year.

DVC MĀORI AND KAITIAKITANGA

The following report is provided to Academic Board as an update on the portfolio of the Deputy Vice-Chancellor Māori and Kaitiakitanga. Please note that it also includes items that would have been reported to the June Academic Board meeting which was cancelled:

DVC Māori Portfolio

- Since my last report to the Academic Board, our Māori student enrolments continue to grow. As of 2 July, Māori EFTS to date are 714, up 59 on the same time last year.
- The marae hosted two successful graduation ceremonies on Friday 16 May, with approximately 400 graduates, whānau and staff at each ceremony. Because the ceremonies were hosted in the wharenui, the pōhiri for graduates and their whānau was held in the afternoon on Thursday 15 May.
- LT McGuinness, the lead contractors for the Ngā Mokopuna project, received significant recognition at the recent Master Builders Commercial Awards, taking home four award categories – Education, Sustainability, Value, and the overall Supreme Winner.
- Hockley Plumbers won the 2025 Outstanding Project Award at the recent Master Plumbers awards night for their work on Ngā Mokopuna. They were recognised for their off-grid technologies, such as rainwater harvesting, greywater filtration, and a vacuum toilet system. The plumbing team's combined efforts were vital in maintaining high standards of safety, quality, and operations throughout this flagship project.
- Ngā Mokopuna won the Education category and the Adam Art Gallery (who are part of the DVCMK portfolio) won the Enduring Architecture award at New Zealand Institute of Architect Awards on 28 May. At the Property Council Awards on 13 June, the building won the Sustainability Category and was runner-up in the Education category.
- Recent events hosted at Ngā Mokopuna include:
    - Waitangi Tribunal Mana Wahine Kaupapa Enquiry 3-6 June
    - The Royal Society 'Powering Potential' - Engaging year 11-13 students in science and research 9-11 June
    - University Council and Finance Committee 16 June
    - Visit of ABREUM delegation of Brazilian universities 17 June
    - Universities NZ VC/CRI hui 27 June
    - Taukaea, hosting year 13 Māori students from across Wellington for a scholarship experience 30 June-1 July
    - International student pōhiri x2 2 July
    - Māori student pōhiri and orientation, 3-4 July
- Toihuarewa, a committee of the Academic Board, met on 2 July. At that meeting members agreed to a revision of the terms of reference for Toihuarewa, which will come to the August Board meeting for approval. The committee also discussed updates to relevant University policies, new courses and course proposals, funding opportunities and training for updating Elements profiles.

Kaitiakitanga Portfolio

- The Development and Alumni Relations Office organised eight graduation ceremonies in May, six at the Michael Fowler Centre, along with two street parades.
- A total of 2600 students graduated across the eight ceremonies.
- An honorary degree was awarded to Luamanuvao Dame Winnie Laban.
- 250 staff registered to sit on stage and 100 additional staff acted as volunteers
- A successful alumni event was held at Kahui St David's in Auckland on 12 June. The event featured a talk from Head of NZSM Professor Kim Cunio and performances from two music alumni.
- Te Herenga Waka—Victoria University of Wellington sponsored the New Thinking Award at The Post 2025 Gold Awards held on Wednesday 2 July. The award was won by Bret McKenzie.
- At the same awards, Roady, an interactive travel app, won the Emerging Gold category. Roady is housed at Taiawa, Wellington Tech Hub, hosted by Te Herenga Waka—Victoria University of Wellington at Rutherford House. Another resident of Taiawa, Evithé Biotechnology, was a finalist in the Innovation Gold category, and Ngā Mokopuna was a finalist in the Green Gold category.
- Toitūroa—Sustainability Office has published their 2024 Sustainability Report https://www.wgtn.ac.nz/sustainability/resources/2024-sustainability-report-final.pdf
- The annual 'Growing our Future' tree planting event in Ohariu Valley for staff, students and alumni is taking place on 25 and 26 July – everyone is warmly invited to register to attend.
- Eleven Pakohe Sustainability Scholarships for Current Students have been awarded.
- The green impact programme has been opened up to high school students to expand participation and foster connection with potential future students. The first high school student is now participating in the programme.

Events:

19 April 2025 - Casual alumni event in Tokyo hosted by our local alumni volunteer and attended by 30 alumni.

29 April 2025 – Wellington alumni event at Ngā Mokopuna attended by over 100 alumni providing an opportunity to introduce the building to the local alumni community as well as an opportunity for them to hear a University update from the Vice-Chancellor, and a speech about the building from the Deputy Vice-Chancellor (Māori and Kaitiakitanga).

7 May - a conversation with Kiwibank NZ of the Year, Professor Bev Lawton

22 May – alumni event in Napier featuring a talk from Theatre and Performance Studies Lecturer Dr James Wenley.

24 May – casual alumni event in Toronto hosted by our local alumni volunteer.

27 May – alumni event in San Diego hosted by staff from Wellington University International who are travelling there for an international education conference.

28 May – casual alumni event in New York hosted by US Friends Board member, Shivali Gulab.

29 May – casual alumni event in London hosted by our local alumni volunteers.

4 June – alumni event in Christchurch featuring a talk from Dr Brendon Blue, Senior Lecturer in the School of Geography, Environment and Earth Sciences.

5 June – Lecretia Seales Memorial Lecture – Faculty of Law donor-funded lecture presented by Māmari Stephens, Faculty of Law, Te Herenga Waka.

8 June – casual alumni event in San Francisco hosted by US Friends Board member, Zach Beardman.

Upcoming events

10 July – Ian Borrin Lecture in Law – Faculty of Law donor-funded lecture presented by Professor Rosalind Dixon, University of New South Wales.

25 July – alumni event in Singapore to promote the Southeast Asian Alumni Scholarship, established by a group of three alumni.

5 August – alumni event in Dunedin hosted by the Vice-Chancellor.

13 August – Scholarship Supporters Reception. Guest speaker will be a 2024 recipient of a Ngā Hoe a Kupe Pathfinder Scholarship.

18 September – Distinguished Alumni Awards celebration at Ngā Mokopuna.

DVC RESEARCH PORTFOLIO

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

On Friday16 May, Ministry of Business, Innovation, and Employment formally signed the Applied Doctorates Scheme contract with the four universities who are running the scheme (Auckland, Otago, Massey, and Te Herenga Waka, Victoria University of Wellington). The governance group can now move forward with scoping the first cohort of projects and recruiting students. It is expected that the first students will be in place in late 2025 or early 2026. The scheme is $20M over eight years across all eight universities.

Research Funding Solution (RFS)

RFS is one of the modules in the Symplectic Elements research information platform that we currently use at THW-VUW, we already use it to manage internal research grant application processes, and this year it will be extended to external research grant applications as well.

Having a grant's management system will more easily help us to notify researchers of upcoming research opportunities and work with applicants in a more automated and streamlined way to apply for funding. Researchers will be able to access their grant information all stored in one place and be notified of milestone reporting requirements and deadlines. One of the key benefits is the depth of data that we will have to help us understand our research portfolio better.

The first step to be completed by the end of July is for the Research Office to undertake some process simplification work, so that we have an end-to-end streamlined process across pre- and post-award. Once the process work is complete the system will be configured for us, some of it by the vendor and some of it in-house by our RO Systems team. As it's still very early in the process we don't yet have a timeline for 'roll out' of RFS across the university, but will be providing regular updates on progress over the next 6 months.

Providing our staff with a one-stop-shop for research information

The new Research Hub is an evolving site on our intranet for research-related information and researcher development opportunities. It has been developed with the twin goals of having:

(a) A single location for 'training, skills and support for researchers' where development offerings across the University can be easily found. Events are classified under useful skill categories to make them easier to navigate and can be accessed through our LibCal events calendar.

(b) Topic-based 'landing pages': These enable researchers and other staff to easily find a broader range of information how research is managed and supported at the University. Topics include how you can find and manage research funding, applying for research ethics, intellectual property and how commercialisation happens here and more. The pages include both current VUW resources and external material on the different topics and who you can get additional support and guidance from within the University. These pages are intended to support a more self-directed approach to development.

The Research Hub is the result of last year's 'Grow Our Research Momentum' Te Hiwa initiative. The Researcher Development Working Group ran focus groups, analysed survey data, and reviewed reports to form a broad analysis of the perceived challenges, barriers, strengths and opportunities across the University that relate to our ability to grow our research momentum. This year the focus is on improving and streamlining access to and delivery of more joined up researcher development – you can see how we are doing this below. We will also be improving the broader range of information available on the different research 'topics' and welcome feedback through the online form on the Research Hub.

Using our experts to grow researcher skills at VUW

Last year the office of the DVC Research launched the Research Mobilisation project. Mobilisation is about connecting research findings with real-world applications, across all spheres, economic, health, social, environmental, or commercial. It's about influencing thinking, decision-making, policy and practice.

To do this well research has to be made accessible and usable for stakeholders. This is no easy task and requires a toolbox of excellent, flexible and current communication skills. To support our researchers with developing and growing these, we are running Research Out Loud, a series of short and practical sessions focussing on all the ways researchers tell their stories – visual design, communicating complex issues, data and how to show and use it, writing for government, and more. We will be sending out information through Faculty and Schools communication channels, and through LibCal.

We are able to do this work thanks to the generosity of our own experts. Sarah Maxey, Senior Lecturer in Communication Design talked to researchers through the key principles, and do's and don'ts of good poster and visual design which was well received. Coming up, Sarah-Jane O'Connor, from Science in Society, will help participants identify their audience, purpose, and key messages in a hands-on session, Andrew Jackson from our Policy Hub will cover writing good policy advice, and Konstantina Vasileva from the Research Office will be running sessions on using data to communicate.

More sessions are planned, if you would like to offer your expertise in service to your colleagues in this area, or other areas of researcher development, please do get in touch by contacting Sharon Beattie in the Research Office.

DVC STUDENTS' PORTFOLIO

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

International

Diplomatic Dialogue at High Commission of India

- 100 students and 15 staff attended a Diplomatic Dialogue with Her Excellency Neeta Bhushan at the High Commission of India on 5 May. Hosted by the Internationalisation Programmes team, this was the fourth event in the series, which connects students with ambassadors to explore diplomacy, leadership, and global affairs. Upcoming dialogues with the Ambassadors of France and Chile are planned for Trimester Two.

Prime Minister's Scholarships for Asia and Latin America

- 15 VUW students will receive funding through the final round of the group Prime Minister's Scholarships for Asia and Latin America:
    - 10 VUW students will participate in a 4-week Brazil Design Study Tour in partnership with Instituto Mauá de Tecnologia
    - 2 VUW students will participate in a 6-week India Sustainable Development and Social Innovation Exchange in partnership with all New Zealand Universities and Indian Institute of Technology Delhi NZ Centre
    - 3 VUW students will participate in a 1-year Japan research and cultural exchange in partnership with Rikkyo University.

  Funding for the scholarship scheme was cut in this year's Budget, so this is the last cohort of VUW students to be able to take up these opportunities. Further information can be found here.

NAFSA 2025

- In May, the International Office attended the 2025 NAFSA Annual Conference & Expo in San Diego, alongside over 8,000 international educators from 100+ countries. This key event allowed VUW to strengthen ties with existing partners, explore new exchange opportunities, and gain insights into best practices in student mobility. VUW was also be promoted to prospective study abroad students in the US.

New International Agreements

- Fudan University, China: On 2 May 2025, VUW's School of Government signed an MoU with Fudan University's Institute for Global Public Policy to support student mobility, staff exchange, and joint research. This partnership strengthens VUW's presence in the region and builds on its public policy expertise. Fudan, based in Shanghai, is a top-ranked, C9 League university in China.
- Sugiyama Jogakuen University, Japan: A renewed agreement was signed on 23 May 2025, enabling Japanese students to study English for Academic Purposes followed by undergraduate Study Abroad courses. This successful model brings around 20 Japanese students annually to VUW.

International Experience Grant for Exchange students

- Our International Experience Grant is now open for applications from future students. Applications close on 2 October. Successful applicants will receive a grant for their tuition fees while on exchange. This is our second year offering the IEG to future students. Last year, 52% of recipients indicated that the grant was a moderate or significant factor in their decision to study at VUW.

Zhengzhou University (ZZU)

- 166 Wellington Institute at Zhengzhou University (WI-ZZU) students have enrolled to commence the second year of their study, and the first year where VUW will be teaching. Our teaching staff will be flying to China next month to commence teaching in September, the start of the academic year in China. These students are studying in one of three Faculty of Architecture and Design Innovation programmes: Bachelor of Architecture, Bachelor of Landscape Architecture and Bachelor of Design Innovation.

New Zealanders engaged in study in China

- The Vice-Chancellor co-hosted an evening reception with the Chinese Embassy (Ambassador Wang Xiaolong), to acknowledge and celebrate the contributions of New Zealanders engaged in academic or study-related activities in China. The event was attended by over 80 people, with a range of government, university and school representatives, and featured performances from four high school students who are learning Chinese language and culture. The event served as a platform for networking, sharing experiences, and building community between New Zealand and China.

Communication University of Zhejiang (CUZ)

- VUW welcomed 17 students from our joint training programme partner Communication University of Zhejiang in T2, commencing their final year of the Bachelor of Communication. This is our second cohort of transfer students through this partnership; we had 14 students recently graduate. The Vice-Chancellor recently signed a 1+1+1 Dual Masters degree agreement with CUZ during this recent trip to China, further developing our partnership.

Offshore staff visit

- All five of the University's offshore-based staff were in Wellington from 30 June to 4 July to undertake development training and engage with staff and teams across the university. Our offshore team involve two team members based in China (one focused on recruitment and one focused on our partnerships), one team member in Vietnam (who also covers Southeast Asia), one in India (who also covers South Asia) and one team member in the United States. For some of our team members, this was the first time they had visited New Zealand and VUW.

Future Students

Bachelor of Commerce event

- May's on-campus Commerce Open Day had 245 attendees - up from 150 in 2024 - offering sample lectures, student networking and campus tours. The event continues to be a key opportunity to connect with future students and showcase the unique strengths of our Commerce programme.

Māori and Pasifika Leadership Programmes

- The Taukaea programme hosted 10 Year 13 students from across Greater Wellington at Te Tumu Herenga Waka/Nga Mokopuna, offering an immersive experience including scholarship sessions and campus visits.
- The Hokule'a #2 Pasifika Leadership programme hosted 35 Year 13 students from nine schools, themed "Inspiration," featuring alumni guest speakers and talanoa sessions, with a strong focus on scholarship support.
- Paiere #2, part of the Leadership & Scholarship initiative, engaged 110 Year 12 students from 13 schools, to support academic planning and subject selection for Year 13.
- Taukaea and Paiere are both new initiatives this year. All programmes were well-received.

Scholarships Office

School-leaver Scholarships

- Our school-leaver scholarships for 2026 study opened 2 June and closes 1 September.
- There are early signs of strong engagement with the University from across the country. Application numbers are ahead of the same time last year by approximately two weeks (665 vs 484). The BA and LLB are the most popular indicated study choices for applicants, consistent with last year (with increases for both, from 20% of applicants choosing a BA last year to 23% this year, and 17% of applicants choosing a LLB last year to 24% this year).
- We offer over 600 of these scholarships annually, and these can be found on our school-leaver scholarship webpage.

Summer Research Scholarship Programme

- The 2025/26 Summer Research Scholarship Programme opens 1 July. The 24 June Oko news article outlines the programme requirements and a timeline.
- Faculty administrators will be emailing all academic staff by the opening date with detailed information including active links to project forms. Scholarship Office staff will also be contacting funders who have previously supported the programme. If you know of potential funders who may want to be involved, or if you have any questions about the programme, please contact us at summer-research@vuw.ac.nz. Note this programme is not centrally funded.

Hardship Fund Equity Grants

- The University continues to support students in hardship. To date this year 230 students have been helped through the Hardship Fund Equity Grants with direct payments or accommodation assistance. This is an increase of 23 students at the same time last year.

The scholarships are made possible with collaboration between Student Finance, Awhina, Pasifika Student Success, Wellington University International, and the Scholarships Office.

Collaborating to support retention

- Many of our students participate in co-curricular activities across the university that enrich their experience here. The Pakohe Sustainability Scholarship has been designed to financially support students who are the most active in sustainability activities. We are proud to announce that we will be supporting 11 students with payments of $4,000 each.

Supporting International students

- This year we have launched a Mātātoa International Sports Scholarship to join our suite of scholarships to support student athletes. The scholarship closes 1 September. This scholarship promotes our interconnectedness with Wellington sport clubs and the local opportunities found in the Capital.

Student Experience and Wellbeing I Te Pūrengi

Te Taiako I Student Learning

In Trimester 1, 2025 the PASS (Peer Assisted Study) programme had:

  - 580 students registered in Week 1
  - 41 study group for 19 100 level papers (MARK101, JAPA101, SOSC111, BTEC101, SPAN101, PASI101, POLS111, MAOR101, EDUC141, ANTH101, INTP113)
  - LAWS121 has 11 study groups, PSYC121 has 5, and 2-3 study groups each for BCOM101, ECON130, MGMT101, STAT193 and BCOM101

- Academic Integrity/CAD ran Academic Integrity Week, offering academic skills workshops and Student Learning Peer Advisers have had conversations with around 160 students.
- Mauri Ora Student Health and Counselling – workshop series offered to students with ADHD focusing on psychoeducation and support as well as study skills for ADHD.
- Te Taiako Student Learning continues to offer workshops - Academic Integrity and Referencing, and Ethical Use of AI on alternate weeks. Students referred for academic integrity issues are encouraged to attend the Academic Integrity and Referencing workshop as part of the educative process.

Te Ratonga Rapu Mahi I Careers and Employment

- Student engagement continues to be high over the past month, with strong attendance to in-person workshops and events.
- A successful Tech, Science and Health Careers Expo was held on 7 May, with over 45 organisations in attendance. The Expo formed part of the Tech, Science and Health Careers Festival, also including career workshops and employer presentations during the month of May.
- Supported delivery of two ‘Careers in Focus - Law’, and one ‘Careers in Focus – Maths’ events (featuring panel of industry guests).
- The Alumni as Mentors programme for 2026 was officially launched at the inaugural networking event on 25 March

Kitea Impact Programme

- The University currently has two, long-standing co-curricular student leadership programmes: Wellington Plus (WP) and Wellington International Leadership Programme (WILP).
- The new Kitea Impact Programme (Kitea), builds on the strengths of WP and WILP and offers a refreshed, engaging self-paced leadership programme. Kitea will expand our reach to current students, along with VicStart secondary students, and offers a unique value proposition that will attract future domestic and international students seeking to differentiate themselves in a competitive job market.
- Kitea, which will be offered from 2026, focuses on five learning objectives: Hautūtanga-leadership, Raraunga o te Ao-global citizenship, Hapori-community, Puawaitanga-personal and professional development and Toitū te Taiao-sustainability, with mātauranga Māori and te ao Māori embedded in the programme.
- Students currently enrolled in WILP and Wellington Plus have until end of Trimester 1, 2026 to complete. We are no longer accepting new registrations for WILP and Wellington Plus.
- Students interested in joining a leadership programme, should be directed to our new Kitea Impact Programme webpage where they can register their interest to begin Kitea in Trimester 1, 2026.

Te Amaru | Disability Services

- Workshop on disability inclusive teaching run in collaboration with Deans and Associate Deans for Faculty of Science and Engineering.
- Meeting the Needs of Disabled Students Policy – following a thorough refresh, formal consultation on this policy finishes on 2 July and Disability Services and the Academic Office are now reviewing this feedback.
- Te Ara Taupuhipuhi-Disability Inclusion Action Plan – has been updated to align with Mahere Rautaki—Strategic Plan and reflect current priorities.

Key Achievements

- Since the Te Ara Taupuhipuhi-Disability Inclusion Action Plan begun, disabled student enrolment and support by Te Amaru-Disability Services increased from 2389 in 2022 to 2802 in 2024, including more Māori and Pasifika students.
- Collaborations with the Disabled Students Association, staff and student leaders across the University have celebrated our diverse community, including for New Zealand Sign Language and Mental Health Awareness weeks.
- Successful course completion rates for students engaging with Te Amaru rose from 81.3% in 2022 to 84.5% in 2024.
- Staff disability confidence has strengthened through Kia Ōrite Disability Confidence E-Modules, staff report enjoying and learning from this professional development.
- Continual positive feedback is received from disabled students and staff using inclusive learning software, Read&Write and Glean digital notetaking software

Manawa Ora | Student Wellbeing

- The Bubble peer support programmes have been particularly popular this year.
- In Trimester 2, the service expands its Te Aro Bubble to include Paw Therapy with Canine Friends.

Kahukura-Rainbow Inclusion

- In collaboration with VUWSA and UniQ we are celebrating Rainbow Pride across the University with a fun filled Pride Festival of activities and events to celebrate Takatapui and Rainbow students.
- Creating Rainbow Inclusive Learning Environments workshop pilot on Thursday 10 July – for teaching and teaching support staff.

Konene Tauira-Refugee Background Students

- In June, we co-hosted a community celebration of World Refugee Day at Te Herenga Waka together with ChangeMakers and Voices of Aroha.

Tītoko | Student Success, Transition, Graduation, and Student Service Centre

Tītoko Transition – UNI101 Programme

- In Trimester 1 2025, the six-week pilot UNI101 programme for new undergraduates was launched, attracting 534 enrolments. The Academic and Assignment Skills and Kickstart Your Career sessions proved most popular, while peer-group meetings fostered strong student connections and ambassadors emerged as invaluable support. Participant feedback highlighted the programme's positive impact on engagement and supporting university transition.
- To maximise future participation, enhanced incentives, earlier and broader social-media marketing, sharper Nuku communications and a more targeted programme structure that prioritises high-demand sessions in the opening weeks will be considered.
- A Transition Oversight Group was established to provide strategic oversight and has evolved with a more deliberate focus to put in place a cohesive and coordinated approach that meets student needs.

Evaluation from the Getting Started Survey (44% response rate) and staff feedback:

- 72% of new students surveyed attended an orientation programme event or session.
- 87% of new students found the Student Ambassadors helpful during Orientation (5% increase from 2024).
- 95% of students found the New Māori Students Orientation Programme, events and sessions moderately-extremely useful (1% increase from 2024).
- 100% of students found the Pasifika Student's Orientation Programme, events and sessions moderately-extremely useful (4% increase from 2024).
- Most of the international student events and sessions saw a strong increase in student ratings in 2025, with all but one receiving 90%+ useful ratings.
- UNI101 Successful Transition to University sessions during NSO, were attended by over 1,000 students and a total of 534 students self-enrolled in the UNI101 Nuku module.

Staff feedback noted opportunities to refine on this pilot (length and focus of programme).

- The Transition Oversight Group identified the need to strengthen coordination of the suite of transition offerings in Trimester One 2025, reducing duplication, tailoring student communication, and ensuring appropriate staffing is allocated to delivery.

Planned actions

- UNI101 will run again in Trimester 1, 2026. The Transition Oversight Group will work with other teams involved to further align pre-orientation and NSO programmes for 2026 to ensure a transparent, cohesive, student-centred experience through coordinated planning, reduced duplication and appropriate staffing allocation.
- A newly formed Transition Communication Working Group, comprising representatives from Communications–Students, Web Content–Marketing, Publishing, and social media, will work with colleagues to enhance the delivery of consistent, accurate, timely and student-centred information across all communication platforms.

Tītoko Graduation

- For May graduation, over 2,700 degree certificates were awarded across six ceremonies at the Michael Fowler Centre and two Te Hui Whakapūmau ceremonies. Operations were successfully delivered, enabling graduates and their whānau to celebrate this significant milestone.

Student Support Info Desk – Kelburn Campus

- As part of the DVC, Students' evolving vision for a more visible and integrated student support model, in partnership with Property Services, an improved Info Desk space is being established on Level 2 of The Hub at Kelburn, alongside the library. This initiative marks an important step in reimagining how we deliver frontline support to students on campus. The space is intentionally designed to create a welcoming, central point of connection where students can access guidance, information, and referrals with ease.
- While the current setup is a soft launch, it lays important groundwork for a larger-scale pilot planned for 2026.
- We are using Trimester 2 as a soft launch period to test, learn, and refine the setup. This includes engaging with staff and students, gathering feedback, and adjusting the environment to better meet their needs.
- An Oversight Group will be established—including early adopters and the VUWSA President—to ensure ongoing feedback loops and strong alignment with the student voice.
- Further updates will be shared as the space continues to evolve and inform the design of the 2026 rollout.

Objectives of the space:

- Improve access to student support through a central, visible, and approachable hub.
- Encourage early engagement and normalise help-seeking behaviours.
- Reduce barriers to support by providing immediate, face-to-face assistance.

- Reinforce a student-first approach by placing connection and service at the forefront of the on-campus experience.
- Foster cross-team collaboration through shared use of the space by student-facing services.

Key features of the Info Desk setup include:

- A staffed Info Desk, open 9am–5pm on weekdays, led by the Student Service Centre team.
- Additional workstations available for other student-facing teams to provide direct support.
- Layout and furniture reconfiguration to enhance visibility, comfort, and flexibility.
- Quiet pods to support sensitive or focused conversations between students and staff.
- Improved signage to help students identify and locate the space more easily.

Retention Initiatives

Student Journey Mapping

- The Student Journey Mapping project has finished trial workshops and will begin hosting workshops across the university June-August 2025. Workshops will be planned and communicated Faculty and CSU's, with outputs of the workshops collated online for staff and students to see progress.

MEMORANDUM

To	Academic Board
From	Nic Smith
Date	4 July 2025
Subject	Emeritus Professor Policy – Introduction and Discussion

Executive Summary

A new Emeritus Professor policy has been approved. This policy emphasises that the awarding of an Emeritus title represents an outstanding achievement and not a title that would routinely be granted to professorial staff members who retire or leave Te Herenga Waka.

It is requested that the Academic Board: note that a new Emeritus Professor Policy has been approved and members are invited to discuss any aspects of note in the new policy or nomination form.

Emeritus Professor Policy – Background discussion document

Overview

A new Emeritus Professor Policy has been developed to clarify the criteria by which staff qualify for such an award and to ensure there are clear and concise processes in place for nominations for the title.

Consultation and development process

The Emeritus Professor Policy has been in development since 2024. It has undergone a whole- of-university consultation process and has completed a full legal review.

Delegation sought from Council

As part of the development and consultation process a paper was sent to Council to ensure that the Vice-Chancellor had authority to set criteria for awarding an Emeritus Professor title.

Previously, the authority to confer the title of Emeritus Professor was held by University Council and delegated to the Vice-Chancellor. However, the conferment criteria, last updated in 1998, remained under the Council's remit.

To bring this into alignment, a memorandum was sent to Council in March 2025 requesting that the authority to set the criteria also be delegated to the Vice-Chancellor. This request was approved at the Council meeting on 31 March 2025.

A full legal review

Following the Council's approval, a full legal review of the draft policy was undertaken. This was completed in June this year. Several aspects of the policy were modified during the full review, especially those relating to privacy.

Nomination Form

A nomination form accompanies this policy. This form is designed to help streamline the nomination process and emphasise that the award is for those professors who have had especially distinguished careers.

Next Steps

Subject to any changes in response to the discussion at Academic Board, the policy document will be uploaded to the web and a communications plan will be developed for this policy. A key aspect of the communications will be to emphasise that the awarding of an emeritus status is one that is reserved for select professors who have had especially distinguished careers.

Emeritus Professor Policy

1. Purpose

The purpose of this Policy is to specify the criteria and process for the award of the title and status of Emeritus Professor at Te Herenga Waka–Victoria University of Wellington (the University).

2. Application of Policy

This Policy applies to Staff Members.

Policy Content

3. Principles

3.1 The title of Emeritus Professor recognises staff who have made outstanding contributions to, and had an exceedingly positive impact on, the University, its staff and students, and the wider community.

3.2 This title is not automatically awarded but is an honour for select professors (upon, or following, retirement or other resignation) who have had especially distinguished careers, made significant contributions to the University and consistently epitomised the values of the University.

3.3 The use of 'Emeritus' throughout this document is used broadly without gender connotations. With inclusivity and gender affirmation in mind, nominees are able to choose whichever gendered designation of the title they consider appropriate for them. Section 6.1(h)(iii) indicates the various ways in which this title can be assumed.

4. Introduction

4.1 The title and status of Emeritus Professor may be awarded as an honour to retired professors of the University or, in some cases, to professors who have resigned from the University but not retired.

5. Criteria for the award of the title and status of Emeritus Professor

5.1 The decision to award the title of Emeritus Professor is made by Te Tumu Whakarae – the Vice-Chancellor who will receive advice from the Academic Board.

The criteria for considering the award are that the candidate:

(a) has held the position of professor at the University for at least ten years and has retired or resigned as a member of academic staff or resigned to take up a senior position elsewhere, and

(b) is considered to have made a distinguished and exemplary contribution to the University, through service to the University community, and epitomised the University's core values of Akoranga, Whanaungatanga, Whai mātauranga, Kaitiakitanga, Manaakitanga, and

(c) has demonstrated outstanding academic leadership in, and contribution to, teaching and/or research in their relevant academic field through activities such as teaching innovation, graduate supervision, and a strong publication record.

Note: In cases where the person has held a professorial position for less than ten years, the Vice-Chancellor may choose to grant this award based on University contribution over the whole of a career.

6. Nomination and Conferment Process

6.1 The process for nominating and conferring the title of 'Emeritus Professor' is as follows:

(a) The process is initiated by the relevant Head of School or member of Academic Board who shall submit a documented nomination, in a downloaded copy of the designated memorandum template, to the relevant Dean. The memorandum shall detail the notable achievements of the nominee and provide relevant information in terms of the listed criteria as noted in section 5.1. Staff members are free to recommend candidates to the relevant Head of School, and any concerns about the nomination process may be raised with the Provost.

Note: If the professor is associated with a research or other centre, rather than a School, an appropriate senior staff member may arrange the preparation and submission of the nomination.

(b) Prior to proceeding to the next step, the Dean will approach the nominee and advise them of their nomination. In doing so they will ask if they wish to be considered further for the award and, if so, will seek their permission to access and use information held by the University (including Human Resources) for the purpose of assessing their nomination. If the nominee agrees to be considered and gives permission, then alongside the nomination from the Head of School, the Dean will also obtain and consider any relevant information from Human Resources. If the nominee does not agree to be considered or does not give permission to access and use information, then the process will be discontinued.

(c) The information provided by Human Resources will be used to inform the decisions made by the Dean and the senior University leaders regarding any awarding of an Emeritus title. For Privacy reasons, any relevant information provided by Human Resources, will only be made available to the Dean and those senior University leaders involved in the decision to award an Emeritus title.

(d) If accepted by the Dean, the nomination shall be forwarded with their approval to the Provost for consideration.

(e) If accepted by the Provost the nomination shall be forwarded with their approval to the Vice-Chancellor for consideration.

(f) If accepted by the Vice-Chancellor, the nomination is placed in the confidential part of the first available Academic Board agenda.

Note: The nomination may be distributed to members prior to the meeting, but is not provided to non-members. No members of Academic Board will receive any relevant information provided by Human Resources as per Sections 6.1 (b) and (c) above.

(g) At the Academic Board meeting the Vice-Chancellor speaks to the recommendation and seeks the Board's endorsement. This endorsement (or otherwise) is provided as advice to the Vice-Chancellor and the final decision whether to award an Emeritus title remains with the Vice-Chancellor.

(h) Following the Academic Board meeting, the Vice-Chancellor will advise the nominee of the decision that has been made.

(i) If the title and status is conferred, the Vice-Chancellor will outline the benefits and obligations of the distinction.

(ii) Where a nomination has been brought to Academic Board and the decision has been not to confer the title and status of Emeritus Professor, the nominee in question will

be informed by the Vice- Chancellor, and (unless an error has been made or there is a significant change in circumstances) will not be eligible to be renominated.

(iii) Upon conferral of the title, nominees should choose to adopt either 'Emeritus', 'Emerita', or 'Emeritum'.

(iv) As soon as the nominee has notified the Vice-Chancellor that they wish to accept the distinction, the Vice-Chancellor reports the matter to Council and advises Communications, Marketing & Engagement, and the Secretary of the Academic Board. If the nominee declines the distinction, no further action is taken.

7. Benefits and obligations of the distinction

7.1 The position of Emeritus Professor confers mutual benefits and obligations. The University continues to support the Emeritus Professor in ways that will advance their scholarship and research in the relevant discipline. This includes access to the University's facilities as resources allow within each Faculty budget.

7.2 Emeritus Professors are expected to continue to take an interest in their academic discipline and the intellectual life of the University and will use their position of distinction to promote and support the mission of the University.

7.3 When undertaking research, teaching, or administration activities at or on behalf of the University, Emeritus Professors must comply with any applicable University Policy Documents.

8. Publication of Recipients of the Distinction

8.1 The Communications Team arranges for the appointment to be announced publicly (e.g. in University News).

8.2 A list of the professors who have received the title and status of Emeritus Professor will be published in the University Calendar.

9. Revocation of the Distinction

9.1 The Vice-Chancellor may rescind the awarded title of Emeritus Professor if, following an investigation by a committee or other person appointed by the Vice-Chancellor to report on the matter, in the Vice-Chancellor's judgement a recipient has engaged in conduct or activities which bring or have brought significant disrepute to the University, including those that:

(a) result in a conviction for a serious criminal offence or being struck off by a professional body;

(b) in the Vice-Chancellor's judgment, materially misrepresent or undermine the accomplishments that formed the basis for awarding the title; or

(c) are otherwise harmful to the reputation of the University.

10. Definitions

In this Policy, unless the context otherwise requires:

Policy Document	has the meaning given in the Policy Framework.
Staff Member	has the meaning given in the Staff Conduct Policy.

Related Documents and Information

11. Related Documents

Education and Training Act 2020
Victoria University of Wellington Act 1961
Policy Framework
Staff Conduct Policy

12. Document Management and Control

Essential Record

Approver	Tumu Whakarae –Vice-Chancellor
Approval Date	30 June 2025
Effective Date	30 June 2025
Next Review Date	30 June 2028
Policy Sponsor	Tumu Maruānuku—Deputy Vice-Chancellor (Academic)
Policy Owner	Manager, Quality and Policy

Modification History

Date	Approval Agency	Details
30 June, 2025	Tumu Whakarae –Vice-Chancellor	New policy document

Emeritus Professor Nomination Memorandum

Preamble

The title of 'Emeritus Professor' is a form of recognition for professorial staff who have made outstanding contributions to, and had an exceedingly positive impact on, the University, its staff and students, and the wider community. Emeritus Professor is a high honour for select professors, and nominees must be deemed to have made an exemplary contribution to the University. This contribution is through service to the community, and academic leadership in teaching and/or research. The nominee needs to have epitomised the University's core values. They also need to have held the office of professor at Te Herenga Waka – Victoria University of Wellington for at least 10 years.

For especially distinguished professorial staff who meet these criteria, the Head of School (or equivalent) or member of the Academic Board, should submit this completed nomination memorandum to the Dean.

Nominations Adherence

This nomination form should summarise the key elements that demonstrate the nominee's suitability of the title. Please attach a full Curriculum Vitae to this nomination. If there are any questions about this nomination memorandum, please contact Robert Stratford in the Academic Office – robert.stratford@vuw.ac.nz

Note: This form is a 'nomination' of an Emeritus Professor Candidate and should not be mistaken for an 'application'. Not all nominations will be accepted.

Nomination Memorandum

Nomination Details

Name and title of nominee:

Current position (pre-retirement):

Date of commencement at Te Herenga Waka–Victoria University of Wellington:

Service to the University

Summarise in the box below how the nominee's outstanding service to the university, teaching, and research has epitomised the University core values; Akoranga, Whanaungatanga, Whai mātauranga, Kaitiakitanga, Manaakitanga (300 words):

Insert text here

In the box below, provide highlights of service from the nominee to Te Herenga Waka–Victoria University of Wellington (300 words; e.g., 10-12 bullet points preferred):
Include University administration positions, faculty and University-wide grants received, teaching and research service, and external partnerships.

Insert text here

Summarise how the nominee has demonstrated exemplary academic leadership other than what has already been detailed. This may include their contribution to teaching and/or research in their relevant academic field, how the nominee has represented the University in Public life, and/or through activities such as teaching innovation, graduate supervision, and a strong publication record (300 words; e.g., 10-12 bullet points preferred):

Any other relevant factors that should be considered through the career of the nominee

Insert text here

Reminder: attach a Curriculum Vitae or other career summary of the nominee to this nomination form.

Endorsement

Dean endorsement for the nomination:

Name:

Date:

Electronic signature here please

Provost endorsement for the nomination:

Name:

Date:

- Electronic signature here please

(APC25-33) **AB25-46**

New programme cover sheet

Proposal name	New MSpaceSc, PGDipSpaceSc	
Proposer	Tulasi Parashar, Yvette Perrott, Stephen Curran	
Faculty	Te Wāhanga a Manaia—Faculty of Science and Engineering	
Summary	New Postgraduate Programme in Space Science: Masters and PGDip	
Proposal year	2025	
Start year	2026	
Reference	MSpaceSc/1, PGDipSpaceSc/1	
CONSULTATION	**Person consulted**	**Summary and reference**
Academic Office	Heather Day, Linda Roberts	Feedback received and incorporated
Associate Dean	Paul Teesdale-Spittle	Feedback received and incorporated
CAD	Rana Daoud (Academic Developer)	No Issues identified
Careers & Employment (Work-integrated Learning)	Alice Hodder (Senior Adviser, WIL and Career Development)	No issues identified
Course Admin.	Teresa Schischka course-administration@vuw.ac.nz	Feedback received and incorporated
Titoko – Student Success	Greg Ambrose (manager, Student Success)	Feedback received and incorporated
Library	Rohini Biradavolu (Subject Librarian)	No issues identified
Marketing	Nigel Riley (Director, Marketing)	No issues identified
PAMI	Chris Clowes (funding); Colin Smithies (market analysis)	Market analysis completed for concept proposal.
Office of the Assistant Vice-Chancellor—Pasifika	Fabie Filo (Acting AVC Pasifika)	Recommended incorporation of PASI 401 to list of optional courses. This has been incorporated.
Toihuarewa	Meegan Hall (AVC Mātauranga Māori)	Feedback provided
School Admin.	Kara Eaton (School Manager)	No issues identified
Future Students	Cathy Powley (Director, Future Students)	No issues identified
Student Finance	Paige Jarman (Manager, Student Finance)	No issues identified
Student Learning	Louise Falepau (Manager, Student Learning)	No issues identified
Students	src@vuwsa.org.nz	No issues identified

Vic. International	Roger Armstrong	No issues identified	
Other Faculties	Faculty of Education, Health and Psychological Sciences Wellington School of Business and Government	Programme directors confirmed inclusion of courses in Part 1(iii) of the regulations.	
Possible employers/ Professional/ employer groups	See section A4 and External Consultation Appendix		
APPROVAL	**Authority**	**Date**	**Recorded by**
Concept proposal	Te Hiwa	25-03-2025	Heather Day
Head of School	Robert Keyzers	02-05-2025	Leigh Torode
Fac. Acad. Cttee.	Robin Fulton	07-05-2025	Leigh Torode
Faculty Board	Nicola Nelson	22-05-2025	Leigh Torode
Acad. Prog. Committee	Robyn Longhurst	17-06-2025	Carol Morris
Te Hiwa*	Nic Smith	24-06/2025	Heather Day
Academic Board			
CUAP			

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

New programme

Proposal name	New Master of Space Science (MSpaceSc)
Faculty	Science
CUAP Category	6.1.1

Section A

A1 Purpose

1. To introduce a new 180-point Master of Space Science (MSpaceSc), along with an attendant 120-point Postgraduate Diploma (PGDipSpaceSc).
2. To introduce a new 400-level course (SPCE 401), co-taught with an existing 300-level course (SPCE 301), introduce a completely new 400-level taught course in Space Science (SPCE 402) and new dissertation (SPCE 501), internship (SPCE 502), project (SPCE 560) and thesis (SPCE 595) courses.

A2 Justification

Executive summary justification statement for external audience

Te Herenga Waka – Victoria University of Wellington is the only university in New Zealand to offer a specialist undergraduate major in Space Science and, although some universities in Australia also offer undergraduate Space Physics or Space Engineering programmes, there is no postgraduate Space Science degree in Australasia. The only comparable option is a Master of Space Operations at the University of New South Wales. It is notable that the Australian Space Agency has indicated a desire to grow the sector to 20,000 jobs by 2030 (https://www.deloitte.com/au/en/services/consulting/perspectives/space-capability.html). There may be opportunities for equivalent growth within New Zealand, which the MSpaceSc would greatly contribute to. Indeed, space is of growing importance to the NZ economy. The space sector grew from not-recognized in 2016 to NZD $1.7 billion in 2019 and NZD $2.68 billion in 2024 showing a year-on-year growth of 8.9%, outpacing NZ's local economic growth as well as the growth of the global space sector (https://www.mbie.govt.nz/dmsdocument/30716-innovation-for-growth-charting-the-space-and-advanced-aviation-sectors-pdf).

With the first cohort of BSc Space Science majors graduating this year, we wish to offer a 180-point Master of Space Science (MSpaceSc) degree and a 120 point Postgraduate Diploma in Space Science (PGDipSpaceSc), which will provide further pathways into employment and doctoral programmes.

The Space Science sector is extremely broad, requiring expertise from a wide range of subjects. Our undergraduate major is designed on this basis. Consequently, the postgraduate programmes introduced in this proposal are similarly designed for suitably qualified graduates in space science or a related discipline. A broad understanding of the sector as well as its needs are introduced through two space-themed courses (SPCE 401 and 402). Students extend this through expansion into an area of expertise of relevance to the sector, such as data science, environmental science and monitoring, geographic information systems, or physics. Recognising that careers in the space sector may require additional expertise beyond these core areas, students will be allowed to add

courses in education, health and wellbeing, public policy, or science communication. Finally, students will have a substantial engagement in their chosen aspects of Space Science through completing a 60 point project, dissertation, or internship.

Justification statement for internal audience

The first cohort of the undergraduate BSc major in Space Science will graduate in 2025. This new 180-point Master of Space Science (MSpaceSc) will provide the solution to the current gap in postgraduate study for these graduates.

The designed structure of the programme (see below) will allow us to supplement the graduating cohort from the Space Science major with graduates from other programmes domestically and internationally. The MSpaceSc will provide a clear pathway for its students into employment or further postgraduate study. Several universities in Australia (e.g., RMIT, Adelaide, Swinburne, Southern Queensland) now offer specialist undergraduate degrees and majors in Space Science, but we have not identified any current postgraduate programmes in Australia or New Zealand in this field. Capturing graduates from these undergraduate programmes with an attractive 180-point master's programme will provide a further opportunity to recruit external students.

School priorities: Two key priorities for SCPS are i) to play a central role in training a STEM workforce that can contribute meaningfully to the economic, social, and environmental growth of Aotearoa NZ, and ii) to establish the department as the "gateway to tech" in the Wellington region. As Space Science is one of the key priority areas given the rapid growth of the space sector, we wish to utilize it as a tool to achieve both the above-mentioned objectives.

University priorities: By promising graduates who will have a broad understanding of the space sector and specialised skills for their focus area, and working closely with the industry for internships, this programme supports the university's mission to be *the global civic university that values close involvement with the social, cultural, and economic life of its city and region*.

The interdisciplinary nature of Space Science in general, and the proposed MSpaceSc in particular, naturally address the "Connection" and "Collaboration" aspects of the University strategic plan. Graduates will connect ideas across the academic disciplines of science, engineering, education, health, business and government to address the challenges and access the opportunities in the growing space sector in NZ and internationally. Through the internships and research projects offered in the final trimester, they will also connect with the "Community" aspect, with these opportunities empowering them to pursue professional and entrepreneurial experiences in the space sector. We are already starting to see some of this in action through the student led project Korora where students from various disciplines are working together to build a cubesat. MSpaceSci will further invigorate this synergy and provide students pathways into specialized areas of the space sector.

National priorities: In the *Aotearoa New Zealand Aerospace Strategy 2023-2030,* MBIE has three pillars and five goals to ensure a dynamic aerospace sector in Aotearoa 2030. By training graduates who seed cross-disciplinary ideas into the space sector we not only directly address goals such as "*Inspire people to get excited about aerospace, attract people into the sector and promote Aotearoa New Zealand as a partner for space exploration activities."* but also by supporting many other goals that require a workforce with a solid foundation in the interconnectedness of technology, data, policy, and business.

A3 Qualification

This proposal meets the CUAP definition of a master's degree in that it builds on a three-year bachelor's degree attained at a sufficient level (a B average grade) and requires 180 points of study, including at least 40 points at Level 9 (500-level). The proposed PGDipSpaceSc consists of 120 points at Level 8 or above.

A4 Acceptability of the programme and consultation

Significant consultation with various industries and government agencies was carried out during the planning and implementation of BSc in Space Science. The connections have been further strengthened through our regular interactions with the industry through various channels including visits and guest lectures by industry experts. These discussions have informed the design of our postgraduate pathways. External consultation on the planned MSpaceSc has been conducted and feedback is positive (see consultation appendix), particularly about the new training opportunities for the space workforce as well as the opportunity for internships provided by the programme.

As this programme embraces the breadth of subjects that can be applied to the space sector, consultation has occurred broadly within the University, including in the Faculty of Science and Engineering, with Education, Health, and Public Policy within the School of Government.

Transitional arrangements

There are no transitional arrangements as this is a new programme. However, students enrolled in other postgraduate qualifications may transfer to the new programme and carry over any relevant completed courses.

A5 Te Tiriti o Waitangi

The University's commitment to the principles of Te Tiriti o Waitangi is manifested in the MSpaceSc through its alignment with the Māori Strategic Outcomes Framework (Mai i te Iho ki te Pae):

Whai mātauranga: we will nurture intellectual curiosity and promote engagement with mātauranga Māori and Māori communities through finding connections with Space Science topics. In the undergraduate Space Science programme this has taken the form of, for example, talking about kaitiakitanga in the context of our near-Earth space environment; learning about Māori lunar and stellar calendars; and considering Māori stakeholder engagement for space mission planning.

Akoranga and manaakitanga: we will cater for the needs of our Māori students by continuing the tutorial-based approach we have used in the undergraduate programme, encouraging interaction with lecturers and peers and promoting discussion and group work. In SPCE 402, students will select topics of particular interest to them for research projects and presentations and will be particularly encouraged to select topics which enable them to bring their knowledge of te ao Māori into the assessment task.

Whanaungatanga: we will continue working with Māori colleagues in the university and beyond who have helped us to develop material for the undergraduate programme, connecting them with students in the MSpaceSc and fostering a collaborative and mutually respectful environment.

Kaitiakitanga and rangatiratanga: we will actively seek to grow Māori engagement with the programme through targeted recruitment. We monitor Māori student retention at the undergraduate level through engagement with the Āwhina student support programme and will

actively encourage Māori students to continue to postgraduate level, fostering their future leadership in space-related fields, through enrolment in the MSpaceSc.

A6 Goals of the Programme

The goal of the programme is to produce graduates with a broad understanding of the theory and the skills relevant to the space sector. This will be achieved via interdisciplinary subject-specific courses coupled to an internship, research, or scholarship on a topic relevant to the space industry. Graduates will be equipped to undertake independent research or application of knowledge to space sector challenges and possess transferable skills in areas such as communication, data modelling and interpretation of scientific literature. This will be achieved via a broad array of courses from a range of disciplines relevant to the space industry including those centred on education, public policy, public management, health and safety, and communication. The Masters qualification will conclude with an internship or research project. For entry to the programme, students will normally have completed a Bachelor's degree with an average grade of at least B in *Space Science, Physics, Applied Mathematics, Engineering, Geographic Information Science,* or, at the discretion of the Head of School, an equivalent qualification. This requirement may be waived by the Associate Dean for a candidate who has the relevant practical, professional, or scholarly experience.

The programme will be based in the School of Chemical and Physical Sciences, where the Space Science Bachelor's degree is hosted and where the physics base provides broad expertise in data modelling, analysis and the physical aspects of space and space travel (e.g., astronomy, optics, electronics, space environment, and materials science). There will also be extensive collaboration across the academic disciplines of science, engineering, education, health, business and government to address the challenges and access the opportunities in the growing space sector. In order to secure internships and pathways to future careers, ties with the domestic (Rocket Lab, Zenno, Starboard, Dawn, Kea, IDS Consulting, Snowdown consulting, Defence, Space Force, NZSA, government ministries) and international (e.g., Axiom, SpaceX, Blue Origin, Astra, Planet Labs, NASA, ESA, JAXA, ISRO, Chinese Space Agency, UK Space) space industry will be forged.

A7 Outcome statements

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

Graduate profile (qualification)

Master of Space Science (MSpaceSc) graduates will have a broad understanding of theory relevant to the space sector achieved from interdisciplinary subject-specific courses coupled to an internship, research, or scholarship on a topic relevant to the space industry. Specifically, graduates will have the following:

Skills

- undertake and communicate findings from either independent research or application of knowledge to space sector challenges;
- transferable skills in areas such as communication, data modelling, interrogation and interpretation of scientific literature.

Behaviours

- promote cross-disciplinary thinking at an advanced level in areas of relevance to the space sector.
- willingness to apply critical thinking
- integrate national and international research or practice addressing complex research or operational challenges in Space Science

Knowledge

- breadth of knowledge through appropriate interdisciplinary study
- specialised knowledge obtained through research or scholarship
- understanding of the relationships between the different components of the space sector
- optional extension to include Education, Health and Safety, Public Policy, or Management.

Postgraduate Diploma in Space Science (PGDipSpaceSc) graduates will have a broad understanding of theory relevant to the space sector achieved from a combination of subject-specific courses and interdisciplinary study coupled to a short internship, research project, or dissertation on a topic relevant to the space industry. Specifically, graduates will have the following:

Skills

- developing ability to undertake independent research or application of knowledge to space sector challenges;
- developing transferable skills in areas such as communication, data modelling, interrogation and interpretation of scientific literature.

Behaviours

- seed cross-disciplinary ideas.
- willingness to apply critical thinking

Knowledge

- breadth of knowledge through appropriate interdisciplinary study
- specialised knowledge obtained through taught courses as well as research or scholarship
- overview of the relationships between the different components of the space sector
- optional extension to include the subjects of Education, Health and Safety, Public Policy, or Management.

Content

The MSpaceSc will consist of specialist Space Science content along with a broad array of courses from a range of disciplines relevant to the space industry. This is supplemented by skills courses including those centred on education, public policy, public management, health and safety, and communication. The Master's qualification will complete with an internship or research project.

The PGDipSpaceSc will consist of 120 points, meeting the requirements of Part 1 of the MSpaceSc.

Education pathways

On completing the MSpaceSc, students who have completed a research project may undertake a full master's thesis or PhD level research.

On completing the PGDipSpaceSc, students may abandon their Diploma and complete the requirements for the MSpaceSc. In exceptional circumstances, students with appropriate background to undertake research may be permitted to enrol in the MSc part 2 and complete a 120-point research thesis.

Employment pathways

For the MSpaceSc and PGDipSpaceSc

- In Aotearoa: Space companies such as Rocket Lab, Zenno, Starboard, Dawn, Kea, IDS Consulting, Snowdown Consulting, Defence, Space Force, NZSA, government ministries require a workforce trained in space related disciplines.
- Internationally: There is a large international market, including the Australian Space Agency, Nova Systems, Gilmour Space Technologies, Blue Dwarf Space, Axiom, SpaceX, Blue Origin, Astra, Planet Labs, NASA, ESA, JAXA, ISRO, Chinese Space Agency, UK space market. The international sector was USD $630 billion in 2023 and McKinsey expects it to grow to US $1.8 trillion by 2035 (https://www.mckinsey.com/industries/aerospace-and-defense/our-insights/space-the-1-point-8-trillion-dollar-opportunity-for-global-economic-growth).

Entry requirements

A bachelor's degree with an average grade of at least B in Space Science, Physics, Applied Mathematics, Engineering, Geographic Information Science, or, at the discretion of the Head of School, an equivalent qualification. This may be waived by the Associate Dean for a candidate who has extensive practical, professional, or scholarly experience of an appropriate kind.

Assessment

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

A8 Graduate profile

Scholarly attributes developed through the formal curriculum

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Commu-nication	Intellectual autonomy	Intellectual integrity
Possess a breadth of knowledge through appropriate interdisciplinary study	✓			✓	
Have specialised knowledge obtained through research or scholarship	✓			✓	✓
Describe the relationships between the different components of the space sector	✓		✓		
Optionally extend discipline knowledge to include Education, Health and Safety, Public Policy, or Management.		✓	✓	✓	
Undertake and communicate findings from either independent research or application of knowledge to space sector challenges (Master's only)	✓	✓	✓	✓	✓
Demonstrate transferable skills in areas such as communication, data modelling, interrogation and interpretation of scientific literature.	✓	✓	✓	✓	✓

Personal qualities

Personal quality for the qualification / subject	International perspective	Engagement	Independence & collaboration	Goal setting
Promote cross-disciplinary thinking at an advanced level in areas of relevance to the space sector (Master's only)	✓	✓	✓	✓
Contribute to a team through seeding cross-disciplinary ideas (PGDip)	✓	✓	✓	✓
Exhibit a willingness to apply critical thinking		✓	✓	
Integrate national and international research or practice to address complex research or operational challenges in Space Science (Master's only)	✓	✓	✓	✓

A9 Programme overview

We propose a 180 point Master's qualification built from three separate blocks:

- Subject knowledge courses -– at least 60 points drawn from a broad range of subject courses to include at least 15 points directly related to Space Science. The Space Science undergraduate major is highly interdisciplinary. At this stage, we intend most of the postgraduate programme to be delivered by existing courses from these associated subjects.
- Wider Knowledge, Skills and Professional Development courses – up to 60 points to be drawn from across the Faculty and other areas of the University. In addition to appropriate

courses in Science and Engineering, we have provisional agreement to use courses from Education, Health (from their Workplace Health and Safety courses), and the Wellington School of Business and Government (from their Public Management and Public Policy courses) for inclusion in 180 point master's qualifications of this type. These provide pathways, e.g., relating to teacher development, science workplace management, and science policy.

- Scholarship, Research and Practice courses – 60 points from dissertations, research projects, or internships.

The Postgraduate Diploma will consist of 120 points of which will include at least one Space Science coded theory course, at least 45 points from the subject knowledge courses. The remaining points will be from the subject; the wider knowledge, skills and professional development courses.

N.B. Due to the interdisciplinary nature of the qualification, it is not possible to create a coherent postgraduate certificate. Students will be advised instead to undertake a disciplinary Postgraduate Certificate in Science or an interdisciplinary Postgraduate Certificate in Professional Studies.

A10 Proposed regulations

Master of Space Science, MSpaceSc (180 points)
Postgraduate Diploma in Space Science, PGDipSpaceSc (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 MSpaceSc or PGDipSpaceSc degree shall have:
(i) completed at Bachelor's degree with an average grade of at least B in Space Science, Physics, Mathematics, Engineering, Geographic Information Science, or an equivalent subject; and
(ii) been accepted by the Programme Director or nominee as capable of proceeding with the proposed course of study.
(b) Requirement (a)(i) may be waived by the Associate Dean for a candidate who has extensive practical, professional, or scholarly experience of an appropriate kind.

General requirements
2. (a) The course of study for the MSpaceSc shall consist of courses worth 180 points, consisting of:
Part 1:
(i) SPCE 401 and 402.
(ii) At least 30 points from DATA 471-475; ENSC 401-402; GEOG 415; PHYS 401-447; SPCE 405-408.
(iii) Up to 60 further points from approved combination of courses from the schedules to the MSpaceSc, BSc(Hons), EDUC 504-553, GOVT 501-543, HLWB 507-512, PASI 401, SCIS 410-440.

Part 2:
60 points from SPCE 501-590.

(b) A candidate who has completed a BSc major in Space Science will be exempted from SPCE 401, and shall instead take 15 further points from Part 1 (ii).

3. Admission to Part 2 will require a B grade average or better across all Part 1 courses or approval of the Programme Director.
4. With the permission of the Programme Director, a candidate may replace 30 points of Part 1 (iii) and the 60 points from Part 2 of the MSpaceSc with SPCE 595.
5. A candidate for the MSpaceSc shall normally be enrolled for at least three trimesters and shall complete the degree within three years of first enrolling. The Associate Dean may extend the maximum period in special cases.
6. The course of study for the PGDipSpaceSc shall comprise Part 1 of the MSpaceSc.

Substitution of courses
6. A candidate may, with the permission of the Head of School, replace courses from parts 1(ii) and (iii) of the general requirements with substitute courses not credited to a completed qualification chosen from those offered for other postgraduate Honours or Master's degrees.

Award of Distinction or Merit
7. The MSpaceSc may be awarded with Distinction or Merit as described in the Assessment Handbook.

Schedule to the MSpaceSc Regulations

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X)
SPCE 401	Challenges and Solutions for Space Systems	15	X SPCE 301
SPCE 402	The Space Sector in NZ and Beyond	15	P SPCE 301 or C SPCE 401
SPCE 405-408	Special Topics	15	
SPCE 501	Dissertation in Space Science	60	P enrolment in Part 2 of the MSpaceSc or permission of the Head of School.
SPCE 502	Internship in Space Science	60	P enrolment in Part 2 of the MSpaceSc and permission of the Head of School.
SPCE 560	Project in Space Science	60	P enrolment in Part 2 of the MSpaceSc or permission of the Head of School.
SPCE 595	Thesis in Space Science	90	P Permission of the HoS

A11 Proposed teaching/delivery methods

Organisation of teaching

The courses will include a mix of in-person lectures, tutorials, workshops, and seminars. Students enrolled in the Master of Space Science will additionally complete a dissertation, internship, or research project.

Mode of teaching

The courses will be taught in-person with provision for review of content via lecture recording. Additional material will be supplied via the University's online learning management system. The dissertation, internship, and research components are supported by active supervision.

Formative feedback

Students will be provided with formative feedback verbally during tutorials, lectures, seminars, workshops, and through feedback on assessed work. Formative feedback on the research project or placement completed by Master's students will be provided by their advisor in regular meetings.

Interaction

Students will interact with staff, guest lecturers from industry, and other students in the programme during lectures, tutorials, seminars, and workshops, and through the University's online learning management system. There will also be opportunities for informal interactions, including through School seminars.

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

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

A12 Prescriptions for courses

SPCE 401 - Challenges and Solutions for Space Systems (15 points)

Through a mock mission design project, learn the challenges and solutions involved in space mission design. You will extend your previous knowledge in the physics and engineering of orbits, heat shielding, space-based communication and more as applied to a mock mission developed collaboratively with the class. Along the way, you will learn concepts from systems engineering, mission design and testing, project management, presentation skills for both technical and non-technical audiences, and develop your confidence with computational methodology. Socio-cultural aspects of mission design will be informed by cultural and ethical issues from international as well as domestic perspectives including tikanga Māori.

SPCE 402 - The Space Sector in NZ and Beyond (15 points)

This course will provide an overview of the multi-faceted space sector in New Zealand and beyond: including launch facilities, payload design, mission operations, ground communication, remote sensing observations, astronomy and more. Through research projects and in-class discussion you will extend your previous knowledge of the space sector and discover lesser-known aspects of the space sector.

SPCE 501 - Dissertation in Space Science (60 points)

Through your dissertation, you will investigate a topic relevant to Space Science or the space Industry, and write an extended research essay of up to 12,000 words. The dissertation will consist

of a review and analysis of the literature, policy, or practice in the space sector, and the lead to a seminar to share understanding of the project's outcomes with fellow students.

SPCE 502 - Internship in Space Science (60 points)

In this course you will gain professional work experience in the space sector. Each student is supervised by an academic staff member and a host organisation involved in Space 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.

SPCE 502 - Project in Space Science (60 points)

In this course you will design, undertake and report on a research project relevant to Space Science.

SPCE 595 - Thesis in Space Science (90 points)

A research project leading to a research thesis.

A13 Assessment and moderation procedures

Assessment procedures for all courses are specified in detail in section B and section 6.3 of Victoria's Assessment Handbook (www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf), and moderated using Faculty of Science and Engineering (or the responsible Faculty's) procedures.

As described in the course descriptions, assessment in the core taught courses (SPCE 401 and 402) will be undertaken via reports, group work, student led discussions, and presentations.

SPCE 501 (dissertation) and 560 (project) will be internally assessed by two independent markers to ensure consistency.

SPCE 502 (internship) will be graded as pass/fail.

A14 Resources

A business case that details all resourcing requirements for this application is in preparation for consideration by Te Hiwa. SCPS has the capacity and capability to sustainably support this new programme.

A15 Plans for monitoring programme

This programme will be part of the regular Te Herenga Waka—Victoria University of Wellington monitoring processes. Students undertaking these qualifications will be requested to provide feedback as part of the regular, formal process administered by the university's Centre for Academic Development. In addition, the Programme Director will be responsible for collecting and reviewing information in respect of student numbers, pass rates, retention and student satisfaction. Student feedback data, grade distributions, and student feedback responses for courses in the Faculty of Science and Engineering are reviewed by the Faculty's Teaching, Learning, and Equity Committee. The Programme will also be covered in the usual academic programme reviews.

A16 Review of the programme

This programme will be subject to a formal Graduating Year Review (GYR) within three years of the first graduating cohort. In addition, it will also be subject to any Academic Programme Reviews, which occur every seven or so years at Te Herenga Waka—Victoria University of Wellington.

A17 Statement regarding Section B

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

A18 EFTS value

Master of Space Science — 180 points, 1.5 EFTS

Postgraduate Diploma in Space Science — 120 points, 1.0 EFTS

A19 Statement regarding funding

The qualifications of these postgraduate programmes, 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

The MSpaceSc has been designed to leverage many existing courses across the Faculty of Science and Engineering, alongside the addition of a small number of bespoke postgraduate SPCE courses, coupled with dissertation/internship/research projects as a major component. These can be provided with minimal impact upon academic staff workload.

The first new course, SPCE 402, will be developed for deployment in the first year. The School of Chemical and Physical Sciences is currently recruiting a new, full time academic space scientist who will join the existing SPCE programme team. This recruit will contribute directly to the development of SPCE 402 and/or will relieve teaching workload on existing staff to allow them to create this course.

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 Space Science and Physics is required.

Website, marketing and publications

A budget is set in the business case that allows for updating of marketing assets (e.g., video for the web, photography for web and printed publication, Google Ads for findability). A wider, more extensive marketing approach would require further investment than currently budgeted.

B4 Availability of teaching space and other required facilities

Facilities

All required teaching spaces and other physical resources are available in the School of Chemical and Physical 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 Chemical and Physical Sciences operates computer laboratories that may be used for teaching, particularly in SPCE 402, and that some students may use for data analysis. Access to supercomputing facilities through Raapoi/NESI is available as needed.

Equipment

No new equipment is required.

B5 Availability of library resources

Existing collection and services

The library has a wide range of subject specialist and interdisciplinary resources to support masters and doctoral level study and research. The current book and journal collections and science and engineering database collections provide adequate support to the qualification's teaching and research requirements including the only new course introduced SPCE402. The library's existing collection of research and analysis tools and support systems for scholarly communication and publishing provide coverage for research-based initiatives in the qualification.

New resources and services

No new resources or services required as the current level of subject librarian's support for teaching and research and other library information support services are adequate.

B6 Timetabling arrangements

Only one new course needs timetabling, SPCE 402. This will be a small postgraduate course and can be accommodated in existing teaching facilities.

B7 Memorandum of understanding

N/A

Course Description: SPCE 401 (2026, T1)

Course title	Challenges and Solutions for Space Systems		
Short title	Space Systems	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	MSpaceSc		
Prerequisites, corequisites, restrictions	X SPCE301		
Prescription	Through a mock mission design project, learn the challenges and solutions involved in space mission design. You will extend your previous knowledge in the physics and engineering of orbits, heat shielding, space-based communication and more as applied to a mock mission developed collaboratively with the class. Along the way, you will learn concepts from systems engineering, mission design and testing, project management, presentation skills for both technical and non-technical audiences, and develop your confidence with computational methodology. Socio-cultural aspects of mission design will be informed by cultural and ethical issues from international as well as domestic perspectives including tikanga Māori.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	36 h
This course is designed for in-person study, and students are strongly recommended to attend lectures and tutorial sessions on campus. Some assessment items will require in-person attendance, particularly oral presentations.		**Tutorials**	24 h
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Reflect on the relationship between science goals and mission design requirements, and perform quantitative analyses to assess compliance with those requirements.
2	Apply appropriate science and technology knowledge to calculations, simulations and evidence-based discussion of concepts including: satellite orbital mechanics, space-based communication, energy production and environmental management.
3	Implement project management techniques to achieve individual and collaborative design milestones.
4	Effectively communicate advanced technical results via both oral presentations and written reports.
5	Describe a range of ethical issues relevant to space mission design, informed by international as well as domestic perspectives including but not limited to tikanga Māori.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Design project in Space Science (staircased - including initial document, 5%; initial design oral presentation, 5%; mid-design review document, 20%; final design document, 20%; Final design oral presentation, 10%). Expected workload: 73 hours.	60%	1, 2, 3, 4, 5
2	Tasks and graded activities during weekly studio sessions. Expected workload: 10 hours out of class plus 24 hours in tutorials.	30%	1, 2, 4
3	Project management log. Expected workload: 2 hours.	5%	3
4	Peer feedback on presentations and reports. Expected workload: 5 hours.	5%	1, 5

Mandatory course requirements	None

Course Description: SPCE 402 (2026, T2)

Course title	The Space Sector in NZ and Beyond		
Short title	The Space Sector in NZ and Beyond	**Point value**	15
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	MSpaceSc		
Prerequisites, corequisites, restrictions	P SPCE 301 OR C SPCE 401		
Prescription	This course will provide an overview of the multi-faceted space sector in New Zealand and beyond: including launch facilities, payload design, mission operations, ground communication, remote sensing observations, astronomy and more. Through research projects and in-class discussion you will extend your previous knowledge of the space sector and discover lesser-known aspects of the space sector. Research topics will be selected to align with the interests of the students and can range from the physics of rocket launches to the intersection of mātauranga Māori and space science.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
Teaching will be via two one-hour lectures and one workshop hour per week. The workshops sessions will be discussion-based and allow time for students to seek help with their research projects from peers and instructors. Students will be expected to spend the remaining 114 hours outside of class working on their research projects.		**Workshops**	12
		Seminars	0
		Labs/Studios	0
		TOTAL	36

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Demonstrate awareness of the broad and varied nature of the space sector both in New Zealand and internationally, including Māori perspectives on space-related activities.
2	Demonstrate in-depth technical knowledge in particular aspects of the space sector complementary to their previous studies.
3	Synthesize information from a range of literature sources.
4	Communicate technical information effectively via both written and oral reports.

Assessment items and workload per item		**%**	**CLO(s)**
1	Three research projects undertaken on aspects of the space sector of particular interest to the student. These should include literature review, descriptive and technical elements. Expected workload: 25 hours per project.	60	1, 2, 3, 4
2	One 20 min presentation on one of the topics chosen as a research project. Expected workload: 14 hours.	20	2, 3, 4
3	One in-term test	20	1,2,3
Mandatory course requirements	None		

Course Description: SPCE 501 (2026, T3)

Course title	Dissertation in Space Science		
Short title	Dissertation	**Point value**	60
Course coordinator	TBC	**NZQF level**	9
Qualification schedule:	MSpaceSc		
Prerequisites, corequisites, restrictions	P enrolment in Part 2 of the MSpaceSc or permission of the Head of School.		
Prescription	Through your dissertation, you will investigate a topic relevance to Space Science or the Space Industry. The course centres on writing and presenting an extended research essay of up to 12,000 words. The dissertation will consist of a review and analysis of the literature, policy, or practice in the Space Sector, leading to a seminar to share understanding of the project's outcomes with fellow students.		
Student workload hours	600	**Contact Hours**	
Teaching/learning summary		**Lectures**	
The dissertation has no formal contact hours, but students will develop their dissertation under the guidance and supervision of an academic or space sector supervisor.		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course will/should (*delete one*) be able to:	
1	Identify a research question or area with opportunity for improvement in policy or practice in the Space Sector	
2	Carry out a literature review and synthesise new ideas.	
3	Write an extended dissertation employing conventional academic styles and formatting.	
4	Communicate findings in a seminar-style presentation.	

Assessment items and workload per item		**%**	**CLO(s)**
1	12,000-word research report	90%	1–3
2	Seminar presentation (20 minutes)	10%	4
3			

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
Obtain at least 40% of the marks for the seminar presentation to demonstrate completion of CLO4.	

Course Description: SPCE 502 (2026, T3)

Course title	Internship in Space Science		
Short title	Practicum	**Point value**	60
Course coordinator	TBC	**NZQF level**	9
Qualification schedule:	MSpaceSc		
Prerequisites, corequisites, restrictions	P enrolment in Part 2 of the MSpaceSc and permission of the Head of School.		
Prescription	In this course you will gain professional work experience in the space sector. Each student is supervised by an academic staff member and a host organisation involved in space 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 hours	**Contact Hours**	
Teaching/learning summary		**Lectures**	
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 will/should (*delete one*) be able to:
1	Demonstrate through written reports and oral presentation highly specialised knowledge and critical awareness of the space sector.
2	Communicate effectively with others and present findings from a work-relevant experience.
3	Apply methodologies relevant to the space sector
4	Extend knowledge of space science and ability to apply it to new situations.

Assessment items and workload per item		**%**	**CLO(s)**
1	6,000 word report on the finding from the workplace (including any projects completed) and placement experience	80%	1, 2, 3
2	Oral presentation (20 minutes)	20	4
3			

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
Adhere to the human resources, health, safety and wellbeing requirements of the placement host. Obtain at least 40% of the marks for the seminar presentation to demonstrate completion of CLO4.	

Course Description: SPCE 560 (2026, T3)

Course title	Project in Space Science		
Short title	Project	**Point value**	60
Course coordinator	TBC	**NZQF level**	9
Qualification schedule:	MSpaceSc		
Prerequisites, corequisites, restrictions	P enrolment in Part 2 of the MSpaceSc or permission of the Head of School.		
Prescription	In this course you will design, undertake and report on a research project relevant to Space Science.		
Student workload hours	600 hours	**Contact Hours**	
Teaching/learning summary		**Lectures**	
This course is a research project. Students will undertake independent research under supervision. Within this is included literature review, hypothesis development, data review and analysis. A further 100 hours is allowed for writing the project		**Tutorials**	
		Seminars	
		Labs/Studios	500
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course will/should (*delete one*) be able to:
1	Formulate an appropriate research question
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	12,000-word research report	90%	1–3
2	Seminar presentation (20 minutes)	10%	4
3			

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
Follow health, safety and wellbeing requirements for the research project. Obtain at least 40% of the marks for the seminar presentation to demonstrate completion of CLO4.	

Course Description: SPCE 595 (2026, Full Year)

Course title	Thesis in Space Science		
Short title	Thesis	**Point value**	90
Course coordinator	[Course Coordinator]	**NZQF level**	9
Qualification schedule:	MSpaceSc		
Prerequisites, corequisites, restrictions	P Approval of the Programme Director		
Prescription	A research project leading to a research thesis.		
Student workload hours	900 hours	**Contact Hours**	
Teaching/learning summary		**Lectures**	
A research programme designed to address a research question or hypothesis, underpinned by development of a research proposal. The core research element is the application of practical experimental work and data interpretation. This work culminates in submission of a written thesis and oral presentation.		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course will/should (*delete one*) be able to:	
1	Develop a programme of experimental work to test a research hypothesis.	
2	Perform experiments which generate data from which conclusions relating to the research question or hypothesis.	
3	Critically evaluate and reflect on the relevant literature, integrating the knowledge into the research project.	
4	Analyse, evaluate and provide written reports of the results of a research project.	

	Assessment items and workload per item	**%**	**CLO(s)**
1	Research Thesis	100%	1, 2, 3, 4
2			
3			

Mandatory course requirements	

Appendix: External Consultation

Proposal name	New Master of Space Science and Postgraduate Diploma in Space Science (MSpaceSc, PGDipSpaceSc)

Consultation	**Response to feedback**
Tim Searle, Pacific Director and Strategic Advisor - Axiom Space	Positive response, particularly to internship opportunities. Recommendation to focus internships to interests of students and companies; this will be implemented when internships are set up. "Overall, it looks like a great program ... it looks similar to how I would have designed it".
Liza Van Der Merwe (Partner, NZ Space Practice Lead) and JC Hernandez (Associate Director) - Deloitte NZ	Recommendation to encourage development of entrepreneurial mindset, will be implemented by adding existing Business School courses into recommended course list (eg MGMT 307). Suggestion to incorporate guest lectures through Deloitte connections, will be implemented when SPCE 402 is developed. Positive response about internship opportunities which can be applied for through the standard Deloitte internship procedures.
Eric Dahlstrom and Emmeline Paat-Dahlstrom, co-founders – SpaceBase NZ	Positive response. Recommendation to the development of global internships programme as well as entreprenurial/business management flavour of the programme.
Joseph Corbett, Senior Data Scientist – Starboard Maritime Intelligence	Contacted, pending response
Avinash Rao, aerospace consultant – IDS Consulting	Contacted, pending response
Jude Rushmere, General Manager NZ – Nova Systems	Contacted, pending response
Peter Beck, CEO - RocketLab	Contacted, pending response
Andrew Johnson, Space Policy and Regulatory Systems Lead – New Zealand Space Agency	Letter attached.
Mark Rocket, CEO – Kea Aerospace	Positive response, awaiting support letter
Geoff O'Malley and Nic Donnelly, Principal Geospatial Specialists - LINZ	Contacted, pending response
Sara Mikaloff-Fletcher and Matt Pinkerton, Principal Scientists - NIWA	Contacted, pending response

New programme cover sheet

Proposal name	Master of Clinical Practice (Midwifery)	
Proposer	Kass Jane	
Faculty	Te Pukenga Wai—Faculty of Education, Health, and Psychological Sciences	
Summary	Introduction of a new Master's degree, the Master of Clinical Practice (Midwifery) (MClinPrac(Mid))	
Proposal year	2025	
Start year	2027	
Reference	MClinPrac(Mid)/1	
CONSULTATION	**Person consulted**	**Summary and reference**
Academic Office	Linda Roberts, Heather Day	Feedback received and incorporated
Associate Dean	David Harper	No concerns
CAD	Stephen Marshall	Proposal endorsed; CAD workshop for course descriptions. Further input to be received after the proposal has been approved by CUAP.
Careers & Employment (WIL)	Alice Hodder	No issues identifed
Course Admin.	Course-Administration@vuw.ac.nz, Teresa Schischka	Feedback provided
Titoko – Student Success	Greg Ambrose	No concerns
Office of the Assistant Vice-Chancellor—Pasifika	Fabie Filo (Acting AVC Pasifika)	No issues identified
Library	Marisa Jayna	No feedback
Marketing	Nigel Riley	No issues identified
PAMI	William Vandenberg Gracie	No issues identified
Toihuarewa	Meegan Hall	Incorporate reference to the University's values, plans and Te Tiriti o Waitangi statue into section A5.
School Admin.	Kate Berry	No concerns
Future Students	Cathy Powley	No issues identified

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Student Finance	Paige Jarman	Feedback provided re. consideration of a scholarship to support placements.	
Student Learning	Louise Falepau	No issues identified	
Students	Joseph Habgood	Feedback provided	
Vic. International	Dhjoanna Lambert	No issues identified	
Possible employers/peak bodies *(See A4)*			
APPROVAL	**Authority**	**Date**	**Recorded by**
Concept proposal	Te Hiwa		
Head of School	Jill Wilkinson	16-05-2025	Yang Liu
Fac. Acad. Cttee.	David Harper	08-05-2025	Yang Liu
Faculty Board	David Harper	22-05-2025	Yang Liu
Acad. Prog. Committee	Robyn Longhurst	17-06-2025	Carol Morris
Te Hiwa*	Nic Smith	24-06-2025	Heather Day
Academic Board			
CUAP			

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

New programme

Proposal name	Master of Clinical Practice (Midwifery)
Faculty	Te Pukenga Wai—Faculty of Education, Health, and Psychological Sciences
CUAP Category	6.1.1 The introduction of a new academic qualification

Section A

A1 Purpose

1. To introduce a new 240-point graduate entry programme, the Master of Clinical Practice (Midwifery) (MClinPrac(Mid)).

2. To introduce eight new taught postgraduate midwifery courses.
   MIDW 401 Midwifery in Aotearoa New Zealand (Theory)
   MIDW 402 Midwifery Practice 1 (Practice)
   MIDW 403 Transition to Parenthood & the Newborn (Theory)
   MIDW 404 Midwifery Practice 2 (Practice)
   MIDW 405 Assessing Risk & Complexity in Midwifery (Theory)
   MIDW 406 Midwifery Practice 3 (Practice)
   MIDW 407 Applied Pharmacology & Prescribing for Midwives (Theory)
   MIDW 501 Midwifery Practice Project (Practice)

3. To create two Directed Individual Study courses, MIDW 410 and MIDW 411.

4. To amend two Bachelor of Midwifery (BMid) courses.

A2 Justification

The midwifery workforce is under significant pressure. According to the recently published Health Workforce Plan 2023/24[1], 40% (n=1050) more additional midwives are needed to fulfil current full time equivalent (FTE) requirements across the sector. Additionally, the Workforce Plan states that a further 250 FTE will be required by 2032. The MClinPrac(Mid) qualification aims to help address this shortage by providing a quality, accelerated education pathway that attracts a new and diverse cohort of people from other health professions to the midwifery profession. Te Herenga Waka – Victoria University of Wellington (THW) is fully engaged and committed to meeting the current and future midwifery workforce needs for the greater Wellington region. This CUAP proposal is reflective of that commitment.

Colleagues across the registered health professions, especially nursing, are interested in an accelerated pathway option. Many Health New Zealand – Te Whatu Ora (Health NZ) maternity service providers now rely on colleagues from the nursing profession to staff maternity areas; additionally other registered health professionals have expressed interest in gaining a midwifery qualification. To date, however, these health professionals have been reluctant to enrol in undergraduate programmes, expressing challenges that include the length of the programme and difficulties in receiving recognition of prior learning (RPL). The MClinPrac(Mid) therefore provides an additional education opportunity, and a new pathway, for health professionals to pursue midwifery as a study

[1] https://www.tewhatuora.govt.nz/publications/health-workforce-plan-2024

option and profession. This is seen as important to help ensure a sustainable maternity service for whānau/families and one that seeks to complement, but not compete with, THW's existing undergraduate (UG) midwifery programme.

THW's proposed MClinPrac(Mid) degree would be the third graduate-entry midwifery programme in Aotearoa New Zealand, following on from the University of Waikato CUAP-approved programme, which commenced in Semester 1 2025; and the Auckland University of Technology (AUT) programme which was considered by CUAP in Round 2 2025.

Graduate-entry Master's (GEM) degrees are an increasingly common pathway among professions such as nursing, physiotherapy, occupational therapy and pharmacy. Eight such providers of these programmes have been initiated in Aotearoa New Zealand since 2014. Internationally, GEM programmes have been successfully delivered for many years. Examples of such programmes are common in both the United Kingdom and Australia. For example, the University of Birmingham, School of Nursing and Midwifery has a MHSC (Midwifery) that has been developed in partnership with practice partners to help address workforce shortages. Many Universities in Australia offer a Master's programme for registered nurses wishing to have dual registration as a midwife (for example, University of Queensland, La Trobe, University of Newcastle). Curtin University additionally offers a Master of Midwifery (by course work) that does not require the applicant to have a nursing degree and accepts other registered health professionals.

THW itself has offered a Master of Nursing Practice programme (MNursPrac) since 2021. This is a two-year Master's degree that allows those who have successfully completed a Bachelor's degree to transition into a career in nursing. To date there have been 34 graduates from the MNursPrac programme, with 35 currently enrolled.

The Midwifery Council of New Zealand (MCNZ) Board accredits all midwifery programmes in Aotearoa New Zealand. At their July 2024 meeting, they approved and gazetted a new qualification for registration as a midwife in Aotearoa New Zealand, to be known as the Master of Clinical Practice (Midwifery) (MClinPrac(Mid))*. The MCNZ has been advised of the University's intention to establish an MClinPrac(Mid) programme and the timing of the approval process is under discussion, with a likely date of October 2025.

A3 Qualification

The MClinPrac(Mid) complies with the CUAP requirement for a Master's degree by coursework only. It is constituted in one discipline and is a coherent programme of study at an advanced level of study for specialist professional practice. The programme comprises 240 points, including 60 points at Level 9 and the remainder at Level 8 on the New Zealand Qualifications and Credentials Framework (NZQCF).

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* **Corrigendum—Midwifery Scope of Practice and Qualifications Notice 2024**
"In the notice with the above title, published in the New Zealand Gazette, 9 April 2024, Notice No. 2024-gs1575, insert as paragraph 3 under "Qualifications Prescribed for Registration in the Midwifery Scope of Practice": 3. New Zealand Health Practitioners
a. completion of an approved Master of Clinical Practice (Midwifery) degree, minimum of 2 years duration, provided by an accredited educational provider in New Zealand; and
b. by a person registered with one of the responsible authorities appointed under the Health Practitioners Competence Assurance Act 2003 who is in good standing with the relevant registration body; and
c. demonstration of the Competencies for Entry to the Register of Midwives; and
d. a pass in the National Midwifery Examination set by the Council.
Dated at Wellington this 1st day of August 2024. JESSICA SCHREIBER, Registrar, Midwifery Council. 2024-gs3772 02-08-2024 11:0"

A4 Acceptability of the programme and consultation

The programme has been developed with support and collaboration from Health NZ and other key stakeholders. THW has collaborated with AUT on development of the MClinPrac(Mid) curriculum, the consultation, and all supporting documentation.

Engagement with key stakeholders (1) MCNZ, (2) New Zealand College of Midwives (NZCOM) (national and regional bodies), and (3) midwifery leaders has been undertaken to ensure that regulatory and professional requirements have been incorporated into the proposal, and development of the MClinPrac(Mid) proposal.

(1) MCNZ engagement has included a face-to-face meeting and other correspondence to discuss the concept development and regulatory requirements of the proposed programme, and from this engagement the CUAP proposal has been developed.

(2) NZCOM engagement has included face-to-face meetings and other correspondence to discuss the concept development and professional considerations of the proposed programme and CUAP proposal.

(3) Midwifery leaders, both national and regional, have been involved through collaboration with Health NZ national office staff. Regional midwifery leaders sit on the School of Health (Te Puna Hauora) External Advisory Committee.

Design of the programme content and structure has been undertaken through collaboration with the following:

- Tangata Whenua colleagues from within the midwifery programme have had oversight and input into developing the CUAP proposal and development of course descriptors.
- THW and AUT midwifery staff have collaborated in the development of the programme structure and content, and their CUAP proposal for an MClinPrac(Mid) qualification.
- THW nursing and health practice colleagues have also provided guidance on the development of this CUAP proposal.
- Representatives from Ngā Maia Māori Midwives o Aotearoa have given endorsement of the development of a GEM midwifery programme and been involved in the development of the graduate attributes and course descriptors.
- SNMHP leadership, SNMHP postgraduate (PG) and PG midwifery programme leadership have been consulted and provided guidance for the development of the proposed programme and proposal.
- Regular meetings have been undertaken with the Faculty (Te Pukenga Wai), School (Te Puna Hauora), and postgraduate programme leaders. Additionally, engagement has occurred with the Office of the DVC (Māori).
- Learning and teaching experts have been engaged in the co-developed programme, including senior curriculum advisors, representatives from AUT's Office of Learning, Teaching and Educational Design, and Academic Quality Office development advisors. THW's Academic Office and Centre for Learning and Development (CAD) have been consulted and will provide support as the courses are adapted to the THW and Wellington region context.

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A summary of consultation can be found in Appendix C1.

Transitional arrangements

No transitional arrangements are anticipated, as this is a newly introduced qualification with no direct predecessor.

A5 Te Tiriti o Waitangi

This new qualification responds directly to whānau Māori needs, as well as to national health workforce shortages. It is a purposeful innovation that honours what and where learners have come from, while expanding their capacity to take a new or additional direction to provide specialist knowledge and advanced capabilities to the midwifery profession.

Persistent disparities in perinatal and maternal health outcomes, as highlighted in the Perinatal and Maternal Mortality Review Committee (PMMRC) Report, underscore the urgent need for midwifery care that reflects the communities being served. Research demonstrates that Māori and Pacific whānau experience significantly better maternity outcomes when cared for by kahu pōkai/midwives that are reflective of that whānau, and who demonstrate culturally safe practices. Recognising these disparities, the programme will welcome Māori and Pacific applicants, reducing barriers by provided a structured pathway for registered health professionals and a shortened timeframe compared to an UG degree.

Te Puna Hauora and Te Pukenga Wai leadership have considered alignment between the MClinPrac(Mid) programme and THW's strategic plan *Te Herenga Waka, He Herenga Tāngata, He Herenga Kaupapa—the university for a better world*[2] (the Strategic Plan), *Mai i te Iho ki te Pae – Māori Strategic Outcomes Framework 2020-2040*[3], and the university's *Te Tiriti o Waitangi Statute*[4]. The programme supports the objectives particularly of *Mai i te Iho ki te Pae* through recruiting and supporting ākonga/students Māori to achieve success, encouraging Māori research and scholarship, preparing graduates to make positive contributions to Māori wellbeing, and respecting indigenous cultures in both the Aotearoa New Zealand context and in the wider global setting.

The MClinPrac(Mid) curriculum weaves the threads of our commitment to Te Tiriti o Waitangi through the specific graduate attributes related to Te Tiriti o Waitangi principles (Appendix A1). Kaiako/educators Māori and tauiwi/non-Māori co-lead curriculum development, embedding kaupapa Māori, Kawa Whakaruruhau and cultural safety across the programme. Māori and Pacific liaison tutors and clinical educators remain a resourcing priority to ensure ongoing cultural support. The THW Midwifery Team are committed to on-going co-design of their curricula, including the MClinPrac(Mid), and will continue to draw on the expertise of kaiako Māori and kaiako Tangata Tiriti, to ensure that we meet our Te Tiriti o Waitangi obligations.

Cultural safety, as defined by Irihapeti Ramsden[5], is fundamental to this MClinPrac(Mid) programme, as are Tūranga Kaupapa, the guidelines for cultural competence developed by Ngā Maia o Aotearoa. Kawa Whakaruruhau and cultural safety are embedded across all aspects of teaching, ensuring that the ākonga engage with the impacts of colonisation and racism in healthcare, the importance of

[2] https://intranet.wgtn.ac.nz/strategic-plan-projects/strategy-refresh
[3] https://intranet.wgtn.ac.nz/services-resources/office-of-the-deputy-vice-chancellor-maori/mai-i-te-iho-ki-te-pae
[4] https://intranet.wgtn.ac.nz/your-university/looking-back/looking-back-maori-and-te-tiriti-o-waitangi
[5] https://www.trc.org.nz/digital-library/kawa-whakaruruhau-cultural-safety-in-nursing-education-in-aotearoa-new-zealand/

decolonising midwifery education, developing self-awareness of biases, privilege, and power structures. Tūranga Kaupapa have been adopted by both the MCNZ and the NZCOM as one mechanism to give life and meaning to the midwifery profession's recognition of Māori as Tangata Whenua and to the profession's obligations under the Te Tiriti o Waitangi.

THW's Strategic Plan informs the programme's approach to curriculum and pedagogy, embedding transformational and emancipatory teaching and learning approaches. A collaborative approach to the design and development of the proposal, the programme, and a curriculum pedagogy based on pūrākau (storytelling) reflects the value of whanaungatanga. The aim is to deliver aspects of learning and teaching through the three-whare model (as described in the Te Tatau o te Whare Kahu Ki Hine Pae Ora - Aotearoa Midwifery Project[6]) ensuring that different ways of knowing, being and doing are honoured. This approach also aligns with the Strategic Plan priorities of connection, collaboration and community by fostering relationship and shared learning.

Figure 1 below demonstrates the three-whare model. One whare centres Māori and equity embedding mātauranga Māori and tikanga. Another acknowledges tauiwi/non-Māori perspectives, incorporating diverse worldviews, knowledge, philosophy and conventions of Aotearoa New Zealand. The middle whare, Te Tiriti Whare, is a place for give and take, debate, negotiation, tolerance and compromise and where all participants share power and decisions are made collectively. In this framework, learning is shaped by mutual learning, creating a culturally safe space for Tangata Whenua and Tangata Tiriti alike.

Figure 1. Pā Manako Tiriti Tonu: Conceptualising the 3-whare model

All aspects of this AUT/THW co-developed programme including consultation, and learning and teaching decision-making, has been values led, aligning with AUT's central values of tika, pono and aroha and THW's values of kaitiakitanga, manaakitanga, whanaungatanga, akoranga and whai

[6] https://midwiferycouncil.health.nz/Public/Public/10.-Aotearoa-Midwifery-Project/Aotearoa-Midwifery-Project-Landing.aspx

mātauranga, such as communicating with integrity and building relationships with key stakeholders through mana enhancing ways, including wānanga.

By embedding our commitment to honouring Te Tiriti o Waitangi it is expected that the delivery of the MClinPrac(Mid) will contribute to an equitable, culturally safe maternity workforce for Aotearoa New Zealand.

A6 Goals of the Programme

The programme is supportive of workforce issues by offering an additional study pathway to registration as a kahu pōkai, accessible to existing health professionals, which would be one step in addressing the significant workforce shortage of midwives. Midwifery as a profession embodies culturally, socially and environmentally safe sustainable practices.

The MClinPrac(Mid) aims to:

- Provide an additional education pathway for becoming a registered kahu pōkai that attracts a diverse cohort of ākonga to the profession in Aotearoa New Zealand from a broad range of registered health professionals.
- Provide a culturally safe ako/teaching and learning space for ākonga that ensures a high level of successful completion to ākonga, so they are well prepared to enter the register and midwifery workforce.
- Deliver a unique transformative ako/teaching and learning experience, for registered health professionals with an emphasis on safety and quality care to whānau across the midwifery scope of practice.
- Deliver aspects of learning and teaching from a three-whare model, creating culturally safe space for Tangata Whenua and Tangata Tiriti alike.
- Provide cohorts of safe and quality graduates prepared to work across the full scope of midwifery practice.

A7 Outcome statements

Graduates of the MClinPrac(Mid) will be eligible to apply for registration with the Midwifery Council New Zealand as a kahu pōkai upon successful completion of the programme. They will be competent and confident to work in all midwifery graduate settings and eligible for entry into the Midwifery First Year of Practice (MFYP) programme and be eligible to work across the full Scope of Midwifery Practice, including Lead Maternity Care self-employed practice and core hospital employed midwifery practice. They will be academically sound individuals who are culturally and clinically safe. They will be able to adapt to new challenges and contribute to the profession of midwifery as consumers and creators of high-quality research. They will be critical and reflective practitioners able to pursue further postgraduate study.

A graduate of the Master of Clinical Practice (Midwifery) will be able to:

a) Integrate cultural and clinical ways of knowing with effective communication to assess, diagnose, plan, provide, and evaluate care, including prescribing treatments and medicines within their scope of practice.

b) Demonstrate specialised capabilities, applying advanced principles of practice and tikanga of midwifery that promotes and facilitates the physiological processes that support hapū ora and identify and address complexities that may arise in their practice.

c) Integrate Te Tiriti o Waitangi into their practice as kahu pōkai, understand their relationship to Te Tiriti o Waitangi and commit to improving equity of access and outcomes for Tangata Whenua and Tangata Tiriti in the context of Aotearoa New Zealand's healthcare system.

d) Provide culturally and clinically safe care to whānau across diverse settings, including preconception, pregnancy, childbirth, and postnatal care.

e) Uphold safe, respectful, ethical, and culturally aware care in promoting hapū ora, and ensuring the provision of safe and respectful care.

f) Recognise and respond to the taha hinengaro/ mental health and emotional wellbeing needs of whānau within the childbearing experience.

g) Collaborate effectively with whānau, other kahu pōkai, and relevant health and social services, demonstrating strong interdisciplinary skills, including having the ability to make timely referrals and implement emergency care when necessary.

h) Uphold the tikanga/quality and safety of midwifery care by actively seeking whānau feedback and building effective interprofessional relationships to provide continuity of care.

i) Engage in reflexive practice to promote Kawa Whakaruruhau and cultural safety, showing an ongoing commitment to professional development and leading professional education to ensure contemporary practice as kahu pōkai.

j) Respond effectively to the diverse health needs of whānau, including sexual and reproductive health care, appreciating the importance of ongoing education to ensure contemporary practice as kahu pōkai.

k) Lead advancements in midwifery through critical examination and dissemination of evidence from research and be at the forefront of practice to improve quality, safety and continuity of care for whānau.

A8 Graduate profile

Scholarly attributes developed through the formal curriculum

Graduates of the Master of Clinical Practice (Midwifery) will be able to:

Scholarly attribute for the qualification	**Discipline knowledge**	**Critical & creative thinking**	**Commun-ication**	**Intellectual autonomy**	**Intellectual integrity**
Integrate cultural and clinical ways of knowing with effective communication to assess, diagnose, plan, provide, and evaluate care, including prescribing treatments and medicines within their scope of practice.	✓	✓	✓	✓	✓
Demonstrate specialised capabilities, applying advanced principles of practice and tikanga of midwifery that promotes and facilitates the physiological processes that support hapū ora, and identify and address complexities that may arise in their practice.	✓	✓			✓
Provide culturally and clinically safe care to whānau across diverse settings, including preconception, pregnancy, childbirth, and postnatal care.	✓	✓			✓
Uphold safe, respectful, ethical, and culturally aware care in promoting hapū ora, and ensuring the provision of safe and respectful care.	✓	✓	✓		✓
Recognise and respond to the taha hinengaro/ mental health and emotional wellbeing needs of whānau within the childbearing experience.	✓			✓	✓
Uphold the tikanga/quality and safety of midwifery care by actively seeking whānau feedback and building effective interprofessional relationships to provide continuity of care.	✓		✓	✓	✓
Respond to the diverse health needs of whānau, including sexual and reproductive health care, appreciating the importance of ongoing education to ensure contemporary practice as kahu pōkai/midwives.	✓	✓		✓	✓
Lead advancements in midwifery through critical examination and dissemination of evidence from research and be at the forefront of practice to improve quality, safety and continuity of care for whānau.	✓	✓	✓		✓

Personal qualities

Personal quality for the qualification	International perspective	Engagement	Independ-ence & collaboration	Goal-setting
Integrate Te Tiriti o Waitangi into their practice as kahu pōkai/midwives, understand their relationship to Te Tiriti o Waitangi and commit to improving equity of access and outcomes for Tangata Whenua and Tangata Tiriti in the context of Aotearoa New Zealand's healthcare system.	✓	✓		✓
Collaborate effectively with whānau, other kahu pōkai/midwives, and relevant health and social services, demonstrating strong interdisciplinary skills, including having the ability to make timely referrals and implement emergency care when necessary.		✓	✓	
Engage in reflexive practice to promote Kawa Whakaruruhau and cultural safety, showing an ongoing commitment to professional development and leading professional education to ensure contemporary practice as kahu pōkai/midwives.	✓	✓	✓	✓

See Appendix A1 for matrices of how the graduate attributes are incorporated within the MClinPrac(Mid) papers (Matrix 1), and how the graduate attributes fulfill the MCNZ Graduate Midwife Profile (Matrix 2).

A9 Programme overview

The MClinPrac(Mid) is a graduate entry Master's degree consisting of 240 points. This equates to a minimum of 2400 learning hours comprising 900 academic (theory) learning hours and 1500 midwifery clinical practice hours, of which up to 15% (n=225) are delivered by simulated practice and skills across eight courses, as shown in Table 1 below.

The programme will be taught in block mode in non-standard trimesters to accommodate the practicums (clinical practice hours), during which ākonga will be placed with a variety of health providers. A facilitated teaching and learning model will be adopted to reflect the distinctiveness of the ākonga, and the curriculum will be structured to emphasise the integration of practicums and classroom experience.

Two courses (MIDW 402 and MIDW 407) will be co-taught with UG offerings (MIDW 205 and MIDW 307 respectively). This approach will allow the UG and PG pre-registration cohorts to meet and support each other, thereby fostering resilience as ākonga prepare to join the midwifery profession. Co-teaching means that both cohorts of ākonga will attend the same lectures and simulation suite activities (as applicable); however, the learning outcomes and assessment items for the PG offering will differ due to the advanced nature of the MClinPrac(Mid) qualification. Individual learning plans will be developed at the outset to identify any gaps in learning in their previous experience as a registered health professional. These plans will form the basis of a clinical practice learning portfolio that will be developed over the two years. An additional two 15-point Directed Individual Study courses (MIDW 410 and MIDW 411) are available if required. These courses do not have fixed content

and will be tailored to allow ākonga to meet programme requirements, such as the completion of clinical skill numbers, as required by Midwifery Council of New Zealand to meet the requirements for entry to the Register of Midwives (as detailed in section 6 of the *Standards for approval of pre-registration midwifery education programmes and accreditation of tertiary organisations*).

Admissions and admission requirements

To apply for admission to the degree, ākonga must have a previous health science Bachelor's qualification that has led to registration under the Health Practitioners Competence Assurance Act 2003.

Applicants for whom English is a second language must demonstrate English language proficiency equivalent to the International English Language Testing System (IELTS) (academic version), with a score of 7.0 (with no individual score of less than 7.0).

Applicants who do not meet the entry criterion for the MClinPrac(Mid) will be encouraged and supported to apply for admission into the Bachelor of Midwifery.

Structure of programme

Table 1 – Structure of courses and balance of theory/practice learning in MClinPrac(Mid) programme

Course	Year	Trimester	Pts	NZQCF Level	Clinical Practice Hours
MIDW 401 - Midwifery in Aotearoa New Zealand (Theory)	1	1	30	8	
MIDW402 - Midwifery Practice 1 (Practice)	1	1	30	8	Clinical Learning Experience (CLE) hrs = 260 Simulation & Skills = 40 RPGs* = 8 CLE Reflection & Documentation = 12 **Total 320**
MIDW 403 - Transition to Parenthood & the Newborn (Theory)	1	2	30	8	
MIDW 404 - Midwifery Practice 2 (Practice)	1	2	30	8	Clinical Learning Experience (CLE) hrs = 260 Simulation & Skills = 40 RPGs* = 8 CLE Reflection & Documentation = 12 **Total 320**

MIDW405 - Assessing Risk & Complexity in Midwifery (Theory)	2	1	15	8	
MIDW 406 - Midwifery Practice 3 (Practice)	2	1	30	8	Clinical Learning Experience (CLE) hrs = 260 Simulation & Skills = 40 RPGs* = 8 CLE Reflection & Documentation = 12 **Total 320**
MIDW 407 - Applied Pharmacology & Prescribing for Midwives (Theory)	2	1	15	8	
MIDW 501 - Midwifery Practice Project (Practice)	2	2	60	9	Clinical Learning Experience (CLE) hrs = 500 Simulation & Skills = 48 RPGs* = 12 CLE Reflection & Documentation = 12 **Total 572**

**RPGs are Reflective Group Practice sessions. Ākonga meet together with a lecturer across the trimester to reflect on and debrief elements of their practice.*

In Trimester 1, Year 1 of the programme, ākonga will enrol in two 30-point courses that focus on the theory and practice of midwifery practice in Aotearoa New Zealand and explore its relationship to Te Tiriti o Waitangi, whānau-centred care, and the autonomous nature of the midwifery profession. They will also be introduced to their Scope of Practice. The focus during this trimester is on developing knowledge and skills that support the physiological processes and dimensions of hapūtanga/pregnancy. In Trimester 2, the focus of theory and practice is on the provision of quality, safe care for whānau across the childbirth continuum, but with an emphasis on the puerperium, the transition to parenthood and newborn pēpē/babies.

In Trimester 1, Year 2 of the programme, ākonga will enrol in two 15-point courses and one 30-point course. The two 15-point courses are theory-based; one focuses on pharmacology and prescribing for kahu pōkai, and the second, when complexities and complications arise across the childbearing continuum. The final trimester of the degree allows ākonga to consolidate and integrate what they have learned about being a kahu pōkai in one 60-point course. This NZQA Level 9 course provides ākonga with the opportunity to advance their scholarship, strengthen and consolidate their commitment to care and Te Tiriti o Waitangi principles. Ākonga demonstrate the ability to apply their specialised midwifery knowledge and skills in practice and reflect on the care provided. This course facilitates the transition from ākonga to registered kahu pōkai.

A10 Proposed regulations

After the Bachelor of Midwifery regulations (p 314 of the 2025 VUW Calendar), add the following:

Master of Clinical Practice (Midwifery) Regulations

Master of Clinical Practice (Midwifery)

MClinPrac(Mid) (240 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 MClinPrac(Mid) shall have:
   (i) completed a relevant health science Bachelor's degree at the appropriate level (normally a minimum of a B+ average grade in the final year of study); and
   (ii) registered with one of the responsible authorities under the Health Practitioners Competence Assurance Act 2003, and be in good standing with the relevant registration body; and
   (iii) been accepted by the Dean (or nominee) as capable of proceeding with the course of study.

   (b) Requirement (a)(i) may be waived by the Associate Dean (Students) of the Faculty (Te Pukenga Wai) 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 MClinPrac(Mid) shall consist of courses worth at least 240 points, comprising MIDW 401–407 and MIDW 501; and

   (b) At least 1,500 hours of clinical learning experience, gained through the courses listed in (a).

3. A candidate shall normally be enrolled for at least two years and must complete the degree within five years of initial enrolment to meet Midwifery Council of New Zealand standards.

4. If a candidate fails a course, they may repeat the course on one occasion only. A candidate who fails a compulsory course on more than one occasion will not be permitted to proceed with the degree.

Transfer of credit

5. Transfer credit may be granted in line with the standards specified by the Midwifery Council of New Zealand and the provisions of the Credit Transfer and Recognition of Prior Learning Regulations.

Award of Distinction or Merit

6. The MClinPrac(Mid) may be awarded with Distinction or Merit as described in the *Assessment Handbook*.

Schedule to the MClinPrac(Mid) Regulations

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X)
MIDW 401	Midwifery in Aotearoa New Zealand	30	C MIDW 402
MIDW 402	Midwifery Practice 1	30	C MIDW 401 X MIDW 205
MIDW 403	Transition to Parenthood & the Newborn	30	P MIDW 401, 402, C MIDW 404
MIDW 404	Midwifery Practice 2	30	P MIDW 401, 402 C MIDW 403
MIDW 405	Assessing Risk & Complexity in Midwifery	15	P MIDW 401, 402, 403, 404
MIDW 406	Midwifery Practice 3	30	P MIDW 401, 402, 403, 404 C MIDW 405
MIDW 407	Applied Pharmacology & Physiology for Midwives	15	P MIDW 401, 402, 403, 404 X MIDW 307
MIDW 501	Midwifery Practice Project	60	P MIDW 405, 406, 407
MIDW 410	Directed Individual Study	15	
MIDW 411	Directed Individual Study	15	

In the Combined Undergraduate Schedule (pp 177-178 of the 2025 Calendar), amend the following:

Course	Title	Pts	Prerequisites (P), Corequisites(C), Restrictions (X), Double labelling (D)	Degree Schedule
MIDW 205	Midwifery Practice 4: Supporting Women	20	P MIDW 101, 102 X MIDW 402	BMid
MIDW 307	Applied Pharmacology and Physiology for Midwives	15	P MIDW 201, 305 X MIDW 407	BMid

A11 Proposed teaching/delivery methods

Organisation of teaching

Courses will be delivered in-person through lectures, tutorials, labs/simulation and wānanga. Integrated midwifery practicums undertaken as clinical learning experiences will be a significant feature of the programme. Ākonga are allocated time within the practicum for reflection and guided learning with their Clinical Facilitator.

Mode of teaching

Courses will generally be delivered kanohi ki te akomanga (in-person/face to face) and will usually be offered in block/modular format to integrate with clinical learning experiences.

Formative feedback

All taught courses will include regular assessments with written feedback. Ākonga will also receive feedback from their Clinical Facilitator. A critical component of this curriculum is the integrated midwifery practicums. During these practicums, students will be supported by a Clinical Facilitator. These facilitators are experienced Registered Midwives and will partner with ākonga to help in the transfer of theoretical knowledge to the practice environment. The partnership between the Clinical Facilitator and the student will support effective feedback for learning, considering both system (employment conditions and healthcare context) and individual performance needs.

Interaction

Ākonga will have regular contact with kaiako and other ākonga through class sessions, clinical learning experiences and through the interactive facilities of the Nuku learning management system.

Interaction with kaiako and other ākonga will occur through participation in tutorials, seminars and lectures, delivered both face-to-face and online via Nuku, as well as during clinical simulation experiences. Working to establish a functional and supportive cohort to foster resilience will be a key programme objective, but particularly in the first year of the programme. Ākonga will interact with their Clinical Facilitator and other clinical staff during all clinical practice components, but especially during the integrated midwifery practicums.

In the final year, forms of assessment that involve contact with kaiako and Clinical Facilitators (such as Objective Structured Clinical Examinations (OSCE) and Viva Voce), will also provide opportunities for interaction.

Independent study

All ākonga will undertake independent study within their coursework and complete both individual and group assessments. Ākonga will be expected to undertake self-assessment in relation to their clinical learning and develop evidence for both formative and summative assessments.

Locations

The primary location for delivery of the Master of Clinical Practice (Midwifery) will be the Wellington campus of THW.

Delivery Methods

The overarching pedagogy of the programme and curriculum will draw principally from transformational and emancipatory approaches, with an emphasis on pūrākau, narrative style teaching and learning that encourages the development of critical reflection and thinking. Transformative pedagogy focuses on fostering critical thinking and professional/personal growth through learning opportunities and activities that enable ākonga to question and challenge existing beliefs and social/cultural norms. Emancipatory pedagogies aim to empower learners through questioning, addressing and dismantling power structures and inequalities, promoting social justice and equity in the educational process. These approaches align with the three-whare model by seeking to create an inclusive, participatory, transformative, and reflective learning environment.

The academic learning hours will be delivered through a blended approach. A blend of learning and teaching kanohi ki te akomanga (in-person) and ngā akomanga tuihono (virtual or online) strategies

will be used across the programme, including, reflective practice interactive learning activities, discussion forums, and clinical practice experiences (placement and simulation).

Clinical midwifery placement hours (1,500 hours total) will include a mix of:

- Continuity of care experiences with self-employed Lead Maternity Care midwives and community-based employed midwives
- Placement/rostered shifts in primary, secondary and tertiary maternity units
- Iwi-led health providers and kaupapa Māori health services
- Pasifika community-led health services
- Community health services such as Maternal Mental Health and sexual wellbeing services.

Refer to Appendix B1 for detailed information on teaching/delivery methods for individual courses.

A12 Prescriptions for courses

MIDW 401 Midwifery in Aotearoa New Zealand (Level 8, 30 pts) – new course

This theory course explores autonomous kahu pōkai/midwifery practice in Aotearoa New Zealand, and in relationship to Te Tiriti o Waitangi. Ākonga will explore the tikanga/values of kahu pōkai/midwifery through the Scope of Practice, Standards for Competency and Turanga Kaupapa. Ākonga will develop a critical understanding of the core principles of midwifery, including specialised technical knowledge, the provision of safe whānau-centred care, clinical decision-making, addressing institutional racism and bias within health systems, and midwifery's contribution to achieving health equity for Māori.

MIDW 402 Midwifery Practice 1 (Level 8, 30 pts) – co-taught with MIDW 205

This practicum course applies the theory base taught in MIDW 401 to kahu pōkai/midwifery practice. Ākonga will develop their technical knowledge while on practice placements with midwives caring for whānau across the childbirth continuum. The focus of this practicum paper will be on the role of whānau-centred continuity of midwifery care in ensuring the provision of safe, culturally competent and quality care to whānau.

MIDW 403 Transition to Parenthood & the Newborn (Level 8, 30 pts) – new course

In this theory course ākonga explore the process of becoming a parent from a physiological and social perspective, including locating the mother/baby unit within the whānau and within society. Racially inequitable perinatal outcomes form a discussion point. The emphasis is on the acquisition of technical and theoretical knowledge regarding the normal puerperium, the onset of lactation and establishment of breastfeeding, maternal mental health, normal newborn development and behaviour, and the transition to extra-uterine life.

MIDW 404 Midwifery Practice 2 (Level 8, 30 pts) – new course

In this practicum course ākonga will consolidate their technical midwifery assessment skills and embed their theoretical knowledge while on practice placements with midwives caring for whānau across the childbirth continuum. The focus of this practicum paper is on the fundamental role of the kahu pōkai in supporting physiological birth and the transition to parenthood. Ākonga learn newborn resuscitation skills in a simulation setting, physical examination of the newborn, and identification of the unwell neonate.

MIDW 405 Assessing Risk & Complexity in Midwifery (Level 8, 15 pts) – new course

This theory course explores kahu pōkai/midwifery practice and clinical reasoning in relation to the common disruptions and complications that can arise across the childbirth continuum. Ākonga explore the role of the kahu pōkai in identifying deviations from normal, supporting whānau, and applying their knowledge and skills. There is also a focus on translating research into practice and developing an understanding of the need for a judicious approach to interventions in peripartum care.

MIDW 406 Midwifery Practice 3 (Level 8, 30 pts) – new course

This practicum course relates the theory base taught in MIDW 405 to kahu pōkai/midwifery practice. Ākonga will consolidate and integrate their midwifery knowledge and skills while on practice placements with midwives caring for whānau across the childbirth continuum. The focus of this practical paper will be on the midwifery care provided to whānau who experience deviations from normal. Ākonga will incorporate identification, integration and facilitation of whānau into mana/status-enhancing collaborative services.

MIDW 407 Applied Pharmacology & Prescribing for Midwives (Level 8, 15 pts) – co-taught with MIDW 307

This theory course prepares ākonga with an in-depth discipline-specific understanding of prescribing and pharmacology, within the context of whānau-centred midwifery care, and the relevant legislation.

MIDW 501 Practice Project (Level 9, 60 pts) – new course

This capstone course facilitates the transition from ākonga/student to the role of the Registered Midwife. The individually tailored practicum aspect of this course allows ākonga to take a lead in providing kahu pōkai/midwifery care, with support and oversight from Registered Midwives. Ākonga/students demonstrate the ability to apply to apply their specialised midwifery knowledge and skills in practice and reflect on the care provided. The course will provide students with the opportunity to advance their scholarship, strengthen and consolidate their commitment to care and Te Tiriti o Waitangi principles. Throughout the practicum, students will be supported to build confidence in supporting hauora Māori and kaupapa Māori approaches to practice.

A13 Assessment and moderation procedures

The primary assessment philosophy for the MClinPrac(Mid) will be standards-based assessment. Standards-based assessment is an approach to evaluating student learning that utilises predefined standards for competency through constructive alignment between graduate attributes and curriculum, and the inclusion of formative, summative and hurdle assessments. Hurdle assessments are used in two key areas where minimum competency is essential for safe midwifery practice and progression through the programme. These include the invigilated examination in MIDW 407 Applied Pharmacology & Prescribing for Midwives, and the OSCE for obstetric emergencies in MIDW 501 Midwifery Practice Project. These are non-negotiable pass requirements—students who do not meet the required standard cannot progress to completion. More detailed information about assessment and moderation procedures is provided in the subheadings below.

Course assessments across the programme

Table 2 below provides details about the assessment items and structure across the courses of the programme. The theory courses will be assessed using the procedures outlined in the THW *Assessment Handbook*.

Table 2 – Assessment items across the programme

Course	Assessments	Weighting	Course Learning Objectives
MIDW 401 Theory	Group Presentation Written Assignment Test	20% 30% 50%	1, 2 1 – 3 4, 5
MIDW 402 Practice	Portfolio (including Reflective Exemplars) Via Voce Practical Assessment - OSCE	P/F 25% 75%	1 – 5 1 – 3 1 – 4
MIDW 403 Theory	Learning Package – Breastfeeding Written Assignment Test	30% 45% 25%	1, 2, 4, 5 2 – 4, 6 1 – 5
MIDW 404 Practice	Portfolio (including Reflective Exemplars) Via Voce Practical Assessment - OSCE	P/F 25% 75%	1 – 5 1 – 3 1, 3, 4
MIDW 405 Theory	Oral Case Presentation Quizzes (2) Examination (invigilated)	30% 30% 40%	2 – 4 3 1 – 4
MIDW 406 Practice	Portfolio (including Reflective Exemplars) Via Voce Practical Assessment - OSCE	P/F 25% 75%	1 – 5 1, 4, 5 1 – 5
MIDW 407 Theory	Learning Package A Learning Package B *Hurdle Assessment:* Examination (invigilated)	20% 20% 60%	1 – 3, 5 1 – 4 1 – 5
MIDW 501 Practice	Portfolio *Hurdle Assessment:* Practical Assessment - OSCE Integrated Clinical Presentations (2) Written Assignment	P/F 20% 40% 40%	1 – 5 1 – 5 1 – 4 1 – 3

Table 3 – Types of assessment for practice courses

Portfolio (clinical hours & feedback)	Ākonga/students must complete 80% of their clinical hours for each practice course before submitting their Portfolio. The Portfolio must include feedback from midwives and whānau, an assessment against the Standards of Competence, and a summative reflection.
Standards Assessment Tool	Ākonga/students provide examples from practice and practice reasoning from the four Standards of Competence and five Attributes from the *Standards of Competence for Midwives*.
Practice Assessment Skills (formative & summative)	Ākonga/students demonstrate expected level of skill and knowledge against practice (e.g. AN, PN & newborn assessment, lactation & breastfeeding support, IV cannulation L&B support, emergency skills).
OSCE	Objective structured clinical examination.
VIVA VOCE	Formal oral assessment based on clinical scenarios.
Reflection	Ākonga/students are expected to use a reflective framework, usually in written format, to demonstrate how they have applied evidence to enhance their practice.

Processes for the moderation of assessments

Moderation and quality assurance will be guided by the THW *Assessment Handbook*. To ensure fair, reliable and consistent assessment practices, pre-marking, during-marking and post-marking moderation will occur, as per section 8.3 of *Assessment Handbook*.

Assessment design and implementation, together with ākonga/student outcomes and feedback, will be considered in course and programme monitoring, and through internal and external review processes.

A14 Resources

Academic staff

The SNMHP already includes a significant complement of midwifery academic staff who have been providing UG and PG midwifery education for many years. The Midwifery Team includes three academic staff with a doctorate (one of whom is currently Head of Midwifery) and three staff with a Master's qualification (two of whom are engaged in Professional Doctorate studies). While co-teaching two of the courses (MIDW 402 and MIDW 407) will mean efficiencies can be gained, additional academic staff will be required to deliver the Master of Clinical Practice (Midwifery) including a Lecturer (0.6 FTE) and a Clinical Facilitator (0.4 FTE). The recruitment of a Māori midwife academic is seen as key to the development of the programme.

Facilities and equipment

The MClinPrac(Mid) ākonga will have the use of the School's shared simulation suite and existing equipment used in the Bachelor of Midwifery programme. No other specialist facilities are required for the programme. No additional equipment will need to be purchased for the School or the simulation suite to accommodate the MClinPrac(Mid) ākonga.

Other resources

The programme is not expected to lead to any additional demand for Information Technology resources other than the use of Nuku to support teaching and student interaction. Additionally, it is expected that the information needs of ākonga in the MClinPrac(Mid) can be supported from within existing Library collections.

A15 Plans for monitoring programme

The MClinPrac(Mid) will be part of the University's regular programme monitoring processes. Teaching and course quality will be monitored with the assistance of the Centre for Academic Development. The Head of School and Head of Midwifery will oversee delivery of the programme. The oversight of the programme will be included in the terms of reference for the SNMHP's existing external advisory committee.

The MClinPrac(Mid) will be submitted to the MCNZ for accreditation to enable graduates to apply for registration under the Registered Midwife Scope of Practice. MCNZ monitors and audits midwifery programmes in relation to the standards set out in sections two and three of *Standards for approval of pre-registration midwifery education programmes and accreditation of tertiary organisations* (3rd edition, 2024) to ensure that requirements for accreditation and approval continue to be met. There are six categories of standards for accreditation of provider TEOs. These cover organisational criteria, staff resources, clinical practice resources, physical resources, financial resources, and the teaching and learning environment. Accreditation will usually be for a period of five years, at which point a re-accreditation process is initiated.

A16 Review of the programme

The MClinPrac(Mid) will be subject to a Graduating Year Review in accordance with CUAP requirements and will be included in the regular cycle of discipline reviews at Te Herenga Waka—Victoria University of Wellington. The timing of the Graduating Year Review will align with the graduation of the first cohort and be completed within CUAP's standard timeframe.

A17 Statement regarding Section B

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

A18 EFTS value

The 240-point Master of Clinical Practice (Midwifery) (MClinPrac(Mid)) is 2.0 EFTS.

A19 Statement regarding funding

The qualification meets the criteria to be fully funded at the PG level. The learning involved is at PG level, and that of the final year of a Bachelor with Honours degree, in terms of content and challenge to the learner. MClinPrac(Mid) ākonga will be able to access StudyLink Student Loan and Living Costs support, as per the standard eligibility criteria. As this is a PG qualification, ākonga will not be eligible for Student Allowances.

A20 Information about the agreement

Not applicable.

Glossary of terms used in Part A & Part B

Te reo Māori term	English meaning
Ako	Learn/teach
Ākonga	Student/students
Hapū ora	Wellness during pregnancy
Hapūtanga	Pregnancy
Hauora Māori	Māori health and wellbeing
Kahu pōkai	Midwife/midwives
Kaiako	Teacher/lecturer/educator
Kanohi ki te akomanga	In-person/Face to face teaching and learning
Kaupapa Māori	Māori customary practices
Mātauranga Māori	Māori knowledge and wisdom
Nga akomanga tuihono	Online/Virtual teaching and learning
Pūrākau	Story
Taha hinengaro	Mental health and wellbeing
Tangata Tiriti	Non-Māori people and residents of Aotearoa New Zealand
Tangata Whenua	Indigenous people of Aotearoa New Zealand
Tauiwi	Non-Māori/Colonist
Tikanga	Procedure/custom
Wānanga	Discussion forum
Whānau	Family/families

Section B

B1 Learning objectives and assessment for each new course

Please refer to the Course Description forms (Appendix B1).

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

Please refer to the Course Description forms (Appendix B1).

B3 Availability of teaching and support staff

Academic staff

The SNMHP already includes a significant complement of midwifery academic staff who have been providing UG and PG midwifery education for many years. The Midwifery Team includes three academic staff with a doctorate and three staff with a Master's qualification (two of whom are engaged in Professional Doctorate studies).

Teaching support staff

The Centre for Academic Development and ITS Learning and Research will shortly be consulted about the proposed programme and to gather advice about the availability of appropriate tools to support the learning activities and assessment for the programme.

Administration support

No additional administration support will be required for the initial cohort.

Website, marketing and publications

The Communications and Marketing team have been consulted and have confirmed that this programme can be accommodated within standard business processes for development of websites and printed publications. A tailored marketing campaign will be developed for the programme as appropriate drawing on the SNMHP's existing professional networks.

B4 Availability of teaching space and other required facilities

Facilities

The MClinPrac(Mid) ākonga will have the use of the School's shared simulation suite. No other specialist facilities are required for the programme.

IT implications

The programme is not expected to lead to any additional demand for Information Technology resources other than the use of the Nuku system to support teaching and student interaction.

Equipment

No additional equipment will need to be purchased for the School or the simulation suite to accommodate the MClinPrac(Mid) ākonga.

B5 Availability of library resources

The Subject Librarian is aware that this programme is under development and has advised that they will provide feedback on this proposal in due course. Specific feedback about existing library resources and any requirements for new resources will be sought from the Subject Librarian.

Existing collection and services

The Library is well provisioned in terms of its current collections and regular collection development to support the new MClinPrac(Mid). A review of the Library's collection (physical and online) indicates that most relevant resources are already available.

The Library's existing collection has supported the PG and UG midwifery programmes offered by the SNMHP for almost two decades. The Library is therefore relatively well positioned in terms of its current print and electronic collections and regular collection development to support teaching and research in midwifery.

Wherever possible, the Library seeks to provide resources electronically to enable greater access. The Library already subscribes to a large number of online databases that will support the delivery of the MClinPrac(Mid) programme. The Library will continue with its existing collecting strategies for nursing and once the programme content is set it will review the content and make any adjustments. With the Library's approval plans, existing collection, interloan services and the ability to recommend purchases the Library is well positioned to meet the needs of these new ākonga/ students.

Library support for ākonga will involve the Subject Librarian meeting with ākonga to work with them in searching academic databases for literature and reference management software. This is already included in the role of the Health Subject Librarian. The level of intensity would be dependent on the number of ākonga enrolled.

New resources and services

It is expected that the information needs of ākonga in the MClinPrac(Mid) can be supported from within existing collections.

B6 Timetabling arrangements

Courses will generally be delivered in block/modular format to integrate with clinical learning experiences which are a significant feature of the programme. The Manager, Course Administration and Timetabling, will be consulted.

B7 Memorandum of understanding

Not Applicable.

Appendix A1: Graduate Profile Matrices

Matrix 1: MClinPrac(Mid) Graduate Attributes and MClinPrac(Mid) Papers

Graduate Profile Matrix								
Te Herenga Waka Master of Clinical Practice (Midwifery) Graduate Attributes	**MClinPrac(Mid) Papers**							
	MIDW 401 Midwifery in Aotearoa NZ	MIDW 402 Midwifery Practice I	MIDW 403 Transition to Parenthood & the Newborn	MIDW 404 Midwifery Practice 2	MIDW 405 Assessing Risk & Complexity in Midwifery	MIDW 406 Midwifery Practice 3	MIDW 407 Applied Pharmacology & Prescribing for Midwives	MIDW 501 Midwifery Practice Project
Integrate cultural and clinical ways of knowing with effective communication to assess, diagnose, plan, provide, and evaluate care, including prescribing treatments and medicines within their scope of practice.	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrate specialised capabilities, applying advanced principles of practice and tikanga of midwifery that promotes and facilitates the physiological processes that support hapū ora and identify and address complexities that may arise in their practice.		✓		✓	✓	✓	✓	✓
Integrate Te Tiriti o Waitangi into their practice as kahu pōkai/midwives, understand their relationship to Te Tiriti o Waitangi and commit to improving equity of access and outcomes for Tangata Whenua and Tangata Tiriti in the context of Aotearoa New Zealand's healthcare system.		✓		✓		✓		✓

Provide culturally and clinically safe care to whānau across diverse settings, including preconception, pregnancy, childbirth, and postnatal care.		✓		✓		✓		✓
Uphold safe, respectful, ethical, and culturally aware care in promoting hapū ora, and ensuring the provision of safe and respectful care.		✓		✓			✓	✓
Recognise and respond to the taha hinengaro/mental health and emotional wellbeing needs of whānau within the childbearing experience.			✓		✓		✓	
Collaborate effectively with whānau, other kahu pōkai/midwives, and relevant health and social services, demonstrating strong interdisciplinary skills, including having the ability to make timely referrals and implement emergency care when necessary.		✓		✓		✓		✓
Uphold the tikanga/quality and safety of midwifery care by actively seeking whānau feedback and building effective interprofessional relationships to provide continuity of care.	✓	✓	✓	✓	✓	✓	✓	✓
Engage in reflexive practice to promote Kawa Whakaruruhau and cultural safety, showing ongoing commitment to professional development and leading professional education to ensure contemporary practice as kahu pōkai/midwives.	✓	✓		✓		✓		✓
Respond to the diverse health needs of whānau, including sexual and reproductive health care, appreciating the importance of ongoing education to ensure contemporary practice as kahu pōkai/midwives.		✓		✓	✓	✓	✓	✓
Lead advancements in midwifery through critical examination and dissemination of evidence from research and be at the forefront of practice to improve the quality, safety and continuity of care for whānau.								✓

Matrix 2: MClinPrac(Mid) Graduate Attributes and Midwifery Council of New Zealand Graduate Midwife Profile

Graduate Profile Matrix							
Te Herenga Waka Master of Clinical Practice (Midwifery) Graduate Attributes	**Midwifery Council Graduate Midwife Profile[7]**						
	Works in partnership with women across the Midwifery Scope of Practice	Understands, promotes and facilitates the physiological processes of pregnancy, labour, birth and the postpartum period	Identifies complications in mother and/or baby and works in collaboration with other health professionals to ensure appropriate care	Manages emergency situations appropriately	Informs and prepares women and their families for pregnancy, birth, breastfeeding and parenthood	Facilitates the interface between primary and secondary/tertiary maternity services when necessary	Works autonomously and remains responsible and accountable for the care she provides in all settings
Integrate cultural and clinical ways of knowing with effective communication to assess, diagnose, plan, provide, and evaluate care, including prescribing treatments and medicines within their scope of practice.	✓		✓	✓	✓	✓	✓
Demonstrate specialised capabilities, applying advanced principles of practice and tikanga of midwifery that promotes and facilitates the physiological processes that support hapū ora and identify and address complexities that may arise in their practice.		✓	✓	✓	✓	✓	
Integrate Te Tiriti o Waitangi into their practice as kahu pōkai/midwives, understand their relationship to Te Tiriti o Waitangi and commit to improving equity of access and outcomes	✓				✓		✓

[7] Standards for approval of pre-registration midwifery education programmes and accreditation of tertiary education organisations (3rd edition). Published March 2024. P9

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for Tangata Whenua and Tangata Tiriti in the context of Aotearoa New Zealand's healthcare system.							
Provide culturally and clinically safe care to whānau across diverse settings, including preconception, pregnancy, childbirth, and postnatal care.	✓	✓	✓	✓	✓		✓
Uphold safe, respectful, ethical, and culturally aware care in promoting hapū ora, and ensuring the provision of safe and respectful care.	✓	✓			✓		✓
Recognise and respond to the taha hinengaro/mental health and emotional wellbeing needs of whānau within the childbearing experience.	✓		✓		✓		
Collaborate effectively with whānau, other kahu pōkai/midwives, and relevant health and social services, demonstrating strong interdisciplinary skills, including having the ability to make timely referrals and implement emergency care when necessary.	✓		✓	✓		✓	✓
Uphold the tikanga/quality and safety of midwifery care by actively seeking whānau feedback and building effective interprofessional relationships to provide continuity of care.	✓					✓	✓
Engage in reflexive practice to promote Kawa Whakaruruhau and cultural safety, showing an ongoing commitment to professional development and leading professional education to ensure contemporary practice as kahu pōkai/midwives.	✓						✓
Respond to the diverse health needs of whānau, including sexual and reproductive health care, appreciating the importance of ongoing education to ensure contemporary practice as kahu pōkai/midwives.	✓				✓		✓
Lead advancements in midwifery through critical examination and dissemination of evidence from research and be at the forefront of practice to improve quality, safety and continuity of care for whānau.							✓

AO-5cs

Course Description: MIDW 401 (2026,T1)

Course title	Midwifery in Aotearoa New Zealand		
Short title	Midwifery in Aotearoa	**Point value**	30
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	MClinPrac(Mid)		
Prerequisites, corequisites, restrictions	C MIDW 402		
Prescription	This theory course explores autonomous kahu pōkai/midwifery practice in Aotearoa New Zealand, and in relationship to Te Tiriti o Waitangi. Ākonga/students will explore the tikanga/values of midwifery through the Scope of Practice, Standards for Competency and Turanga Kaupapa. Ākonga will develop a critical understanding of the core principles of midwifery, including specialised technical reproductive system knowledge, the provision of safe whānau/family-centred care, clinical decision-making, addressing institutional racism and bias within health systems, and midwifery's contribution to achieving health equity for Māori.		
Student workload hours	300	**Contact Hours**	
Teaching/learning summary		**Lectures**	150
This course is delivered in-person via lectures, tutorials, group work and class discussion. Ākonga develop their knowledge of a range of overarching frameworks governing kahu pōkai/midwifery practice, including the Midwifery Council of New Zealand Competencies for Entry to the Register, Code of Conduct and Statement on Cultural Competence; the Health and Disability Commission Code of Rights; and the New Zealand College of Midwives Standards for Practice. Ākonga also develop their understanding of the physiology of pregnancy, labour and birth, and the puerperium. They also learn about the anatomy and physiology of both the fetus and the neonate. Ākonga will map their existing levels of competence and skills and determine with the course coordinator how these can be built upon to meet the course learning outcomes through an individual learning plan.		**TOTAL**	150

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Critically analyse the articles of Te Tiriti o Waitangi in relation to kahu pōkai/midwifery practice and how they can be utilised to enhance health equity and improve outcomes for whānau Māori.
2	Demonstrate understanding of the principles of whānau/family-centred care, Kawa Whakaruruhau and cultural safety in relation to the midwifery profession's provision of culturally safe care.
3	Develop in-depth understanding and knowledge of the tikanga/values of midwifery that promote and facilitate the physiological processes that support hapū ora/childbearing health.
4	Embed specialised technical reproductive knowledge, such as the human anatomical structures and systems involved in reproduction.
5	Demonstrate understanding of the stages of human pregnancy and the mechanism of labour.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Group Presentation (20 minutes)	20%	1, 2
2	Written Assignment (2000 words)	30%	1 – 3
3	Test (60 minutes)	50%	4, 5

AO-5cs

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
1. Attend a minimum of 80% of lectures.	

Major/Programme attribute		**CLO(s)**
1	Integrate cultural and clinical ways of knowing	1 – 5
2	Uphold the tikanga/quality and safety of midwifery care	1 – 5
3	Engage in reflexive practice	1 – 3

Set texts
Readings will be recommended by the lecturer and made available on Nuku.

Course Description: MIDW 402 (2026,T1)

Course title	Midwifery Practice 1		
Short title	Midwifery Practice 1	**Point value**	30
Course coordinator	Kelleigh Sheffield (Co-taught with MIDW 205)	**NZQF level**	8
Qualification schedule:	MClinPrac(Mid)		
Prerequisites, corequisites, restrictions	C MIDW 401 X MIDW 205		
Prescription	This practicum course applies the theory base taught in MIDW 401 to kahu pōkai/midwifery practice. Ākonga/students will develop their technical knowledge while on practice placements with midwives caring for whānau/families across the childbirth continuum. The focus of this practicum paper will be on the role of whānau-centred continuity of midwifery care in ensuring the provision of safe, culturally competent and quality care to whānau/families.		
Student workload hours	300	**Contact Hours**	
Teaching/learning summary		**CLE**	260
Ākonga participate in a range of in-person teaching and learning activities designed to help them develop the midwifery skills needed to work clinically with support from lecturers, clinical practice facilitators and peers. Essential hands-on midwifery skills such as abdominal palpation and vaginal examination are taught in a simulation lab. Ākonga work with case-loading midwives providing care for primarily low-risk women and their whānau in the community. Professional readings and video material are provided to facilitate reflection during the practicum. Reflective Group Practice (RGP) sessions provide an opportunity for students to discuss the course material and practice management of clinical problems in a simulated environment. The emphasis of this practical paper is on both clinical proficiency and safe, effective communication; written, verbal and interpersonal.		**SIM**	40
		RGP	8
		Reflection & Documentation	12
		TOTAL	320

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Demonstrate their knowledge and skills pertaining to safe, competent midwifery practice across the normal childbirth continuum.
2	Demonstrate understanding of the principles of whānau-centred care, Kawa Whakaruruhau and cultural safety in midwifery care.
3	Demonstrate understanding of midwifery reasoning and develop their clinical decision-making skills.
4	Demonstrate understanding of professionalism relating to midwifery practice.
5	Critically examine continuity of care as a strategy to uphold quality and safety throughout hapū ora/childbirth continuum.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Portfolio (including two Reflective Exemplars – max 500 words each)	P/F	1 - 5
2	Viva Voce (15 minutes)	25%	1 – 3
3	Practical Assessment – OSCE (30 minutes)	75%	1 – 4

AO-5cs

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
1. Satisfactorily complete a minimum of 240 hours supervised Clinical Learning Experience as required by the Midwifery Council of New Zealand to meet the requirements for entry to the Register of Midwives. 2. Attend a minimum of 80% of simulation lab and skills sessions. 3. Attend a minimum of 80% of Reflective Group Practice sessions.	

Major/Programme attribute		**CLO(s)**
1	Integrate cultural and clinical ways of knowing	1 – 5
2	Demonstrate specialised capabilities	1 – 5
3	Integrate Te Tiriti o Waitangi into their practice	1 – 5
4	Provide culturally and clinically safe care	1 – 5
5	Uphold safe, respectful, ethical, and culturally aware care	1 – 5
6	Collaborate effectively	2 – 4
7	Uphold the tikanga/quality and safety of midwifery care	1 – 5
8	Engage in reflexive practice	2 – 5
9	Respond to the diverse health needs of whānau	2 – 5

Set texts
Readings will be recommended by the lecturer and made available on Nuku.

Course Description: MIDW 403 (2027,T2)

Course title	Transition to Parenthood & the Newborn		
Short title	Parenthood & Newborn	**Point value**	30
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	MClinPrac(Mid)		
Prerequisites, corequisites, restrictions	P MIDW 401, MIDW 402 C MIDW 404		
Prescription	In this theory course ākonga/students explore the process of becoming a parent from a physiological and social perspective, including locating the mother/baby unit within the whānau and within society. Racially inequitable perinatal outcomes form a discussion point. The emphasis is on the acquisition of technical and theoretical knowledge regarding the normal puerperium, the onset of lactation and establishment of breastfeeding, maternal mental health, normal newborn development and behaviour, and the transition to extra-uterine life.		
Student workload hours	300	**Contact Hours**	
Teaching/learning summary		**Lectures**	80
Ākonga engage in a range of teaching and learning activities designed to augment their knowledge and understanding of the puerperium and neonate. Hours may include lectures, tutorials and online fora. Emphasis will be placed on group-facilitated learning, peer-to-peer learning, and guided self-directed learning, including reflective practice.		**TOTAL**	

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Describe the physiological and psychological processes of the puerperium.
2	Describe normal newborn appearance, and the expected development and behaviour of neonates.
3	Demonstrate the ability to identify the unwell neonate and articulate the steps to develop a management plan for the baby/pēpē and whānau/family.
4	Demonstrate understanding of lactogenesis and management of common breastfeeding issues.
5	Integrate understanding of taha hinengaro/mental health and emotional wellbeing of whānau within childbearing experiences.
6	Critically analyse racial inequities in relation to perinatal outcomes.

Assessment items and workload per item		**%**	**CLO(s)**
1	Learning Package - Breastfeeding	30%	1, 2, 4, 5
2	Written Assignment (2000 words)	45%	2 – 4, 6
3	Test (45 minutes)	25%	1 – 5

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
4. Attend a minimum of 80% of lectures, tutorials and online fora.	

Major/Programme attribute		CLO(s)
1	Integrate cultural and clinical ways of knowing	1 – 6
2	Recognise and respond to the taha hinengaro/mental health and emotional wellbeing	1 – 6
3	Uphold the tikanga/quality and safety of midwifery care	1 – 6

Set texts
Readings will be recommended by the lecturer and made available on Nuku.

Course Description: MIDW 404 (2026,T2)

Course title	Midwifery Practice 2		
Short title	Midwifery Practice 2	**Point value**	30
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	MClinPrac(Mid)		
Prerequisites, corequisites, restrictions	P MIDW 401, MIDW 402 C MIDW 403		
Prescription	In this practicum course ākonga/students will consolidate their technical midwifery assessment skills and embed their theoretical knowledge while on practice placements with midwives caring for whānau/families across the childbirth continuum. The focus of this practicum paper is on the fundamental role of the kahu pōkai/midwife in supporting physiological birth and the transition to parenthood. Ākonga learn newborn resuscitation skills in a simulated setting, physical examination of the newborn, and identification of the unwell neonate.		
Student workload hours	300	**Contact Hours**	
Teaching/learning summary		**CLE**	260
In this second practicum paper ākonga consolidate their knowledge and skills by working with midwives providing care to whānau in hospital settings, postnatal care kahu pōkai, Well Child Tamariki Ora providers, and hands-on clinical care of the neonate in neonatal intensive care units/special care baby units (NICU/SCBU). Ākonga practice skills such as examination and resuscitation of the newborn in high-fidelity clinical simulations. Reflective Group Practice (RGP) sessions provide an opportunity for students to discuss the course material and practice management of clinical problems in a simulated environment. The emphasis of this practical course is on both clinical proficiency and safe, effective communication; written, verbal and interpersonal.		**SIM**	40
		RGP	8
		Reflection & Documentation	12
		TOTAL	320

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Competently provide whānau-centred midwifery care across the normal childbirth continuum.
2	Integrate research and practice when considering whānau choices across the childbirth continuum.
3	Consistently anticipate, assess, and respond to the clinical situation whist protecting the physiological hapūtanga/childbirth experience.
4	Demonstrate effective newborn examination skills.
5	Demonstrate active participation in the process of reflective practice, including reflection on professional relationship to Te Tiriti o Waitangi as a commitment to cultural safety.

Assessment items and workload per item		**%**	**CLO(s)**
1	Portfolio (including two Reflective Exemplars – max 500 words each)	P/F	1 – 5
2	Viva Voce (15 minutes)	25%	1 – 3
3	Practical Assessment – OSCE (30 minutes)	75%	1, 3, 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
5.	Satisfactorily complete a minimum of 240 hours supervised Clinical Learning Experience as required by the Midwifery Council of New Zealand to meet the requirements for entry to the Register of Midwives.

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6. Attend a minimum of 80% of simulation lab and skills sessions.
7. Attend a minimum of 80% of Reflective Group Practice sessions.

Major/Programme attribute		**CLO(s)**
1	Integrate cultural and clinical ways of knowing	1 – 5
2	Demonstrate specialised capabilities	1 – 5
3	Integrate Te Tiriti o Waitangi into their practice	1 – 5
4	Provide culturally and clinically safe care	1 – 5
5	Uphold safe, respectful, ethical, and culturally aware care	1 – 5
6	Collaborate effectively	1, 3, 4
7	Uphold the tikanga/quality and safety of midwifery care	1 – 5
8	Engage in reflexive practice	5
9	Respond to the diverse health needs of whānau	1 – 3

Set texts
Readings will be recommended by the lecturer and made available on Nuku.

Course Description: MIDW 405 (2027,T1)

Course title	Assessing Risk & Complexity in Midwifery		
Short title	Risk & Complexity	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	MClinPrac(Mid)		
Prerequisites, corequisites, restrictions	P MIDW 401, 402, 403, 404 C MIDW 406		
Prescription	This theory course explores kahu pōkai/midwifery practice and clinical reasoning in relation to the common disruptions and complications that can arise across the childbirth continuum. Ākonga/students explore the role of the kahu pōkai in identifying deviations from normal, supporting whānau/families, and applying their knowledge and skills. There is also a focus on translating research into practice and developing an understanding of the need for a judicious approach to interventions in peripartum care.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	40
Ākonga develop skills and knowledge in relation to complexities that may arise across the childbirth continuum. Hours may include lectures, tutorials and online fora. Emphasis will be placed on group-facilitated learning, peer-to-peer learning, and guided self-directed learning, including reflective practice.		**TOTAL**	40

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Critically examine how kahu pōkai/midwives centre the whānau using elements of Kawa Whakaruruhau and cultural safety when disruptions occur across hapū ora/childbirth continuum.
2	Demonstrate clinical enquiry and communication skills in relation to women/wāhine with complex pregnancies or medical conditions impacting on their pregnancy.
3	Identify and apply the knowledge that underpins midwifery practice when complications or disruptions arise across the childbirth continuum and with neonates.
4	Appraise strategies for supporting physiological birth and breastfeeding when care has become complex.

Assessment items and workload per item		**%**	**CLO(s)**
1	Oral Case Presentation (15 minutes)	30%	2 – 4
2	Online Quizzes (three quizzes of 30 minutes each)	30%	3
3	Examination (invigilated) (3 hours)	40%	1 – 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
1. Attend a minimum of 80% of lectures, tutorials and online fora.	

Major/Programme attribute		**CLO(s)**
1	Integrate cultural and clinical ways of knowing	1 – 4
2	Demonstrate specialised capabilities	1 – 4
3	Recognise and respond to the taha hinengaro/mental health and emotional wellbeing	1 – 4

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4	Uphold the tikanga/quality and safety of midwifery care	1 – 4
5	Respond to the diverse health needs of whānau	1 – 4

Set texts
Readings will be recommended by the lecturer and made available on Nuku.

Course Description: MIDW 406 (2027,T1)

Course title	Midwifery Practice 3		
Short title	Midwifery Practice 3	**Point value**	30
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	MClinPrac(Mid)		
Prerequisites, corequisites, restrictions	P MIDW 401, 402, 403, 404 C MIDW 405		
Prescription	This practicum course relates the theory base taught in MIDW 405 to kahu pōkai/midwifery practice. Ākonga/students will consolidate and integrate their midwifery knowledge and skills while on practice placements with midwives caring for whānau/families across the childbirth continuum. The focus of this practical paper will be on the midwifery care provided to whānau/families who experience deviations from normal. Ākonga will incorporate identification, integration and facilitation of whānau into mana/status-enhancing collaborative services.		
Student workload hours	300	**Contact Hours**	
Teaching/learning summary		**CLE**	240
In this third practicum paper ākonga consolidate their knowledge and skills by working with midwives providing care to whānau in hospital settings. Ākonga/students practice skills such as management of obstetric emergencies in high fidelity clinical simulations. Reflective Group Practice (RGP) sessions provide an opportunity for students to discuss the course material and practice management of clinical problems in a simulated environment. The emphasis of this practical course is on both clinical proficiency and safe, effective communication; written, verbal and interpersonal.		**SIM**	40
		RGP	8
		Reflection & Documentation	12
		TOTAL	320

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Competently establish and maintain whānau/family-centred, culturally safe care across the across the midwifery scope of practice.
2	Identify deviations from normal in clinical settings.
3	Demonstrate effective emergency management skills in a simulated setting.
4	Demonstrate professionalism in midwifery practice, including during intra/interprofessional collaborations.
5	Consistently demonstrate behaviours and communication which are legal, ethical and culturally safe.

Assessment items and workload per item		**%**	**CLO(s)**
1	Portfolio (including two Reflective Exemplars – max 500 words each)	P/F	1 - 5
2	Viva Voce (15 minutes)	25%	1, 4, 5
3	Practical Assessment – OSCE (30 minutes)	75%	1 - 5

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

8. Satisfactorily complete a minimum of 240 hours supervised Clinical Learning Experience as required by the Midwifery Council of New Zealand to meet the requirements for entry to the Register of Midwives.
9. Attend a minimum of 80% of simulation lab and skills sessions.
10. Attend a minimum of 80% of Reflective Group Practice sessions.

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Major/Programme attribute		CLO(s)
1	Integrate cultural and clinical ways of knowing	1 – 5
2	Demonstrate specialised capabilities	1 – 5
3	Integrate Te Tiriti o Waitangi into their practice	1 – 5
4	Provide culturally and clinically safe care	1 – 5
5	Uphold safe, respectful, ethical, and culturally aware care	1 – 5
6	Collaborate effectively	1, 3, 4
7	Uphold the tikanga/quality and safety of midwifery care	1 – 5
8	Engage in reflexive practice	1 – 5
9	Respond to the diverse health needs of whānau	1 – 5

Set texts
Readings will be recommended by the lecturer and made available on Nuku.

Course Description: MIDW 407 (2027,T1)

Course title	Applied Pharmacology & Prescribing for Midwives		
Short title	Pharmacology	**Point value**	15
Course coordinator	Lisa Tweedie (Co-taught with MIDW 307)	**NZQF level**	8
Qualification schedule:	MClinPrac(Mid)		
Prerequisites, corequisites, restrictions	P MIDW 401, 402, 403, 404 X MIDW 307		
Prescription	This theory course prepares ākonga/students with an in-depth discipline-specific understanding of prescribing and pharmacology, within the context of whānau-centred midwifery care, and the relevant legislation.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	32
Ākonga learn primarily through independent study of professional reading material, recorded lectures, and video material. A block-course provides the opportunity for ākonga to hear guest lectures, and participate in role-play of medication prescribing and administration, and class discussion. Ākonga will learn about accessing resources for medication information, prescribing, administering and safe handling of medications including opiates, antibiotics, contraceptives, vaccines and immunoglobulins.		**TOTAL**	32

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Integrate physiological and pharmacological knowledge into practical midwifery care.
2	Integrate practice reasoning within midwifery when prescribing medications.
3	Critically apply the elements of Kawa Whakaruruhau and cultural safety in relation to prescribing and the legislation for kahu pōkai/midwifery.
4	Integrate current research evidence in relation to the use of drugs across the childbirth continuum.
5	Demonstrate comprehensive knowledge of the scope and limitations of midwifery prescribing.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Learning Package A – Midwifery Prescribing	20%	1 – 3, 5
2	Learning Package B – Pharmacokinetics and Pharmacodynamics	20%	1 – 4
3	Examination (invigilated) (2 hours)	60%	1 – 5

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

1. Attend a minimum of 80% of block course lectures.
2. Achieve a minimum of 50% for each of Learning Packages Part A and Part B.
3. Achieve a minimum of 80% in the examination.

	Major/Programme attribute	**CLO(s)**
1	Integrate cultural and clinical ways of knowing	1 – 5
2	Demonstrate specialised capabilities	1 – 5
3	Uphold safe, respectful, ethical, and culturally aware care	3 – 5

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4	Recognise and respond to the taha hinengaro/mental health and emotional wellbeing	1 – 5
5	Uphold the tikanga/quality and safety of midwifery care	1 – 5
6	Respond to the diverse health needs of whānau	1 – 5

Set texts
Readings will be recommended by the lecturer and made available on Nuku.

Course Description: MIDW 501 (2027,T2)

Course title	Practice Project		
Short title	Practice Project	**Point value**	60
Course coordinator	[Course Coordinator]	**NZQF level**	9
Qualification schedule:	MClinPrac(Mid)		
Prerequisites, corequisites, restrictions	P MIDW 405, 406, 407		
Prescription	This capstone course facilitates the transition from ākonga/student to the role of the Registered Midwife. The individually tailored practicum aspect of this course allows ākonga/students to take a lead in providing kahu pōkai/midwifery care with support and oversight from Registered Midwives. Ākonga demonstrate the ability to apply their specialised midwifery knowledge and skills in practice and reflect on the care provided. The course will provide students with the opportunity to advance their scholarship, and strengthen and consolidate their commitment to care and Te Tiriti o Waitangi principles. Throughout the practicum, students will be supported to build confidence in supporting hauora Māori and kaupapa Māori approaches to practice.		
Student workload hours	600	**Contact Hours**	
Teaching/learning summary		**CLE**	500
There will be three intensive blocks of two days each over the trimester. The teaching and learning approach will be a blend of in-person lectures, group facilitated learning and interactive peer-led learning. Ākonga pursue learning goals through an approved Clinical Learning Experience (CLE), with support from a clinical supervisor. The CLE setting is negotiated with the ākonga based on practice experience to date. Practice learning is augmented with high and medium fidelity simulations in the simulation lab. Reflective Group Practice (RGP) sessions provide an opportunity for ākonga to discuss the course material and practice management of clinical problems in a simulated environment.		**SIM**	40
		RGP	12
		Reflection & Documentation	12
		TOTAL	552

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Identify and critically explore practice issues relevant to midwifery.
2	Critically analyse current evidence-based practice in relationship to the practice area.
3	Respond effectively to the different cultural perspectives of the people they provide midwifery care for in order to improve health outcomes.
4	Consistently demonstrate safe, accountable, ethical, culturally safe and professional midwifery practice.
5	Demonstrate eligibility for entry to the Register of Midwives.

Assessment items and workload per item		**%**	**CLO(s)**
1	Portfolio	P/F	1 – 5
2	Practical Assessment – OSCE	20%	1 – 5
3	Integrated Clinical Presentations (2) (2500 words each)	40%	1 – 4
4	Written Assignment (Quality Improvement Practice Project) (3000 words)	40%	1 – 3

Mandatory course requirements	Students must:

11. Satisfactorily complete 500 clinical hours as required by the Midwifery Council of New Zealand to meet the requirements for entry to the Register of Midwives.
12. Attend a minimum of 80% of simulation lab and skills sessions.
13. Attend a minimum of 80% of Reflective Group Practice sessions.
14. Achieve a Pass (P) grade for their Portfolio.
15. Achieve a minimum of 80% in the OSCE which is their final practical assessment.

Major/Programme attribute		**CLO(s)**
1	Integrate cultural and clinical ways of knowing	1 – 5
2	Demonstrate specialised capabilities	1 – 5
3	Integrate Te Tiriti o Waitangi into their practice	1 – 4
4	Provide culturally and clinically safe care	1 – 4
5	Uphold safe, respectful, ethical, and culturally aware care	1 – 4
6	Collaborate effectively	3
7	Uphold the tikanga/quality and safety of midwifery care	1 – 5
8	Engage in reflexive practice	4
9	Respond to the diverse health needs of whānau	1 – 4
10	Lead advancements in midwifery	1 – 4

Set texts
Readings will be recommended by the lecturer and made available on Nuku.

Appendix C1: External Consultation

Proposal name	Master of Clinical Practice (Midwifery)

Consultation	**Response to feedback**
Alison Eddy, CEO of New Zealand College of Midwives (NZCOM)	Professional considerations have been incorporated into the proposal. Proposal endorsed.
Suzi Hume, Wellington Region Chair of NZCOM	No specific feedback supplied. Proposal endorsed.
Ngā Maia Māori Midwives o Aotearoa	Members were part of the co-design team working on the graduate profile and CLOs. Proposal endorsed.
Carolyn Coles, Director of Midwifery, Health NZ Capital Coast & Hutt Valley	No specific feedback supplied. Proposal endorsed.
Katie Little, Midwifery Educator, Health NZ Capital Coast & Hutt Valley	No specific feedback supplied. Proposal endorsed.
Leanne Pool, Programme Director, Master of Nursing Practice, Te Puna Hauora	Recommended changes to the last trimester of study. Instead of a 15-point and a 45-point paper, the programme has been amended to include one 60-point paper in T2 of Year 2 of the programme.
Te Amaru – Disability Services	TBC
Stacey Gillard-Tito, Māori Midwife	TBC
Penina Fitisemanu, Pacific Midwife	No specific feedback supplied. Proposal endorsed.
Shazeena Nisha, Pacific Midwife & past BMid student	TBC
Rachel Brown, Counsellor & Consumer	TBC

Programme amendment cover sheet

Proposal name	Amend the HINF major, minor and specialisation		
Proposer	Annemarie Jutel and Eva Neely		
Faculty	Health		
Summary	To amend the HINF major, minor and specialisation and introduce a new HLWB course		
Year	2025		
Reference	BHlth/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	Feedback sought	
Associate Dean	David Harper	No concerns	
CAD	CAD-Contact@vuw.ac.nz	Feedback provided	
Careers & Employment (WIL	Alice Hodder	Feedback sought	
Course Admin.	Course-admin@vuw.ac.nz	Feedback provided	
Faculty Admin.	Amy de Boer	No concerns	
Tītoko	Greg Ambrose	No concerns	
Library	Marisa Jayna	No feedback	
PAMI	Info-unit@vuw.ac.nz	No concerns	
Toihuarewa	Meegan Hall	No concerns	
School Admin.	Stella Watta	No concerns	
Student Finance	Paige Jarman	Reviewed, no concerns	
Students	Joseph Habgood	Feedback provided	
WSBG	Jane Bryson	Reviewed, no concerns raised	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Annemarie Jutel	01-05-2025	Yang Liu
Fac. Acad. Cttee.	David Harper	08-05-2025	Yang Liu
Faculty Board	David Harper	22-05-2025	Yang Liu
Acad. Prog Cttee.	Robyn Longhurst	17-06-2025	Carol Morris
Academic Board			
CUAP			

Programme amendment

Proposal name	Amend the HINF major
Faculty	Health
CUAP Category	6.1.8: A change in the name of a qualification or subject
Year effective from	2025

A1 Purpose

To change the name of the Health Informatics (HINF) major, minor and specialisation to Digital Health (DIGH).

To amend the requirements for the new Digital Health major, minor and specialisation.

To introduce a new course to the BHlth, BSc and BA schedules: HLWB 109 *Digital Health*

A2 Justification

The Health Informatics major is an original major of the Bachelor of Health, established in 2017. This is the first significant change to the major.

The name Digital Health better reflects the breadth of the content taught within the major and the implications of the learning outcomes on students' future career and work opportunities, marking a shift from systems focus to a broader sociotechnical focus. Along with the name change, amended requirements, and course offerings that are better aligned, these changes will make the major more attractive and accessible to students.

In the original major, there was no 100 or 200 level course in Health Informatics or Digital Health. Rather, students completed Health courses or Informatics courses with the first course that combined these two areas in a structured way being at 300 level. We propose to introduce Digital Health much earlier, with a new 100 level course: HLWB 109. HLWB 109 has been developed out of the special topic HLWB 209 *Special Topic: Health Technologies and Innovation*, taught once in 2022, and offered in Trimester 3, 2025. The shift to 100-level is aimed to:

- Introduce students in the major as a core component in year 1.
- Encourage a broader participation in the course, from current students and also as an option for people currently in the health-related workforce wanting to upskill (and given its online nature it will be well placed to meet the needs of someone in the workforce).

We propose to remove INFO103 *Databases* from the major – this course has shifted focus and is relevant for relational database development and analysis and less helpful for data-driven decision making now. We will replace it with INFO203 *Business and Systems Analysis*, which addresses the gap left by 103's predecessor and focusses on unpacking systems problems and using design methods to propose solutions. This is a foundation skill in digital anything, but especially in digital health. INFO 360 *Information Systems for* Healthcare was narrow in scope, focusing on the essentials of health informatics. In contrast, INFO 307

Designing and Evaluating User-Centred and Value-Driven Applications has as a broader scope that better suits the digital health brief by focusing on the effective development, deployment and use of systems. Replacing INFO 360 with INFO 307 is proposed.

Significant changes were previously made to some of the Information Systems (INFO) courses in the major, including re-numbering. Old versions of the course numbers can now be safely removed from the Digital Health / Health Informatics regulations.

A3 Proposed amendments

1. On page 305 of the 2025 Calendar, in the regulations for the Bachelor of Health, amend the Health Informatics major requirements as follows:

Bachelor of Health

BHlth (360 points)

Major requirements

~~**Health Informatics (HINF)**~~ **Digital Health (DIGH)**

(a) HLWB 101, 102, 109; INFO 101~~, 103 (or 151)~~; STAT 193 or QUAN 102

(b) HLWB 203; INFO 202 ~~(or 231)~~, 203, 206 ~~(or 264)~~

~~(c) One further course from 200-level INFO for students enrolled in BHlth~~

(c) ~~(d)~~ HLWB 304; INFO 302 ~~(or 354)~~, 307 ~~360~~ and ~~two~~ one further course~~s~~ from 300-level INFO or other approved courses

2. On page 306 of the 2025 Calendar, in the regulations for the Bachelor of Health, amend the Health Informatics minor requirements as follows:

Minors

3. (b) The following minors must include the specific courses listed:

~~**Health Informatics (HINF)**~~ **Digital Health (DIGH)** —INFO 206 ~~(or 264)~~, 307 ~~360~~, one course from HLWB 200–299, and one further course from 200- or 300-level INFO.

4. On page 307 of the 2025 Calendar, in the regulations for the GCertHlth and the GDipHlth, amend the Health Informatics specialisation requirements as follows:

Specialisation requirements

5. The GCertHlth and the GDipHlth may be awarded with a specialisation if the candidate's personal course of study meets the requirements for one specialisation as listed below.

~~**Health Informatics (HINF)**~~ **Digital Health (DIGH)**

GCertHlth: INFO 206 ~~(or 264)~~, 307 ~~360~~

GDipHlth: INFO 202 ~~(or 231),~~ 206 ~~(or 264),~~ 302 ~~(or 354),~~ ~~360~~ 307

6. On page 156 of the 2025 Calendar, in the Combined Undergraduate Schedule, after the entry for HLWB 105, add an entry for HLWB 109, as follows:

Course	Title	Pts	Prerequisites etc	Degree Schedule
HLWB 109	Digital Health	15		BHlth, BSc, BA(B)

A4 Implications and resources

Academic staff

The proposal requires no additional academic staff. There is only one new course introduced, and the School of Health has the capacity to offer this course.

Library

There are no implications for library resources.

Teaching facilities and support

No implications; existing resources remain sufficient.

Anticipated enrolments

The major title change is expected to result in a modest increase in enrolments, as the proposed change will more clearly convey the content and focus of the major to students. The course offering will also allow for a better integration of 'health' and the 'digital' component, adding more appeal to future students as well.

Administrative implications

Tītoko staff will be briefed on the changes once they are implemented. Student advisors will be given information on the renaming of the majors, and the different options available to students.

Programme or course limitations / selection criteria

n/a

Fee implications

No fee implications. The proposed new course is from an established and approved course code and will be charged at the standard UG HLWB rate.

Website and publication amendments

All publications and systems will need to be updated to reflect the changes.

Transitional arrangements and other consequential changes

Any students enrolled under the current schedule and name will have the option to shift. The PD will work with Tītoko to offer students substitutes if needed. But since no courses are dropped, merely requirements edited, the impact is anticipated to be very low.

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

The Bachelor of Health focuses on health and wellbeing in the New Zealand context and teaches students who will improve the health and wellbeing of NZ communities. This aim makes it essential that this programme provides a sound understanding of the implications of

Te Tiriti for health and wellbeing. Content within the courses focuses on Māori health, and the social, economic and environmental influences on Māori health and wellbeing, and the contribution of whānau, hapū, iwi and tribal entities to Māori health and wellbeing. It is our experience that students frequently focus on topics and key issues that contribute to Māori health development.

The Bachelor of Health recognises the importance of Māori concepts of health and wellbeing, including for example the *Te Whare Tapa Whā* model which considers the four cornerstones of Māori health as Taha tinana (physical health), Taha wairua (spiritual health), Taha whānau (family health), and Taha hinengaro (mental health).

The School of Health has considered the alignment between the Bachelor of Health and Victoria's Māori Strategic Outcomes Framework, Mai i te Iho ki te Pae. The programme supports the objectives of that framework through recruiting and supporting Māori students to achieve success in the programme, encouragement of Māori research scholarship and the preparation of graduates to make positive contributions to Māori development and to respect indigenous cultures in both the NZ context and the wider global setting.

The current name change will not affect the amount of learning on Te Tiriti students receive, as the intent is to more accurately and precisely name the major. Therefore, there will be no implications on how Te Tiriti o Waitangi is reflected in the major.

A6 Consultation

These changes have been substantively discussed across the School of Health and School of Information Management across multiple meetings. We are working in collaboration with the Heads of School, academic leadership of the Schools and the subject experts. The SLTEC has also been consulted.

Course Description: HLWB 109 (2026,T2)

Course title	Digital Health		
Short title	Digital Health	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	5
Qualification schedule:	BHlth, BSc, BA(B)		
Prerequisites, corequisites, restrictions	30 pts from HLWB 101-110; or INFO 101, 151; or COMP 102, 103		
Prescription	Health technologies-massively increase the ability of health care systems to solve health problems and can improve health and wellbeing in communities. At the same time, they offer major challenges and complexities. This course will introduce health technologies that are and will have a major impact in New Zealand and globally. Students do not need to have prior health technology knowledge.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This is an online/distance delivery course.		**Tutorials**	
		Seminars	
		Labs/Studios	12
		TOTAL	36

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Critically discuss opportunities and limitations regarding how health technologies and innovation can transform the health and wellbeing of individuals and groups
2	Critically analyse key challenges and risks in digital health in areas such as systems, regulation, equity and social justice
3	Identify current and emerging opportunities in data (such as big data; data management and information systems) and in health software and hardware (such as robotics, wearables, simulation and apps for health)
4	Demonstrate key skills in methods and strategies utilized in innovative health technologies

	Assessment items and workload per item	**%**	**CLO(s)**
1	Multichoice quizzes, best 10 out of 12 (each test worth 3%)	30%	1, 2, 3
2	Short answer test	30%	1, 2, 3
3	Structured presentation (5-minutes and peer-review on 2 presentations, each up to 500-words using structured feedback form)	40%	1, 2, 3, 4

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

Programme amendment cover sheet

Proposal name	Amend the PGCert HELT, PGDipHELT		
Proposer	Stephen Marshall		
Faculty	Humanities and Social Sciences		
Summary	To amend the Postgraduate Certificate and Postgraduate Diploma in Higher Education Learning and Teaching (PGCertHELT, PGDipHELT)		
Year	2025		
Reference	PGCertHELT/1, PGDipHELT/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Academic-office@vuw.ac.nz	Feedback provided	
Associate Dean	Xavier Marquez	Feedback provided	
CAD	Stephen Marshall, Kathryn Sutherland	Proposers	
Careers & Employment (WIL)	Alice Hodder, Senior Adviser, Work Integrated Learning and Career Development	No issues identified	
Course Admin.	Teresa Schischka, Manager, Course Admin and Timetabling	No specific issues perceived.	
Faculty Admin.	Noeleen Williamson, Manager Tītoko	Feedback provided	
Library	Tyson Kingi	No issues identified	
PAMI	pami@vuw.ac.nz	Feedback provided	
Office of the AVC Pasifika	Fabie Filo, Acting AVC, Pasifika	No issues identified	
Toihuarewa	Meegan Hall, AVC, Mātauranga Māori	Feedback incorporated	
School Admin.	Liz Pritchett	No issues identified	
Student Finance	Paige Jarman, Manager	No issues identified	
Students	src@vuwsa.org.nz	Feedback incorporated	
APPROVAL	**Authority**	**Date**	**Recorded by**
Director, CAD	Stephen Marshall	dd-mm	
Fac. Acad. Cttee.	Xavier Marquez	8 May 2025	Catherine Townsend
Faculty Board	Averil Coxhead	23 May 2025	Catherine Townsend
Acad. Prog. Com.	Robyn Longhurst	17 June 2025	Carol Morris
Academic Board			
CUAP			

Programme amendment

Proposal name	Amend the PGCertHELT, PGDipHELT
Faculty	Humanities and Social Sciences
CUAP Category	6.1.6 Substantial changes to the structure of a qualification such as changes to the duration or credit/EFTS value of a programme and extensive changes to the courses that comprise the programme
Year effective from	2026

A1 Purpose

1. To amend the Postgraduate Certificate and Postgraduate Diploma in Higher Education Learning and Teaching (PGCertHELT, PGDipHELT), effective in 2026.
2. To create 15 x new 5-point courses, including one new special topic slot
3. To delete 2 x 30-point courses: HELT 501, HELT 507
4. To reduce HELT 502 from 30-points to 15-points, recode it as HELT 539 and make it a requirement for the PGCert HELT and PGDipHELT.
5. To reduce the existing special topic slots (HELT 505 and HELT 506) from 30-points to 15-points and 5-points, respectively, and recode them as HELT 581 and 582.
6. To delete HELT 520, HELT 503 and HELT 504 in order to recode them later in the schedule as HELT 580, HELT 540 and HELT 541.
7. To extend the time allowed to complete the qualification.

A2 Justification

1. The Postgraduate Certificate in Higher Education Learning and Teaching (PGCertHELT) has been offered since 2006 with around 5-10 enrolments per year, until 2022 when it was closed to new enrolments while university leadership worked out what would be needed for professional development in teaching and learning. Targeted primarily at staff with teaching responsibilities, the PGCertHELT was very well-regarded for the professional development and learning about teaching that it offered, and graduates reported significant positive changes to their teaching practice after completing the qualification. However, the existing model of two x 30-point courses is a barrier to enrolment for many learners who are very interested in participating. Because each 30-point course had to be completed in one trimester, it was difficult for many staff who are working full-time to make the time to participate as it is not possible for them to find the 300 hours of available time (for the 30-point course) in one trimester. Finally, the rapid pace of change and complexity of the learning and teaching environment mean that a wide range of topics need to be included in the programme of courses for the PGCertHELT and these need to be developed and delivered to ensure they are readily available and responsive to staff needs for development in learning and teaching.

2. The proposed changes will create a core of six x 5-point courses (derived from the old 30-point core course, HELT 501: Foundations of University Teaching and Learning, which will be deleted). These courses will be offered in flexible modes and will enable learners to work through the qualification at their own pace. Extending the time possible for completing the qualification will also enable more students to participate at the same time as working full-time.

3. The deletion of HELT 507: Learning and Teaching with Digital Technology is for the same reason as outlined above (timing). The course will be replaced by various proposed new 5-point courses.

4. Making the course, HELT 539: Portfolios for Professional Practice (formerly HELT 502), compulsory for the PGCert (and consequently for the PGDip), and reducing it from 30-points to 15-points will reflect international practice for similar such courses that enable people to prepare a teaching portfolio for a PGCert and also have that portfolio be used for a teaching excellence award application or for professional recognition through an international awarding body, such as Advance HE.

5. Reducing the Special Topic slots (formerly HELT 505 and HELT 506) from 30-points to 15-points and 5-points, respectively, will align better with the points value remaining (15 points) in the revised version of the PGCert, after students have completed the core (30 points) and the portfolio course (15 points). Adding a further 5-point Special Topic course will give us more flexibility to quickly offer courses that are immediately responsive to the fast-moving innovations and changes in learning and teaching in the 21st century.

6. Renumbering the diploma courses with higher course numbers and renumbering the Directed Individual Study course to align with the other 'utility courses' like Special Topic slots tidies up the schedule numbering.

7. Extending the time allowed to complete the qualifications, will enable more university staff to enrol in the PGCertHELT because they will be able to take just two or three 5-point courses each year (100-150 hours of learning time) rather than having to find 300 hours of learning time per trimester. The PGDipHELT will continue to have a research focus, with two required courses (HELT 540 and HELT 541, formerly HELT 503 and HELT 504), on top of the PGCertHELT requirements. As these two courses are more self-directed and can be taken over a longer period of time than one trimester, the timing is less of an issue than for the PGCert courses.

A3 Proposed amendments

The proposed new PGCertHELT will comprise a core of six x 5-point courses, plus a 15-point portfolio course, and 15 more points made up from other HELT courses, or appropriate courses from around the university that align with the kaupapa of HELT. Figure 1 provides a visual representation of the PGCertHELT requirements.

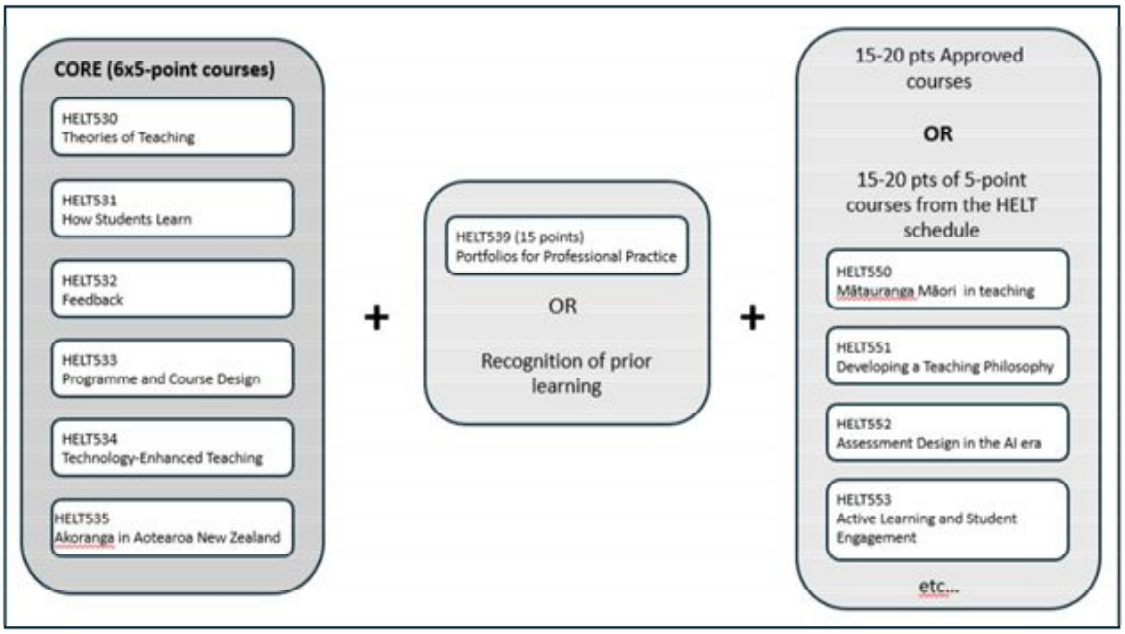

Figure 1: Proposed PGCertHELT Requirements

Amend the entry and general requirements and the Schedule for the PGCert and PGDip HELT (pages 500-501 of the 2025 VUW Calendar):

Postgraduate Certificate in Higher Education Learning and Teaching
PGCertHELT (60 points)

Postgraduate Diploma in Higher Education Learning and Teaching
PGDipHELT (120 points)

Note 1: The PGCertHELT and PGDipHELT are offered by the Centre for Academic Development.

~~*Note 2: The PGCertHELT and PGDipHELT are closed to new students in 2025.*~~

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 PGCertHELT or PGDipHELT shall have:

(i) completed a Bachelor's degree with Honours or equivalent; and

(ii) been accepted by the director of the Centre for Academic Development as capable of completing the proposed course of study.

(b) Requirement (a)(i) may be waived by the Director or the Associate Dean (Students) of ~~the Faculty of Education or~~ the Faculty of Humanities and Social Sciences for a candidate who has had extensive professional or scholarly experience of an appropriate kind.

General requirements

2. (a) The course of study for the PGCertHELT shall consist of courses worth 60 points, including HELT 530-535, HELT 539, ~~01~~ and 15 ~~30~~ further points from the PGCertHELT and PGDipHELT Schedule, with the exception of HELT ~~504~~-541.

(b) Except as provided in section 4, the course of study for the PGDipHELT shall consist of courses worth 120 points, including HELT 530-535, ~~01~~, 539, 540, 541;~~ 30 points from HELT 502, 504, 507~~; and ~~30~~ 15 further points from the PGCertHELT and PGDipHELT Schedule.

3. (a) A candidate for the PGCertHELT shall normally be enrolled for at least two trimesters and shall complete the certificate within ~~two~~ five years of first enrolling for it.

(b) A candidate for the PGDipHELT shall normally be enrolled for at least four trimesters and shall complete the diploma within ~~four~~ eight years of first enrolling in the PGCertHELT or PGDipHELT.

(c) The director of the Centre for Academic Development~~, the Associate Dean of the Faculty of Education,~~ or the Associate Dean (Students) of the Faculty of Humanities and Social Sciences may extend the maximum periods in parts (a) and (b) in special cases.

(d) A candidate who has been awarded a PGCertHELT is required to abandon that qualification upon being awarded a PGDipHELT.

Substitution of courses

4. With the approval of the director, a candidate for the PGDipHELT may replace optional courses worth up to 30 points with substitutes chosen from those prescribed for any other postgraduate programme, at this or any other university and not credited to another qualification (see the general provisions concerning the substitution of courses in section 5.5 of the General Programmes of Study Regulations).

Schedule to the PGCertHELT and PGDipHELT Regulations

Course	Title	Pts	P/X
~~HELT 501~~	~~Foundations of Learning and Teaching in Higher Education~~	~~30~~	~~X UTDC 501~~
~~HELT 502~~	~~Portfolios for Professional Practice~~	~~30~~	~~P HELT 501 (or UTDC 501); X UTDC 503~~
~~HELT 503~~	~~Researching Higher Education~~	~~30~~	~~P HELT 501 (or UTDC 501)~~
~~HELT 504~~	~~Applied Research Project in Higher Education~~	~~30~~	~~P HELT 501 (or UTDC 501), HELT 503~~
~~HELT 505~~	~~Special Topic~~	~~30~~	
~~HELT 506~~	~~Special Topic~~	~~30~~	
~~HELT 507~~	~~Learning and Teaching with Digital Technology~~	~~30~~	~~X HELT 506 prior to 2017~~
~~HELT 520~~	~~Directed Individual Study~~	~~30~~	~~P HELT 501~~
HELT 530	Theories of teaching	5	
HELT 531	How students learn; the Science of learning	5	
HELT 532	Feedback	5	X HELT 501
HELT 533	Programme and course design	5	
HELT 534	Technology-enhanced teaching	5	X HELT 507

HELT 535	Akoranga in Aotearoa New Zealand	5	
HELT 539* (recoded from 502)	Portfolios for Professional Practice	15	P HELT 530-535
HELT 540* (recoded from 503)	Researching Higher Education	30	P HELT 530-535
HELT 541* (recoded from 504)	Applied Research Project in Higher Education	30	P HELT 540
HELT 550	Incorporating mātauranga Māori in teaching	5	
HELT 551	Developing a teaching philosophy	5	
HELT 552	Assessment design in the AI era	5	
HELT 553	Active learning and student engagement	5	
HELT 554	Ako in Action: Enhancing Teaching in Partnership with Students	5	
HELT 555	Effective communication for teaching	5	
HELT 556	Academic integrity	5	
HELT 557	Student Success	5	
HELT 580	Directed Individual Study	15	P HELT 530-535
HELT 581	Special Topic	15	P HELT 530-535
HELT 582	Special Topic	5	
HELT 583	Special Topic	5	

A4 Implications and resources

Academic staff

The programme will be taught by staff from the Centre for Academic Development. Workload associated with the programme will be managed within the normal scope of their duties as agreed with their manager. The new courses will be (re)designed and rolled out over a two year period to spread the workload associated with course (re)development.

Library

The Education subject librarian will be consulted to confirm that the Library is able to support the proposal. No new resources beyond those currently available are required for this programme.

Teaching facilities and support

No new facilities or support are needed. CAD staff possess the necessary skills and no specialist physical spaces are needed.

Anticipated enrolments

The proposal is expected to attract between 10 and 20 FTE of enrolments during the first year of enrolments increasing to twice those numbers in subsequent years as the full programme of courses becomes available.

Administrative implications

The Faculty's Manager, Tītoko, and the Centre for Academic Development Office Manager will be consulted to provide feedback on administrative implications and how these can be addressed.

Programme or course limitations / selection criteria

No additional requirements beyond the entry requirements in section A3 are proposed.

Fee implications

Feedback sought

Website and publication amendments

Necessary website updates will be made by CAD staff to the Learning and Teaching public and intranet webpages that we control.

Transitional arrangements and other consequential changes

Transitional arrangements are not required.

Internships, field trips and other external arrangements

n/a.

A5 Te Tiriti o Waitangi

All of the courses in the programme will be (re)developed to incorporate and exemplify the University's values of Akoranga, Kaitiakitanga, Manaakitanga, Whanaungatanga and Whai mātauranga, which have been embedded into CAD workshops and professional development offerings for several years (see for example, the focus on these values in various professional development programmes such as Orientation to Academic Life and Te Arawai Ako, as well as in online modules about teaching in Nuku). The courses in the PGCertHELT will also include specific material aligned to teaching in the wider New Zealand context and to meet the specific needs and opportunities of Māori learners and to value the contributions of Māori staff. The new programme will include courses specifically on these latter topics, in particular: HELT 535 Akoranga in Aotearoa New Zealand (which will be a required course) and HELT 550 Incorporating mātauranga Māori in teaching. We will work closely with the Office of the Tumu Ahurei (Deputy Vice-Chancellor Māori) to design these courses and ensure that they align appropriately with and complement the existing Akoranga module in Te Hāpai.

A6 Consultation

Refer to the programme amendment cover sheet.

Course Description: HELT 530 (2026,T1)

Course title	Theories of teaching		
Short title	Theories of teaching	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT, PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	Using the theme of ako – the interconnectedness of teaching and learning – participants will evaluate the explanatory power and practical applications of higher education theories and research for understanding and improving teaching effectiveness and student learning outcomes.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will complete a series of online modules and participate in class sessions focussed on sharing reflections and practical ideas, and making applications to future practice.		**Tutorials**	
		Seminars	6 hours
		Labs/Studios	
		TOTAL	6 hours

Course learning objectives (CLOs)	Students who pass this course will/should (*delete one*) be able to:	
1	Critically evaluate within specific disciplinary contexts, key theories, research and policies related to teaching and learning in higher education.	
2	Apply various teaching and learning media, approaches and methods, and creatively adapt these to specific educational contexts.	
3	Reflect on teaching practice and evaluate external evidence to assess and improve teaching quality	

Assessment items and workload per item		**%**	**CLO(s)**
1	Session Preparation Assignments (SPA) x 3 (250 words each)	30%	1, 2, 3
2	Online quizzes x 3 (best 3 of 5)	30%	2
3	Reflective assignment (1000 words)	40%	1,3

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

Course Description: HELT 531 (2026, T1)

Course title	How students learn: The science of learning		
Short title	Science of learning	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT, PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	In this course, you will consider learning from cognitive and psychological perspectives, aiming to create instructional and learning conditions that lead to robust student learning.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	(*e.g. 36 hrs*)
Students will complete a series of online modules and participate in synchronous sessions focussed on practical implications of the science of learning principles in their own courses.		**Tutorials**	
		Seminars	8 hours
		Labs/Studios	
		TOTAL	8 hours

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Critically evaluate learning theories and research in the context of higher education
2	Select learning and instructional approaches and methods for specific educational contexts
3	Critically reflect on instructional design and teaching practice from the science of learning perspective

Assessment items and workload per item		**%**	**CLO(s)**
1	Session Preparation Assignments (SPA) x 4 (250 words each)	40%	1, 2, 3
2	Reflective assignment (1000 words)	60%	1,3

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

Course Description: HELT 554 (2026, T1)

Course title	Ako in Action: Enhancing Teaching in Partnership with Students		
Short title	Ako in Action	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT, PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	Ako in Action is a collaborative educational design model for students and academics to co-construct aspects of learning and teaching, to promote active learning and student inquiry, engagement and inclusiveness, and reflective teaching and learning. In this course, you will engage with the national and international scholarship on student-academic partnership and complete at least one Ako in Action partnership cycle.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will complete a series of synchronous workshops, engage in regular online reflective journaling, and complete at least one independent Ako in Action partnership, focused on a specific course or programme.		**Tutorials**	
		Seminars	8 hours
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course will/should (*delete one*) be able to:
1	Co-design new courses and programmes through engaging in ako practice
2	Reflect in an appreciative and critical manner on personal teaching practice and the practice of others
3	Develop whanaungatanga and manaakitanga inspired teaching and learning practices

Assessment items and workload per item		**%**	**CLO(s)**
1	Session Preparation Assignments (SPA) x 2 (300 words each)	20%	1, 3
2	Reflective Journal Entries Online 3 (best 3 of 4; 200 words each)	30%	2
3	Ako in Action portfolio (1000 words)	50%	2,3

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

Course Description: HELT 553 (2026, T2)

Course title	Active Learning and Student Engagement		
Short title	Active Learning	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT, PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	How can you create learning experiences that truly engage and inspire your students? This course offers practical, research-informed strategies for active learning techniques and educational technologies in university teaching.		
Student workload hours	50		
Teaching/learning summary		**Contact Hours**	
The course will be taught over 10 weeks and delivered through self-paced modules on Nuku. In addition to the online content, there will be two in person workshops, each lasting two hours, and two 90-minute webinars for discussions and collaborative activities.		**Webinars**	3hrs
		Workshops	4hrs
		Labs/Studios	
		TOTAL	7hrs

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Apply relevant active learning techniques to their teaching
2	Integrate appropriate educational technologies into the design of learning activities to enhance student engagement
3	Evaluate learning activities by analysing their benefits and challenges
4	Design effective learning activities to address learning outcomes and offer formative feedback

	Assessment items and workload per item	**%**	**CLO(s)**
1	Teaching and Learning activity plan for a course unit, with rationale (approx. 500 words)	30%	1, 2, 3, 4
2	Reflective learning journals (max. 150 words, every fortnight – best 3 of 5 will count)	30%	1, 2, 3
3	Teaching and Learning Activity Design e-Portfolio (approx. 1000 words)	40%	1, 2, 3, 4

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

Course Description: HELT555 (2026, T2)

Course title	Effective Communication for Teaching		
Short title	Eff Comm for Teaching	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT, PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	Using techniques from theatre and communication studies, students will develop effective communication skills for lecturing and small group teaching. Activities will focus on various aspects of communication including voice work, pacing, eye contact, tone, intention and audience.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will participate in three theatre-based workshops, culminating in a fourth session where they will give and receive feedback on presentations.		**Tutorials**	
		Seminars	8 hours
		Labs/Studios	
		TOTAL	8 hours

Course learning objectives (CLOs)	Students who pass this course will be able to:	
1	Identify the key features of effective communication for teaching	
2	Give confident and clear lectures	
3	Reflect on and learn from peer feedback on teaching	

Assessment items and workload per item		**%**	**CLO(s)**
1	Session Preparation Assignments (SPA) x 3 (250 words each)	45%	1
2	Presentation (45%) and peer feedback (10%)	55%	2,3

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

Course Description: HELT 539 (2026, T3)

Course title	Portfolios for Professional Practice		
Short title	Portfolios for Prof Practice	**Point value**	15
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT, PGDipHELT		
Prerequisites, corequisites, restrictions	P HELT 530-535		
Prescription	This course will introduce different types of teaching portfolios used in higher education. Students will be required to select and annotate evidence appropriate to specific portfolio types and develop a reflection-based peer-reviewed portfolio for an agreed purpose, and take part in peer review of written teaching portfolios.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will work through online modules at their own pace and meet with an academic supervisor at least three times during the trimester. Each student will also provide peer review on at least two other students' draft portfolios.		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	annotate and apply evidence of professional teaching practice, to identify strengths and areas in need of professional development
2	critically reflect on aspects of their own teaching and their students' learning
3	provide constructive critical feedback on teaching portfolios for colleagues both within and across disciplines
4	prepare document- and narrative-based teaching portfolios for a number of purposes, including personal and professional development, promotion, application to Accreditation bodies and Teaching Excellence Awards

Assessment items and workload per item		**%**	**CLO(s)**
1	Annotated evidence (1000 words)	20%	1, 2
2	Peer feedback report x 2 (500 words each)	20%	3
3	Portfolio (1500-6000 words, depending on accrediting body/portfolio focus)	60%	1,2,4

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

Course Description: HELT533 (2026, T1)

Course title	Programme and course design		
Short title	Programme and course design	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	Participants will learn and apply a structured approach to the design of programmes and courses. The course will cover the use of backwards-design approaches where graduate and learning objectives are used to align courses and assessments within a structured programme or course design. Practical aspects of the design process will also be covered and practised in design workshops.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will work through online modules at their own pace and workshop programme and course designs with peers and experienced designers.		**Tutorials**	
		Seminars	8 hrs
		Labs/Studios	
		TOTAL	8 hrs

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Identify strengths and weaknesses of programme and course designs
2	Develop and evaluate graduate and learning objectives for programmes and courses
3	Align learning objectives with other elements of course design (such as assessment and teaching activities)

Assessment items and workload per item		**%**	**CLO(s)**
1	Course/programme outcomes critique (500 words)	20%	1,2
2	Course objective and assessment mapping exercise (5 hours)	20%	1,2, 3
3	Programme course mapping and pathways exercise (10 hours)	60%	1,2, 3

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

Course Description: HELT534 (2026, T1)

Course title	Technology-enhanced Teaching			
Short title	Technology-enhanced Teaching		**Point value**	5
Course coordinator	TBC		**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT			
Prerequisites, corequisites, restrictions	X HELT507			
Prescription	Participants will experience and reflect upon the impact and practical uses of digital technologies on student learning. The course will explore how technology can influence and support student outcomes in different disciplines both online and in a face-to-face context.			
Student workload hours	50		**Contact Hours**	
Teaching/learning summary			**Lectures**	
Students will work through online modules at their own pace.			**Tutorials**	
			Seminars	
			Labs/Studios	
			TOTAL	

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Identify strengths and weaknesses of educational technologies with regard to their pedagogical application in support of specific student learning outcomes
2	Develop and evaluate pedagogical plans for the educational use of technology
3	
4	(*Insert extra rows if applicable; the recommended number of CLOs is 4-7.*)

Assessment items and workload per item		**%**	**CLO(s)**
1	Technology selection and scholarly assessment (500 words)	40%	1
2	Pedagogical plan (1000 words)	60%	1,2

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

Course Description: HELT532 (2026, T1)

Course title	Feedback			
Short title	Feedback		**Point value**	5
Course coordinator	TBC		**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT			
Prerequisites, corequisites, restrictions	X HELT501			
Prescription	This course will explore how feedback enables learning and how a feedback-led process can be used to (re)design courses and assessments to enable student success.			
Student workload hours	50		**Contact Hours**	
Teaching/learning summary			**Lectures**	(*e.g. 36 hrs*)
Students will complete a series of online modules and participate in class sessions focussed on sharing reflections on module content and developing feedback strategies for courses and assessments.			**Tutorials**	
			Seminars	8
			Labs/Studios	
			TOTAL	8

Course learning objectives (CLOs)	Students who pass this course will be able to:			
1	Analyse courses and assessments in order to improve the impact of feedback on student learning			
2	Apply scholarly work on feedback to their own practice			
Assessment items and workload per item			**%**	**CLO(s)**
1	Course feedback design critique (500 words)		40%	1,2
2	Course feedback plan (1000 words)		60%	1,2
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:			
N/A				

Course Description: HELT556 (2026, T2)

Course title	Academic Integrity		
Short title	Academic Integrity	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	Participants will explore the scholarly literature and reflect upon practical strategies to enhance the integrity of student learning and course outcomes. The course will explore how academic integrity is communicated and enacted in courses and examine the impact of assessment designs and technology on the integrity of learning.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	(*e.g. 36 hrs*)
Students will work through online modules at their own pace.		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Analyse courses and assessments in order to improve the integrity of student learning and outcomes
2	Design assessments that enhance the integrity of student learning and outcomes

Assessment items and workload per item		**%**	**CLO(s)**
1	Course integrity design critique (500 words)	40%	1,2
2	Assessment (re)design to improve integrity (1000 words)	60%	1,2

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

Course Description: HELT535 (2026,T1)

Course title	Akoranga in Aotearoa New Zealand		
Short title	Akoranga	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT		
Prerequisites, corequisites, restrictions	(*State (new) prerequisites, corequisites and/or restrictions*)		
Prescription	Participants will reflect upon the concept of Akoranga and its relevance and importance in our teaching and learning context. The course will explore how the concept of Akoranga can be utilised to improve student outcomes and experience.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will attend fortnightly seminars, complete online modules, and give presentations		**Tutorials**	
		Seminars	8 hours
		Labs/Studios	
		TOTAL	8 hours

Course learning objectives (CLOs)	Students who pass this course will be able to:	
1	Identify the underpinnings of the concept of akoranga in Aotearoa New Zealand higher education	
2	Develop activities to employ akoranga in university teaching contexts	
3	Communicate and provide feedback on the use of akoranga in various classroom contexts	
Assessment items and workload per item		**%** **CLO(s)**
1	Fortnightly reflective journals (200 words each, best four of five)	40% 1, 2
2	Presentation (40%) and feedback on a peer's presentation (20%)	60% 2, 3

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

Course Description: HELT557 (2026, T2)

Course title	Student Success: Social Justice in the Classroom		
Short title	Student Success	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	This course considers the factors contributing to student success in NZ university classrooms. Participants will engage with various theories that underpin Social Justice and why they are important to uphold in a classroom setting.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will attend four x2 hour workshops and also work through the online modules		**Tutorials**	
		Seminars	8 hours
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Critically examine the impact of social, cultural, and institutional inequalities on teaching and learning environments.
2	Design and implement inclusive teaching strategies that promote equity, representation, and culturally sustaining practices in the classroom.

Assessment items and workload per item		**%**	**CLO(s)**
1	Weekly SPAs (Session Preparation Assignments) (150 words, best 3 of 4)	30%	1, 2
2	Social Justice Responsive Assessment Design	30%	1, 2
3	Inclusive Teaching Strategy Portfolio	40%	1, 2

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

Course Description: HELT550 (2026, T2)

Course title	Incorporating Mātauranga Māori in teaching		
Short title	Mātauranga Māori	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	This course supports participants to confidently incorporate Mātauranga Māori into course delivery and assessment. Participants will enhance language visibility create affirming learning environments that reflect Mātauranga.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will work through the online modules in their own pace		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Identify aspects of Mātauranga Māori relevant to their discipline and course contexts
2	Integrate Mātauranga Māori appropriately and accurately in assessment.

Assessment items and workload per item		**%**	**CLO(s)**
1	Mātauranga Māori Integration Plan	20%	1, 2
2	Culturally Responsive Assessment Design	30%	2
3	Mātauranga Micro-Teaching Video	50%	1, 2

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

Course Description: HELT551 (2026,T2)

Course title	Developing a Teaching Philosophy		
Short title	Teaching Philosophy	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	Teaching philosophies are now a common requirement for promotion, awards and accreditation schemes, but few people have had the structured opportunity to develop a scholarly and reflective teaching philosophy statement. This course will provide students with various literature about and approaches for surfacing the values underpinning their own philosophy of teaching.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will participate in three workshops, culminating in a fourth session where they will give and receive feedback on each other's philosophy statements.		**Tutorials**	
		Seminars	8 hours
		Labs/Studios	
		TOTAL	8 hours

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Identify the key features of scholarly teaching philosophy statements
2	Explain the values underpinning their approach to teaching
3	Critically reflect on their own and others' teaching philosophies

Assessment items and workload per item		**%**	**CLO(s)**
1	Session Preparation Assignments (SPA) x 3 (250 words each)	45%	1, 2
2	Draft statement (250 words)	15%	2
3	Philosophy statement (30%) (250 words) and peer feedback (10%)	40%	3

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

Course Description: HELT552 (2026, T2)

Course title	Assessment design in the AI era		
Short title	Assessment design in the AI era	**Point value**	5
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will complete a series of online modules and participate in Zoom sessions focussed on sharing reflections, contextual/disciplinary challenges, and practical ideas.		**Tutorials**	
		Seminars	4
		Labs/Studios	
		TOTAL	4

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Critically evaluate AI-related assessment guidelines across diverse academic contexts, considering applicability, disciplinary relevance, student learning, and ethical implications.
2	Design/re-design assessment that effectively integrates AI, considering constructive alignment and assessment design principles.
3	Reflect and discuss using AI for assessment in higher education contexts.

Assessment items and workload per item		**%**	**CLO(s)**
1	AI guidelines critique (500 words)	30%	1, 3
2	Assessment design (1000 words)	50%	2
3	Session participation and follow-up online quizzes (2 out of 3)	20%	1,3

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

Course Description: HELT 540 (2027,T1)

Course title	Researching Higher Education		
Short title	Researching Higher Ed	**Point value**	30
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT, PGDipHELT		
Prerequisites, corequisites, restrictions	P HELT 530-535		
Prescription	In this course participants will learn how different research approaches are used to address specific education questions. Participants will develop a research proposal related to their teaching, to be investigated in HELT 541, or as a research grant application to an internal or external education funder.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
Students will attend 2-hour seminars over a 12-week period.		**Tutorials**	
		Seminars	24 hours
		Labs/Studios	
		TOTAL	24 hours

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Evaluate the strengths and limitations of different qualitative and quantitative research methodologies adopted in Higher Education
2	Critically evaluate both general and discipline-specific higher education research in terms of aims, methods and findings.
3	Formulate effective educational questions and link to specific research methodologies.
4	Design a research project to investigate an aspect of higher education learning and teaching.

Assessment items and workload per item		**%**	**CLO(s)**
1	Session Preparation Assignments (SPA) x 5 (500 words each)	25%	1, 2, 3
2	Research question and proposed methodology (up to 1000 words)	25%	2
3	Full research proposal or grant application (up to 4000 words)	50%	1,3

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

Course Description: HELT580 (2026, TBC)

Course title	Directed Individual Study		
Short title	Directed Individual Study	**Point value**	15
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT and PGDipHELT		
Prerequisites, corequisites, restrictions			
Prescription	This provides students with the option of following a directed individual study, with the approval of the Head of School, and under the supervision of an academic staff member with appropriate expertise.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	
CLOs, assessment requirements and supervision arrangements will be negotiated with students on a case-by-case basis.		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	
Course learning objectives (CLOs)	Students who pass this course will be able to:		
1			
2			

Assessment items and workload per item		**%**	**CLO(s)**
1			
2			
3			

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

Course Description: HELT 541 (2027,T2)

Course title	Applied Research Project		
Short title	Applied Research Project	**Point value**	30
Course coordinator	TBC	**NZQF level**	8
Qualification schedule:	PGCertHELT, PGDipHELT		
Prerequisites, corequisites, restrictions	P HELT 540		
Prescription	Participants will undertake and report an individually supervised, research project on a specific aspect of higher education. Participants will apply educational theories and research approaches studied in HELT 530-535 and HELT 540, with the aim of producing research outcomes appropriate for conference or journal acceptance.		
Student workload hours	50	**Contact Hours**	
Teaching/learning summary		**Lectures**	
For the most part, this course will be taught as an individually supervised project. However, in order to provide peer support, and a forum for presentation of the project, there will be three 2-hour workshops, an introductory workshop to outline expectations and address class expectations, a mid-point reflection workshop in which participants will present work in progress, and a final workshop in which research findings will be presented in the form of mini roundtable discussions.		**Tutorials**	
		Seminars	6
		Labs/Studios	
		TOTAL	6 hours

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Design relevant and ethical higher educational research investigations within their discipline
2	Undertake independent educational research projects at a mastery level
3	Report the findings of educational research to the local and national community

Assessment items and workload per item		**%**	**CLO(s)**
1	Research progress report (internally assessed) (Up to 3000 words)	30%	1,2
2	Final Research Report (internally and externally assessed) (Up to 7000 words)	70%	1,2,3

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

Programme amendment cover sheet

Proposal name	Add GEOG 415 as an approved course		
Proposer	Andrew Rees		
Faculty	Science		
Summary	Add GEOG 415 as an approved course to the MEnvSc, MSc, PGDipSc & PGCertSc		
Year	2025		
Reference	MSc/2, MEnvSc/1, PGDipSc/2, PGCertSc/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Academic-office@vuw.ac.nz		
Associate Dean	Paul Teesdale-Spittle		
CAD	cad-contact@vuw.ac.nz	No issues identified	
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	No issues identified	
Course Admin.	teresa.schischka@vuw.ac.nz	No perceived issue.	
Faculty Admin.	greg.ambrose@vuw.ac.nz	No issues identified	
Library	rohini.biradavolu@vuw.ac.nz	No issues identified	
PAMI	chris.clowes@vuw.ac.nz	No issues identified	
Toihuarewa	meegan.hall@vuw.ac.nz	Feedback provided	
School Admin.	belinda.behle@vuw.ac.nz	No issues identified	
Student Finance	paige.jarman@vuw.ac.nz	No issues identified	
Students	src@vuwsa.org.nz		
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Paul Teesdale-Spittle	01-04-2025	Paul Teesdale-Spittle
Fac. Acad. Cttee.	Robin Fulton	07-05-2025	Leigh Torode
Faculty Board	Nicola Nelson	22-05-2025	Leigh Torode
Acad. Prog. Committee	Robyn Longhurst	17-06-2025	Carol Morris
Academic Board			
CUAP			

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

PROGRAMME AMENDMENT

Proposal name	Add GEOG 415 as an approved course
Faculty	Science
CUAP Category	6.3
Year effective from	2025

A1 Purpose

1. To amend the regulations of the Environmental Science (ENSC) subject in the Master of Science (MSc)
2. To amend the regulations of the Environmental Science (ENSC) subject in the Master of Environmental Science (MEnvSc)
3. To amend the regulations of the Environmental Science (ENSC) subject in the Postgraduate Diploma in Science (PGDipSc)
4. To amend the regulations of the Environmental Science (ENSC) subject in the Postgraduate Certificate in Science (PGCertSc).

A2 Justification

Geographic Information Science (GIS) is progressively an essential tool for geographic and environmental sciences. GIS allows analysis, exploration, storage, and display of information with a geospatial component including environmental data. Despite the value of GIS to the environmental sciences, we have noted that the regulations of our postgraduate Environmental Science programmes omit our 400-level GIS course, GEOG 415. This proposal introduces GEOG 415 to the options for these qualifications.

A3 Proposed amendments

For the MSc on page 439 of the 2025 Calendar, amend as below:

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, GEOG 415, GPHS 441–448, PHYG 413–423, PHYS 415–447 and STAT 431–452

Part 2: ENSC 591.

For the MEnvSc on page 473 of the 2025 Calendar, amend as below:

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, GEOG 415, GPHS 441–448, PHYG 413–423, PHYS 415–447, and STAT 431–452

Part 2:

i. ENSC 510 or 511.

For the PGCertSc on page 444 of the 2025 Calendar, amend as below:

Environmental Science (ENSC)

ENSC 401, 402; 15 points from BIOL 403–431, CCSP 401–402, CHEM 421–423, ENSC 410–421, 485, ENVI 520, ESCI 401–488, GEOG 415, GPHS 441–448, PHYG 413–423, PHYS 415–447 and STAT 431–452

For the PGDipSc on page 447 of the 2025 Calendar, amend as below:

Environmental Science (ENSC)

ENSC 401, 402, 485; 60 points from BIOL 403–431, CCSP 401, 402, CHEM 421–423, ENSC 410–421, ENVI 520, ESCI 401–488, GEOG 415, GPHS 441–448, PHYG 413–423, PHYS 415–447 and STAT 431–452 .

A4 Implications and resources

Academic staff

There will be no change to the workload of academic staff.

Library

There will be no change to the current library requirements.

Teaching facilities and support

There will be no change to the current teaching facilities and support.

Anticipated enrolments

We do not anticipate this will impact programme-level enrolments.

Administrative implications

We do not anticipate this will have administrative implications.

Programme or course limitations / selection criteria

NA

Fee implications

Website and publication amendments

The website and publications will need to be amended with the new regulations.

Transitional arrangements and other consequential changes

No transitional arrangements are required for this proposal, which introduces a new option to postgraduate Environmental Science programmes. We already allow students to take GEOG 415 within these programmes, using the course substitution arrangements.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

There is significant demand from iwi and other Māori groups for Geographic Information Science (GIS) expertise, particularly regarding the spatial analysis of whenua (land) and resources, a need well-documented in the literature. Incorporating GIS into the postgraduate Environmental Science programmes will help meet this demand by ensuring Māori students have greater access to valuable GIS skills, preparing them for roles that support iwi-led environmental management and

decision-making. This inclusion aligns with the University's commitment to the principles of Te Tiriti o Waitangi.

A6 Consultation

N/A

Course Description

GEOG 415 is an existing course: https://www.wgtn.ac.nz/courses/geog/415/2025/offering?crn=568

Programme amendment cover sheet

Proposal name	Increasing ACTS 501-503 from 15 to 20 pts		
Proposer	Associate Professor Eric Ulm		
Faculty	Business and Government		
Summary	To Increase ACTS 501-503 from 15 to 20 pts and amend regulations		
Year	2025		
Reference	MActSc/1, PGCert_DipActSc/1, MCom/2, BComHons/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	No issues identified	
Associate Dean	John Randal	Feedback incorporated	
CAD	Kathryn Sutherland	No issues identified	
Careers & Employment (WIL)	Alice Hodder	NA	
Course Admin.	Teresa Schischka	Confirmed no issues identified & course codes are suitable	
Titoko	Tracey Wharakura	No issues identified	
Library	Philip Worthington	No issues identified	
PAMI	Info-unit@vuw.ac.nz	No issues identified	
Toihuarewa	Meegan Hall	Feedback provided	
School Admin.	Paula Westerby	Supportive	
Student Finance	Paige Jarman	Feedback provided	
Students	Via FB representatives	No issues identified	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Toby Daglish	31/03/2025	Kim Hann
Fac. Acad. Cttee.	John Randal	16/04/2025	Kim Hann
Faculty Board	Jane Bryson	16/04/2025	Kim Hann
Acad. Prog. Committee	Robyn Longhurst	17/06/2025	Carol Morris
Academic Board		15/07/2025	

Programme amendment

Proposal name	Increasing ACTS 501-503 from 15 to 20 pts
Faculty	Business and Government
Year effective from	2026

A1 Purpose

1. To delete three 15-pt courses: ACTS 501, 502, 503
2. To create three 20-pt courses: ACTS 511, 512, 513
3. To update the Master of Actuarial Science, Postgraduate Certificate and Postgraduate Diploma of Actuarial Science regulations
4. To update the Actuarial Science major in the Master of Commerce and the Bachelor of Commerce with Honours regulations

A2 Justification

The Master of Actuarial Science was established in 2021, with courses ACTS 501 *Actuarial Control Cycle I*, ACTS 502 *Actuarial Control Cycle II,* and ACTS 503 *Data Science for Actuaries* each first taught in the following year.

The course curriculum is designed to meet the academic requirements of the Actuaries Institute of Australia. Review of these courses indicates that increasing the points value of the courses from 15 points to 20 points, with the associated increase of 50 student learning hours, would better enable the curriculum to be covered.

An additional benefit of this increase is that the three courses could then together constitute a Postgraduate Certificate in Actuarial Science, which currently requires an additional course to be completed. To date no student has graduated from this programme, yet it is expected that this change will allow students wishing only to complete the three courses to also receive a qualification.

The courses also are components of the Postgraduate Diploma in Actuarial Science, the Master of Actuarial Science qualifications, and the Actuarial Science major available in the Master of Commerce, and the Bachelor of Commerce with Honours. Increasing the combined points value of the courses by 15 points enables one course to be removed from the requirements of these packages.

A3 Proposed amendments

On page 262 of the 2025 Calendar, in the regulations for the Master of Actuarial Science, update section 2 as follows:

Master of Actuarial Science

MActSc (180 points)

2(a) Except as provided in (b), or section 4, the course of study for the MActSc shall consist of courses worth at least 180 points, including:

(i) ACTS ~~501, 502, 503,~~ 511, 512, 513, FINA 403, ~~404,~~ 406, and two courses from FINA 404, ~~(~~STAT 433, ~~or~~ 435~~)~~, 438

(ii) 60 further approved 400- or 500-level points in AIML, COMP, DATA, STAT, MATH, or postgraduate courses offered by the Wellington School of Business and Government.

On page 262 of the 2025 Calendar, in the Schedule to the MActSc Regulations, delete the entries for ACTS 501-503 and add entries for ACTS 511-513 as follows:

Course	Title	Pts	Prerequisites (P), Restrictions (X)
~~ACTS 501~~	~~Actuarial Control Cycle I~~	~~15~~	~~P ACTS 301, 336, STAT 335~~
~~ACTS 502~~	~~Actuarial Control Cycle II~~	~~15~~	~~P ACTS 501~~
~~ACTS 503~~	~~Data Science for Actuaries~~	~~15~~	~~P ACTS 301, 336, STAT 335~~
ACTS 511	Actuarial Control Cycle I	20	P ACTS 301, 336, STAT 335; X ACTS 501
ACTS 512	Actuarial Control Cycle II	20	P ACTS 511 (or 501); X ACTS 502
ACTS 513	Data Science for Actuaries	20	P ACTS 301, 336, STAT 335; X ACTS 503, AIML 429

On page 263 of the 2025 Calendar, in the regulations for the Postgraduate Certificate and Diploma of Actuarial Science, update sections 2(a) and (b) as follows:

Postgraduate Certificate and Diploma of Actuarial Science

PGCertActSc (60 points), PGDipActSc (120 points)

2 (a) Except as provided in (~~bc~~), or section 4, the course of study for the PGCertActSc shall consist of ACTS ~~501, 502, 503,~~ 511, 512, 513~~, and one of FINA 403, 406~~.

(b) Except as provided in (c), or section 4, the course of study for the PGDipActSc shall consist of ACTS ~~501, 502, 503,~~ 511, 512, 513, FINA 403, ~~404,~~ 406, and two courses from FINA 404, ~~(~~STAT 433, ~~or~~ 435~~)~~, 438.

On page 247-248 of the 2025 Calendar, in the regulations for the Bachelor of Commerce with Honours, in section 5, update the entry for Actuarial Science as follows:

Bachelor of Commerce with Honours

BCom(Hons) (120 points)

Actuarial Science (ACTS)

(a) ACTS 430, ~~501, 502, 503,~~ 511, 512, 513, FINA 403, 406

~~(b) One course from FINA 404, STAT 433, 435, 438, or an approved 400- or 500-level substitute.~~

Schedule to the BCom(Hons) Regulations

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X)
ACTS 430	Research Project in Actuarial Science	30	C 30 pts from ACTS ~~501–503~~ 511-513

On page 253 of the 2025 Calendar, in the regulations for the Master of Commerce, in section 6, update the entry for Actuarial Science as follows:

Master of Commerce

MCom (180 points)

Actuarial Science (ACTS)

(a) ACTS ~~501, 502, 503,~~ 511, 512, 513, FINA 403, 406~~; one course from FINA 404, STAT 433, 435, 438 or an approved 400- or 500-level substitute~~

(b) the pair (ACTS 430 and 593), or ACTS 592

A4 Implications and resources

Academic staff

The new 20 point courses will be marginally more work for staff, associated with the additional 50 learning hours for students in each course. Currently one of the courses is taught by a contractor who acts as the second qualified actuary teaching on the programme (an accreditation requirement).

Library

No new library resources are needed.

Teaching facilities and support

There are no obvious implications for teaching facilities and support.

Anticipated enrolments

These changes might marginally increase enrolments in ACTS 511-513 (relative to their predecessors, ACTS 501-503), but will trigger a dramatic increase in the number of students completing the PGCertActSc. Because students are currently tending not to complete one of the 120 or 180 point qualifications, there will be no negative effect on other courses (e.g. FINA 404 in the PGCertActSc or the elective lists in the BCom(Hons) and MCom).

Administrative implications

Minimal administrative implications are anticipated.

Programme or course limitations / selection criteria

n/a

Fee implications

While mixing 20- and 15-point courses can have Studylink implications, these are unlikely in this case. Students commonly take ACTS 501 to 503 as Postgraduate Certificate of Proficiency courses, and one at a time, so do not qualify as full-time students. There are no implications for full-time students in the Diploma or BCom(Hons) or MCom, as they will be doing 120 or 180 pts in an academic year.

Website and publication amendments

Revisions to the Calendar, Mata and Banner will be needed.

Transitional arrangements and other consequential changes

Students who have passed one of ACTS 501-503 and then pass two of ACTS 511-513 will be granted a 5-pt waiver to complete any of the affected qualifications (MActSc, PGDipActSc, PGCertActSc, BCom(Hons), MCom).

Students who have passed two of ACTS 501-503 will be allowed to substitute the remaining course from ACTS 511-513 in the original regulations, resulting in overload of 5 points.

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

The proposal will likely lead to more students achieving a postgraduate credential in actuarial science, including more Māori students. It makes the course workload more equitable and in line with the points awarded. Both ACTS 511 and ACTS 513 have content relation to data integrity and management and we will discuss Māori data sovereignty principles in those courses.

A6 Consultation

The Professional Programme's Office has been consulted and is in agreement with the recommendations to increase the number of points in these postgraduate courses.

Course Description: ACTS 511 (2025,T1)

Course title	Actuarial Control Cycle I		
Short title	Actuarial Control Cycle I	**Point value**	20
Course coordinator	Eric Ulm	**NZQF level**	9
Qualification schedule:	MActSc, PGCertActSc, PGDipActSc, MCom		
Prerequisites, corequisites, restrictions	P ACTS 301, 336, STAT 335; X ACTS 501		
Prescription	This course provides an understanding of actuarial principles applied to a range of commercial and business problems. It provides a holistic approach to understanding actuarial practice incorporating business skills and actuarial judgment. The course will emphasize case study analysis and problem solving skills.		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	36 hours
Teaching and learning will occur in one 3 hour lecture each week for 12 weeks, involving case studies and computer work.		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Discuss and apply an Actuarial Control Cycle to a variety of practical commercial situations
2	Relate the main features within the general environment to medium and long term commercial decisions
3	Analyse the main features and risks of financial products and contracts
4	Apply a risk assessment framework to identify and assess the risks in a range of situations
5	Recognise the importance of capital

Assessment items and workload per item		**%**	**CLO(s)**
1	Project 1 (3000 words)	20%	1, 2
2	Project 1 (3000 words)	20%	3, 4
3	In person Final test (180 minutes)	60%	1,2,3,4,5

Mandatory course requirements	None

Course Description: ACTS 512 (2025,T1)

Course title	Actuarial Control Cycle II		
Short title	Actuarial Control Cycle II	**Point value**	20
Course coordinator	Eric Ulm	**NZQF level**	9
Qualification schedule:	MActSc, PGCertActSc, PGDipActSc, MCom		
Prerequisites, corequisites, restrictions	P ACTS 511 (or 501); X ACTS 502		
Prescription	This course provides an understanding of actuarial principles applied to a range of problems in insurance product design, pricing, valuation and risk management. The course will emphasize case study analysis and problem solving skills with examples drawn from diverse areas of actuarial and financial practice.		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	36 hours
Teaching and learning will occur in one 3 hour lecture each week for 12 weeks, involving case studies and computer work.		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Discuss and apply the process of insurance product design
2	Design models that can be used to solve client problems
3	Apply relevant approaches and techniques to the valuation of insurance liabilities
4	Apply appropriate techniques to the pricing of insurance products and contracts
5	Apply the principles of managing solvency, and emerging experience, costs and profits

Assessment items and workload per item		**%**	**CLO(s)**
1	Project 1 (3000 words)	20%	1, 2
2	Project 1 (3000 words)	20%	3, 4
3	In person Final test (180 minutes)	60%	1,2,3,4,5

Mandatory course requirements	none

Course Description: ACTS 513 (2025,T1)

Course title	Data Science for Actuaries		
Short title	Data Science for Actuaries	**Point value**	20
Course coordinator	Eric Ulm	**NZQF level**	9
Qualification schedule:	MActSc, PGCertActSc, PGDipActSc, MCom		
Prerequisites, corequisites, restrictions	P ACTS 301, 336, STAT 335; X ACTS 503, AIML 429		
Prescription	This course introduces modern analytic techniques in data analysis. Students will apply this knowledge to actuarial business settings and communicate results in a professional manner.		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	36 hours
Teaching will occur in three 1 hour lectures each week for 12 weeks, involving case studies and computer work.		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course should be able to:	
1	Explain where and how their analytical actuarial work can add value to the business environment and strategy	
2	Source, interpret, evaluate and prepare actuarial and insurance data for modelling	
3	Use judgement to select appropriate predictive analytic techniques for a given business problem	
4	Apply predictive analytic techniques to solve regression and classification problems in insurance applications	
5	Evaluate and compare performance of different models	
6	Communicate findings to a range of audiences	

Assessment items and workload per item		**%**	**CLO(s)**
1	Project 1 (2500 words)	20%	3,4,6
2	Project 1 (2500 words)	20%	3,4,6
3	In person Test 1 (50 minutes)	30%	3,4,5,6
4	In person Test 2 (180 minutes)	30%	1,2,3,4,5,6

Mandatory course requirements	None

Programme amendment

Proposal name	Amend the Marketing Communication major in the Bachelor of Communication
Faculty	Business and Government
Year effective from	2025

A1 Purpose

1. To amend the Marketing Communication (MKCO) major requirements in the Bachelor of Communication (BC)
2. To create MARK 311 *Crisis Communication* and to delete MARK 211 *Crisis Communication*
3. To make the special topic MARK 319 *Special Topic: Marketing for Sustainable Development Goals* permanent as MARK 324 *Marketing for Sustainable Development Goals*, and to retain the special topic slot.
4. To add the new course, MARK 324, to the Sustainability and Ethics in Business major in the Bachelor of Commerce, and the Bachelor of Environment and Society.

A2 Justification

The Marketing Communication (MKCO) major was introduced in 2022. The major comprised existing School of Marketing & International Business courses and two new 200 level Marketing courses (MARK 211 *Crisis Communication* and MARK 213 *Strategic Public Relations*). The MKCO major has been very successful since its inception (for new students in 2025 it is one of the two largest majors of the 7 majors in the Bachelor of Communication). The two new courses have had significant uptake by both BCom and BC students with strong growth since 2022 (MARK 211: 2022-37, 2023 not offered, 2024-133; MARK 213: 2022-75, 2023-96, 2024-104).

Coming into the fourth year of the MKCO major we are taking the opportunity to review the major. The proposed amendments reconfigure the major and increase the focus on marketing communications. The changes also involve removing courses that have a more tenuous connection to the discipline. As a result, the changes are:

- Shifting MARK 211 to 300-level, as MARK 311 *Crisis Communications*. There are several reasons to shift Crisis Communications to a 300-level course. First, it is more appropriately a further development of strategic public relations and should, therefore, be studied at a higher level than MARK 213. Second, it provides students with necessary choice at 300-level. With Crisis Communications at 300 level the major requires MARK 301 and two out of three MARK 300-level electives. While this change affects the flexibility at 200-level, the 200-level choice is nevertheless sufficient as students have more than two calendar years to meet the major requirements.
- Adding the new course MARK 324 *Marketing for Sustainable Development Goals* (SDGs). MARK 324 explores how marketing and marketplace exchanges can align with the UNSDGs to contribute to meeting the societal needs in a changing environment. It applies a marketing mindset to the UNSDGs including how marketing can manage resources for all

humans through marketing of goods and services in a fair and sustainable manner. This course, as a 300-level elective, extends marketing communication beyond a purely commercial perspective and aligns the MKCO major with calls to have programmes that are societally relevant and impactful.

- Making MARK 323 *Brand Management* optional. Other than MARK 301, MARK 323 is no more closely aligned to marketing communication than the remaining 300-level courses listed for the revised major.
- Deleting MARK 304 *Tourism Marketing*. With the shift of Crisis Communications to 300-level and the addition of MARK 319, MARK 304 is not necessary to provide flexibility at 300 level and does not have a sufficient focus on marketing communication to justify its inclusion.
- Removing IBUS 212 and 312. With the experience of offering the new MARK courses and the enrolments generated we can confidently focus the MKCO major courses on marketing communications. IBUS 212 *International Management* was included as the prerequisite for IBUS 312 but lacks a marketing communication focus. IBUS 312 *Managing and Communicating across Cultures* is a de facto part of the Intercultural Communication (ICOM) major in the BC and is more logical for it to be part of that major.

The new course, MARK 324 *Marketing for Sustainable Development Goals (SDGs)* is clearly aligned not only to the MKCO major in the BC, but also to the Sustainability and Ethics in Business (SEBS) major, which is a home major in both the Bachelor of Commerce, and the Bachelor of Environment and Society. This opportunity is taken to add MARK 324 to the list of 300-level electives in the SEBS major.

A3 Proposed amendments

On page 361 of the 2025 Calendar, in section 2 of the regulations for the Bachelor of Communication, amend the entry for the Marketing Communication major as follows:

Marketing Communication (MKCO)

(a) COMS 101, MARK 101

(b) COMS 201, MARK 201, ~~45 points from MARK~~ 202, 212, ~~211–~~213~~, IBUS 212~~

(c) MARK 301, ~~323, 15~~ 30 points from MARK 311, 323, 324 ~~304, IBUS 312~~

Note: Approved complementary minors and majors are Asian Studies, Health Promotion, Information Systems, International Business, Māori Studies, Media Studies, Pacific Studies, Political Communication, and any language major or minor subject area listed in the BA regulations.

Note: General Programmes of Study Regulations, section 6.2 notwithstanding, a student completing this major concurrently with a major in Marketing (MARK) may count MARK 301 towards both majors. Students who have credited MARK 301 towards a completed qualification may replace it by a further elective listed in (c) above, or an approved substitute.

On pages 172 to 173 of the 2025 Calendar, among the entries for MARK courses in the Combined Undergraduate Schedule, delete the entry for MARK 211, and add the entries for MARK 311 and 324 as follows:

Course	Title	Pts	Prerequisites (P), Corequisites(C), Restrictions (X), Double labelling (D)	Degree Schedule

~~MARK 211~~	~~Crisis Communication~~	~~15~~	~~P MARK 101~~	~~BCom, BC~~
MARK 311	Crisis Communication	15	P MARK 213; X MARK 211	BCom, BC
MARK 324	Marketing for Sustainable Development Goals	15	P 30 pts from MARK 202, 212, 213 or approved substitutes; X MARK 319 in 2025	BCom, BC, BEnvSoc

On pages 242 and 478 of the 2025 Calendar, in section 2 of the regulations for the Bachelor of Commerce and Bachelor of Environment and Society respectively, amend the entry for the Sustainability and Ethics in Business major as follows:

Sustainability and Ethics in Business (SEBS)

(a) MGMT 210, 211; one course from ACCY 223, 231, HRER 207, MGMT 206, PUBL 205, TOUR 203

(b) Four courses from ACCY 302, 314, ECON 340, 361, INFO 312, MARK 316, 324, MGMT 303, 312, 321, 322, PUBL 307, TOUR 307

A4 Implications and resources

Academic staff

There are no implications of these changes for academic staff. Making the special topic course MARK 319 permanent as MARK 324 is resource neutral as it was factored into the teaching allocation and MARK 315 Services Marketing is not offered in 2025.

Library

No new resources are required for the MARK 319 Special Topic running in 2025 (and thus the MARK 324 permanent course). The other changes have no library implications.

Teaching facilities and support

No new resources are required as facilities required to teach the Marketing Communication major already exist in the Wellington School of Business and Government.

Anticipated enrolments

These changes reorganise enrolments within School of Marketing and International Business courses. IBUS 212 and 312 will likely experience a small decline, and ditto MARK 323.

Administrative implications

Administration support for the Marketing Communication major will be maintained within the School of Marketing & International Business.

Programme or course limitations / selection criteria

There are no programme or course limitations.

Fee implications

None.

Website and publication amendments

The BCom and BC webpages, Guide to Undergraduate Study and faculty publications will be amended to reflect the amended regulations and new courses.

Transitional arrangements and other consequential changes

No courses are being cancelled, so students enrolled in the MKCO major in 2025 or earlier will still be able to complete under the old regulations. Students who pass MARK 311 are welcome to count it towards the MARK 211 requirement in the old regulations if needed.

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

The proposed changes do not diminish the programme's commitment to the principles of Te Tiriti o Waitangi as outlined in the original MKCO major proposal. Māori-related communication issues, Aotearoa New Zealand's bi-cultural context and Māori marketing communication perspectives are embedded in several of the MKCO courses. For example, MARK 324 *Marketing for Sustainable Development Goals* (SDGs) will include a module on how marketing for the SDGs aligns with Te Tiriti o Waitangi and principles of inclusion and equity. MARK213 *Strategic Public Relation*s includes a Māori perspective on public relations (often with a Māori practitioner guest speaker) including tutorial cases that encourage students to examine cultural meanings and symbols in award winning public relations campaigns. MARK212 *Marketing for Health* includes Māori ways of thinking regarding communicating wellness.

A6 Consultation

Consultation with Dr Geoff Stahl, Director, Bachelor of Communication and the Bachelor of Communication FHSS Steering Committee members resulted in full support for these proposed changes to the MKCO major.

Course Description: MARK 311 (2026, T1)

Course title	Crisis Communication		
Short title	Crisis Communication	**Point value**	15
Course coordinator	TBC	**NZQF level**	7
Qualification schedule:	BCom, BC		
Prerequisites, corequisites, restrictions	P MARK 213; X MARK 211		
Prescription	Companies and organisations face crises that can cause harm to stakeholders and damage their reputation and brand equity. This course explores theories and research related to communication before, during, and after a crisis. Course topics will cover organisational responsibilities (to social, economic and natural environments) in a wide range of crisis contexts, including organisational crises, product harm crises, natural disasters, and pandemics.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary	This course is taught via weekly lectures, seminars and tutorials and is optimised for on-campus learning. The lectures may include presentations by academic experts and practitioners. Tutorials will be used to help students prepare for the assessments. Seminars will include student presentations to demonstrate the importance of in-person communication in times of crises. Accordingly, the presentation assessments are 'must pass' components of this course. These in-person presentations help ensure the integrity of the course assessments.	**Lectures**	24
		Tutorials	3
		Seminars	3
		Labs/Studios	
		TOTAL	30

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe how crisis communications are managed in the acute and long-term stages of a crisis.
2	Analyse the wider impact of crises and an organisation's responsibilities to the social, economic, and natural environments.
3	Apply relevant communication theories in a crisis situation.
4	Integrate a crisis communications strategy in a marketing strategy portfolio.

Assessment items and workload per item		**%**	**CLO(s)**
1	Presentation 1: Group in-person presentation (6-8 mins and presentation document)	15%	2, 3, 4
2	Presentation 2: Individual in-person presentation (6-8 mins and presentation document)	20%	1, 4
3	Individual Crisis Communication Plan (2,500 words)	35%	1, 2, 4
4	Final test/short answer (2-hour in-person, closed book test in assessment period)	30%	1, 2, 3, 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
Achieve at least 50% in Assessment 2 Presentation 2 individual in-person presentation to demonstrate the importance of in-person communication in times of crises.	
Additional information	
Presentation 1 consists of group assessment.	

Programme amendment cover sheet

Proposal name	Amend the MHlthPsyc and PGDipHlthPsyc Programmes		
Proposer	Eva Neely		
Faculty	Health		
Summary	Amend entry requirements for the Master of Health Psychology (from a B to a B+) and for the Postgraduate Diploma in Health Psychology (from no GPA to a B)		
Year	2025		
Reference	PGDipHlthPsyc/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	Feedback sought	
Associate Dean	David Harper	Feedback sought	
CAD	CAD-Contact@vuw.ac.nz	Feedback sought	
Careers & Employment (WIL)	Alice Hodder	No issues noted	
Course Admin.	Course-admin@vuw.ac.nz	Feedback sought	
Faculty Admin.	Amy de Boer	Feedback sought	
Tītoko	Greg Ambrose	Need for clarity around admissions and enrolment process	
Library	Marisa Jayna	No implications for library	
PAMI	Info-unit@vuw.ac.nz	Feedback sought	
Toihuarewa	Meegan Hall	No issues identified	
School Admin.	Stella Watta	Feedback sought	
Student Finance	Paige Jarman	Feedback sought	
Students	Joseph Habgood	Feedback incorporated	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Annemarie Jutel	10-03-2025	Yang Liu
Fac. Acad. Cttee.	David Harper	13-03-2025	Yang Liu
Faculty Board	David Harper	27-03-2025	Yang Liu
Acad. Prog. Committee	Robyn Longhurst	17-10-2025	Carol Morris
Academic Board			
CUAP			

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

Programme amendment

Proposal name	Amend the MHlthPsyc and PGDipHlthPsyc Programmes
Faculty	Health
CUAP Category	Non-CUAP
Year effective from	2025

A1 Purpose

1. To amend the entry requirement for the Master of Health Psychology (from a B to a B+)
2. To amend the entry requirement for the Postgraduate Diploma in Health Psychology (from no GPA to a B)
3. To add the new names of degrees which are suitable entry pathways to these programmes.

A2 Justification

The entry requirement for Part 1 of the Master of Health Psychology is a B average, while Part 2 requires a B+ average. Currently, students who meet the Part 1 entry requirements but fail to achieve a B+ average may have to exit with a PGDipHlthPsyc (essentially Part 1 of the degree). Raising the entry requirement for Part 1 to a B+ will align academic expectations across both Parts and help ensure students complete the degree they have enrolled in.

We propose amending entry requirements into the PG Dip to include a grade average of B. This will provide greater distinction from the PG Cert, which has no minimum grade requirement. This will also provide students with another pathway towards the Master of Health Psychology, should they improve their GPA in Year 1 and be capable of entering Year 2 of the degree.

A3 Proposed amendments

In the 2025 University Calendar, on page 317, please amend the Entry requirements as follows:

Master of Health Psychology
MHlthPsyc (240 points)
These regulations are to be read in conjunction with the General Programmes of Study Regulations and the Credit Transfer and Recognition of Prior Learning Regulations.

Entry requirements
1. (a) Before enrolment, a candidate for the MHlthPsyc degree shall have:
(i) An undergraduate qualification majoring in health psychology or equivalent, with an average grade of at least a 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) for a candidate who has had extensive practical, professional, or scholarly experience of an appropriate kind.

In the 2025 University Calendar, on page 319, please amend the Entry requirements as follows:

Postgraduate Certificate ~~and Diploma~~ in Health Psychology
PGCertHlthPsyc (60 points)~~, PGDipHlthPsyc (120 points)~~

These regulations are to be read in conjunction with the General Programmes of Study Regulations and the Credit Transfer and Recognition of Prior Learning Regulations.

Entry requirements

1. (a) Before enrolment, a candidate for the PGCertHlthPsyc shall have:
   (i) completed a Bachelor of Health in Health Psychologyor equivalent,
   (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) for a candidate who has had extensive practical, professional, or scholarly experience of an appropriate kind.

Postgraduate Diploma in Health Psychology
PGDipHlthPsyc (120 points)

These regulations are to be read in conjunction with the General Programmes of Study Regulations and the Credit Transfer and Recognition of Prior Learning Regulations.

Entry requirements

1. (a) Before enrolment, a candidate for the PGDipHlthPsyc shall have:
   (i) completed a Bachelor of Health in Health Psychology or equivalentwith an average grade of at least a 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) for a candidate who has had extensive practical, professional, or scholarly experience of an appropriate kind.

A4 Implications and resources

Academic staff

N/A

Library

N/A

Teaching facilities and support

N/A

Anticipated enrolments

We do not anticipate a change in enrolment numbers, however there may be a redistribution between the nested degrees according to student averages at the time of initial enrolment.

Administrative implications

This change in regulation should make course advising clearer with distinct pathways based on prior achievement, and with admission more likely to ensure success in the chosen degree.

Programme or course limitations / selection criteria

N/A

Fee implications

N/A

Website and publication amendments

At the following link, the wording would need to change:

[Changed for domestic and international students]

> **Master of Health Psychology**
>
> To be accepted into this programme you will need:
>
> An average grade of at least a B+ in the Bachelor of Health in Health Psychology or equivalentor equivalent.
>
> To be accepted by the head of school as capable of proceeding with the proposed course of study.
>
> **Postgraduate Diploma in Health Psychology**
>
> To be accepted into this programme you will need:
>
> An average grade of at least a B in the Bachelor of Health in Health Psychology or equivalent
>
> To be accepted by the head of school as capable of proceeding with the proposed course of study.

Transitional arrangements and other consequential changes

Current students would not be affected by these changes. Tītoko and International Students office would be advised of these changes by the Programme Director, Dr Ally Gibson.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

This programme prioritises mātauranga Māori and tikanga Māori in the teaching of health psychology. Consideration on the basis of equity is therefore of the highest priority in assessing enrolments, and every effort will be made to ensure that past inequity that students might have faced is not replicated in this process.

Referring to point 3 under A2, "equity" enrolments will therefore be considered for students who might be below the GPA cut-off (i.e. a B or B+ average), but who would otherwise make a good Master's student. This is a vital component of the requirements, to support students (especially

Māori and Pasifika students) who might not have had previous opportunity to excel in their studies, but who have the qualities of being a good Master's candidate, for example, through involvement in their communities, unpaid labour, cultural knowledge and experience.

All students will additionally be offered opportunities to upgrade their enrolment (i.e., from a PG Cert to a PG Dip, or PG Dip to an MHlthPsyc) if they improve their GPA over the course of their studies. This will ensure ongoing opportunities for students to follow the trajectory of study that they wish to pursue, on the basis of merit.

A6 Consultation

This has been discussed with the Health Psychology teaching team, the Head of School (Prof Annemarie Jutel), Deputy Head of School (Dr Eva Neely), and undergraduate Programme Director (Dr Rochelle Ellison-Lupena), and the Professor of Health Psychology (Prof Prasuna Reddy).

Programme amendment cover sheet

Proposal name	Make COMS and MDIA special topics permanent and amend the Environmental Humanities major to include MDIA 315		
Proposer	Trisha Dunleavey		
Faculty	Humanities and Social Sciences		
Summary	This proposal aims to turn three existing and successful Media and Communication Special Topic courses into permanent courses. Two of these courses are located in the Media Studies major and the third course is located in the Bachelor of Communication. The courses are: 'Media Policy, Power and Praxis' (currently MDIA 322 ST), 'Media, Environment and Sustainability' (currently MDIA 220 ST), and 'Identities, Relationships and Communication' (currently COMS 303 ST). One course, 'Media, Environment and Sustainability' is, as part of the proposed changes, to be moved from 200 to 300 level. MDIA 315 will be added to the 300-level reqs for the EHUM major		
Year	2025		
Reference	BC/1, BA/5		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	No issues identified	
Associate Dean	Xavier Marquez	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employment (WIL)	Robyn Cockburn	No issues identified	
Course Admin.	Teresa Schischka	No issues	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Tom Danby	Feedback incorporated	
PAMI	Chris Clowes	No issues identified	
Toihuarewa	Meegan Hall	Feedback provided	
School Admin.	Vanessa Venter	No issues	
Student Finance	Paige Jarman	No issues identified	
Students	VUWSA	Feedback incorporated	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Sarah Ross (SEFTMS)	06/03/2025	Catherine Townsend
Fac. Acad. Cttee.	Xavier Marquez	13/3/2025	Catherine Townsend
Faculty Board	Averil Coxhead	27/3/2025	Catherine Townsend
APC	Robyn Longhurst	17/10/2025	Carol Morris
Academic Board			

Programme amendment

Proposal name	Make COMS and MDIA special topics permanent
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2026

A1 Purpose

1. To make three special topics permanent as COMS 304 *Identities, Relationships and Communication*, MDIA 315 *Media, Environment and Sustainability* and MDIA 316 *Media Policy, Power and Praxis* and retain the special topic slots
2. , To amend the major requirements for Environmental Humanities (EHUM) in the Bachelor of Arts and the Bachelor of Environment and Society

A2 Justification

Media Policy, Power and Praxis was first offered in 2022 T2, as a conversion of a pre-existing course, MDIA408 Media Policy (which had previously been offered as a BA Honours and Master of Communication elective). It was offered again in 2024 and is being offered in 2025 with evidence of growing enrolments. The course coordinator, Peter Thompson, is an active researcher in the media policy field, his publications directly inform several lecture themes, and he has extensive professional links to the policy sector and media regulators. Although media policy is a relatively specialist topic, the course encompasses a wide range of contemporary media issues in Aotearoa (and internationally), including public broadcasting, censorship, local content production/funding, regulation of online platforms and social media, AI and data sovereignty issues. There is therefore scope for student to develop assignment topics reflecting areas of personal interest. Perhaps the most pertinent argument for making the course a permanent offering is that the course provides a significant opportunity for engagement with practitioners in the policy sector (previous guest speakers have included the Chief Censor, the head of the Broadcasting Standards Authority, and the head lobbyist from the News Publisher's Association- and this year will include a speaker from the Ministry for Culture and Heritage). This interface with policy actors underpins the links between theory and practice and also a chance for 300 level MDIA students to engage with key media stakeholders.

Media, Environment and Sustainability was first offered in 2024 and attracted a good-sized cohort. It draws on Buettner's research expertise and publications in this area. As a topic of increasing significance, due to the urgency of the climate crisis and the need for high quality environmental communication, this course offers students the opportunity to learn how we can all contribute to building sustainable media practices in an age of ecological crises and why this is important to sustain our civil society.

This proposal also seeks to shift this particular course from 200 to 300 level and there are several reasons why this shift is optimal. The course and its assignments are project-based and involve

regular and assessed in-class workshopping. The subject area requires a good deal of specialisation as well as sound Media Studies and Communication contextual knowledge to be able to perform well in this. The level of intellectual and independent work (there are no tutorials but online tasks instead) required is better suited to 300-level than to 200-level.

Identities, Relationships and Communication was first offered in 2023, attracting strong enrolment and positive student feedback. It is being offered for the second time in 2025 and we are seeking to make it permanent offering. The course is based on Dr Tennent's research expertise and the focus on Identities, Relationships, and Communication covers important content not elsewhere covered in the Bachelor of Communication (BC). Making the course permanent will increase the diversity of offerings in 300-level COMS courses which are part of the 'core' all students in the BC complete. The course explores identities and relationships in everyday communication practices. It provides students with analytic tools for studying social interaction as a form of everyday human communication. The course engages with contemporary issues that matter to students including how gender, sexuality, race, language, and culture are made visible through fundamental structures of conversation. Student feedback from 2023 praised the 'flipped classroom' teaching format where online content (mini lectures, podcast style interviews with guests, and readings) are combined with pre-workshop exercises, and an in-person workshop. These workshops facilitate engagement and collaborative discussion. The other assessments allow students to apply analytic tools to a case study, and reflect on their learning, and articulate the key themes of the course.

In addition, MDIA 315 is seen as a good fit for the recently established Environmental Humanities major. Its introduction as a permanent course allows it to be added as an option to the major requirements at 300-level.

A3 Proposed amendments

Amend the Combined Undergraduate Schedule (pages 133, 176 of the 2025 VUW Calendar):

Course	Title	Pts	P/X	Schedule
COMS 304	Identities, Relationships and Communication	20	P COMS 201 and 20 points from COMS 200-299; X COMS 303 in 2023, 2025	BC
MDIA 315	Media, Environment and Sustainability	20	40 points from MDIA 200-299, EHUM 201; X MDIA 220 in 2024, 2025	BA(A), BC, BEnvSoc
MDIA 316	Media Policy, Power and Praxis	20	40 points from MDIA 200-299; X MDIA 322 in 2022, 2024, 2025	BA(A), BC

Amend the Environmental Humanities major in the Bachelor of Arts (page 327 of the 2025 VUW Calendar) and the Bachelor of Environment and Society (page 477 of the 2025 VUW Calendar):

Environmental Humanities (EHUM)

(a) EHUM 101; one of (MAOR 126, PASI 101)

(b) EHUM 201; one of (ANTH 210, ARTH 201, CLAS 206, ENGL 227, HIST 219, LCCM 273, MDIA 204, PASI 201, PHIL 264, RELI 230)

(c) EHUM 301; one of (ANTH 301, ARTH 305, CRIM 304, INTP 302, MDIA 315, MUSC 351, PASI 301)

(d) 20 further points from (b) or (c)

A4 Implications and resources

Academic staff

Since these courses are already established as Special Topic offerings (which have been taught 1-2 times) there are no additional resource implications. All three courses are also being taught by permanent members of Media and Communication staff.

Library

Feedback was sought from Tom Danby, our subject librarian, who sent the following statement in support of this proposal. "The Library is currently well resourced to support these Special Topics and will continue to develop the collection, as needed, when they become permanent offerings. Recommendations for more resources can be made directly by staff through the purchase recommendation form or in consultation with the Subject Librarian. The Subject Librarian is also available for in class support and by appointment for students to assist with using the Library and referencing support."

Teaching facilities and support

No additional implications since courses have already been established.

Anticipated enrolments

All three of these courses are being taught in T1, 2025 and their current enrolment numbers should provide a reasonable indication of what their enrolments could be in 2026. It is also important to note that in each case enrolments have increased in the years after the initial run of the course.

Current enrolments in these courses are:

MDIA 322 ST	89 students
MDIA 220 ST	59 students
COMS 303 ST	48 students

When these courses are taught again in 2026, no new impacts on enrolments in other Media and /or Communication courses are anticipated.

Administrative implications

Since by the end of 2025, all three courses have been taught either twice or three times, and this proposal simply seeks to turn special topics into regular courses, no new administrative implications have been anticipated, beyond those that were addressed and resolved when each of these courses was first introduced.

Programme or course limitations / selection criteria

N/A

Fee implications

Feedback sought.

Website and publication amendments

All publications and systems (including web and enrolment, Banner/Student Records, MyDegree) will need to be updated to reflect the new course, as per the course amendment form.

Transitional arrangements and other consequential changes

N/A

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

The Media and Communication programme staff are committed to honouring our obligations under Te Tiriti o Waitangi and in response to University-wide objectives in respect of Māori students and all related provisions and strategies.

All three courses already serve Māori students along with their regular intakes of Pākehā, Pasifika, and Asian students. As part of this, these courses include material of relevance to Māori students, and there is scope for their students (including those who identify as Māori) to bring their own experiences and perspectives into the classroom and into their assignment work.

In acknowledgment of the specificities of these courses however, it is important to note the additional comments about how these courses assist the wider University's commitments to upholding the principles of Te Tiriti o Waitangi that their convenors (as permanent staff) have offered to support this proposal. These follow below:

Media Policy, Power and Praxis (currently MDIA 322 ST)

This course includes several lecture topics in which Māori (and Pasifika) media policy issues are specifically discussed. These include funding arrangements for Iwi radio and Whakaata Māori, issues of indigenous data sovereignty and AI, and concerns about the (non-) regulation of social media and online hate speech directed toward minorities. Students have options to develop assignment topics on policy issues specific to the Māori media sector and indigenous communities.

Media, Environment and Sustainability (currently MDIA 220 ST)

This course provides opportunities for its students to learn how we can all contribute to building sustainable media practices in an age of ecological crises and why this is important to sustain our civil society. Students can hone their oral and written communication skills based on their own cultural backgrounds.

The lectures focus on Aotearoa New Zealand case studies (such as Rangatahi Māori climate action) and how they connect to wider global developments re sustainability. The course and its lectures and seminar discussions are centered on kaupapa Māori, and there are specific opportunities for direct engagement with indigenous knowledges generally, and matauranga Māori specifically. The themes of decolonisation and kaitiakitanga run through all lectures.

Identities, Relationships and Communication (currently COMS 303 ST)

COMS303 provides students with analytic tools to critically interrogate identities and relationships in social interaction. There are dedicated weeks exploring race/ethnicity, practical intersectionality, and how prejudice like racism is accomplished and can be resisted. Case studies include oral submissions to the Treaty Principles bill select committee, debates around pronunciation of te reo Māori, and to whom categories like 'migrant' can be applied. Students also have the opportunity to identify case studies from their own lives that illustrate the principles discussed in class. The course thus allows Māori students to draw on their own identities and experiences, and supports both Māori and non-Māori students to engage in what Te Tiriti means for our identities and relationships in Aotearoa.

A6 Consultation

See cover sheet for details.

Course Description: COMS 304 (2026,T1)

Course title	Identities, Relationships and Communication		
Short title	Identities and Relationships	**Point value**	20
Course coordinator	Emma Tennent	**NZQF level**	7
Qualification schedule:	Bachelor of Communication		
Prerequisites, corequisites, restrictions	P COMS 201 and 20 points from COMS 200-299; X COMS 303 in 2023, 2025		
Prescription	This course explores identities and relationships in everyday communication practices. It provides students with analytic tools for studying social interaction as a form of everyday human communication. The course engages with contemporary issues that matter to students including how gender, sexuality, race, language, and culture are made visible through fundamental structures of conversation.		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
The course operates as a 'flipped classroom.' The class runs as an in-person two-hour workshop and is not recorded. Accordingly, in addition to attending the workshop, students need to devote one hour plus to watch/listen to pre-workshop content and complete/submit their exercise, as well as complete weekly readings. There are no tutorials.		**Tutorials**	N/A
		Seminars	
		Labs/Studios	
		TOTAL	24

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Identify relevant instances of identity and relationships in social interaction.
2	Analyse case studies of identities, relationships and communication.
3	Apply theoretical frameworks to evaluate how identities and relationships are constituted through communication.
4	Critically reflect on students' own learning.

Assessment items and workload per item		**%**	**CLO(s)**
1	Pre-workshop exercises (8 exercises of 200 words each)	40%	1, 2, 4
2	Case study (1500 words)	25%	2, 3
3	Final essay (2500 words)	35%	2, 3, 4

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

Course Description: MDIA 316 (2026,T1)

Course title	Media Policy, Power and Praxis		
Short title	Media Policy, Power and Praxis	**Point value**	20
Course coordinator	Peter Thompson	**NZQF level**	7
Qualification schedule:	BA(A), BC		
Prerequisites, corequisites, restrictions	P 40 points from MDIA 200-299; X MDIA 322 in 2022, 2024, 2025		
Prescription	The course critically examines contemporary issues surrounding media policy, primarily focusing on Aotearoa New Zealand. Different regulatory frameworks/mechanisms relating to broadcasting/streaming services, online/social media platforms and news media are analysed. The relative influence of commercial and public service principles and the role of academic research praxis in influencing policy is also considered in relation to debates over funding, misinformation, censorship, competition and equitable access.		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
Lectures and tutorials will be held on campus. Lectures will be recorded, but not the tutorials. Note that the course includes guest lectures from industry/policy professionals (dates tbc) and full class attendance is expected for these unless there are mitigating circumstances. Lectures and tutorials include class discussion, collaborative activities and opportunities to ask questions. Note that there is no Zoom option.		**Tutorials**	10
		Seminars	
		Labs/Studios	
		TOTAL	34

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Analyse the key institutional actors, regulatory mechanisms and normative settings in contemporary media policy across different media and communication sectors.
2	Explain and evaluate how different media/communication policy frameworks/mechanisms function.
3	Critically assess how different institutional interests across state, market and civil society exert power/control over the media/communication sector.
4	Demonstrate an ability to engage with relevant media policy/industry documentation.

Assessment items and workload per item		**%**	**CLO(s)**
1	Media sector policy report (1500 words)	30%	1, 2
2	Essay on media policy topic (2500 words)	40%	1, 2, 3, 4
3	Online test (2 hours)	30%	1, 2, 3

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

Course Description: MDIA 315 (2026,T1)

Course title	Media, Environment and Sustainability		
Short title	Media & Environment	**Point value**	20
Course coordinator	Angi Buettner	**NZQF level**	7
Qualification schedule:	BA(A), BC		
Prerequisites, corequisites, restrictions	P 40 points from MDIA 200-299, EHUM 201; X MDIA 220 in 2024, 2025		
Prescription	This course examines the ways media and environment are intertwined. Students learn how we can all contribute to building sustainable media practices in an age of ecological crises and why that is important. The course covers media theories, practices, and objects (topics include people's engagement with environmental issues in film or digital media; environmental policy; the exploitation of natural resources in media production; cell phone towers; data and server farms).		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
The course integrates elements of independent online and flipped learning with teacher-guided collaborative in-person interactive lectures. This course requires in-person attendance, and its delivery comprises: • 12 x 2-hour interactive lectures • 10 x 1-hour weekly exercises to prepare through self-directed study before the interactive lectures • 10 x 1-hour Zoom co-working sessions		**Tutorials**	
		Seminars	
		Labs/Studios	10
		TOTAL	34

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Explain the ways in which the media contribute to shaping environmental perception, understanding and practice.
2	Interpret the process and contexts through and in which different media communicate and represent environmental and sustainability issues.
3	Critique media ecologies and the sustainability of the media.
4	Implement enhanced oral, written, and visual communication literacies in the context of environmental communication.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Weekly exercise (7 out of 10 written exercise responses, maximum of 400 words)	30%	1, 2
2	Case study workshop (workshop discussion + 1000 word discussion paper)	35%	2, 4
3	Case study (1500 words)	35%	3, 4

Mandatory course requirements NA

Programme amendment cover sheet

Proposal name	Amend the regulations for the Master of Migration Studies		
Proposer	Kate McMillan		
Faculty	Humanities and Social Sciences		
Summary	Amend the regulations for the Master of Migration Studies		
Year	2025		
Reference	MMigS/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	No issues	
Associate Dean	Xavier Marquez	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employment (Work-Integrated Learning)	Robyn Cockburn	No issues	
Course Admin.	Teresa Schischka	No issues	
Tītoko	Noeleen Williamson	Feedback incorporated	
Library	Subject Librarian	No issues	
PAMI	Chris Clowes	Feedback sought	
Toihuarewa			
School Admin.	Jonette Crysell	No issues	
Student Finance	Paige Jarman	Feedback sought	
Students	VUWSA/PGSA	Feedback incorporated	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Simon Keller	6 May 2025	Catherine Townsend
Fac. Acad. Cttee.	Xavier Marquez	8 May 2025	Catherine Townsend
Faculty Board	Averil Coxhead	23 May 2025	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	17 June 2025	Carol Morris
Academic Board			
CUAP			

Programme amendment

Proposal name	Amend the regulations for the Master of Migration Studies
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2026

A1 Purpose

1. To amend the General Requirements and the Substitution of Courses section for the Master of Migration Studies to accommodate new offerings.

A2 Justification

Adding two new offerings to Part 1 of the General Requirements provides students with more choice and greater flexibility with staffing. For example, if one staff member is unable to teach a course due to RSL or another reason, there are still sufficient offerings for students to complete the requirements. These courses are seen to be a good fit for the degree due to their existing migration-related content; one of them is on international migration management, and the other is about the challenges of integration in diverse societies.

A3 Proposed amendments

Amend the regulations to the Master of Migration Studies (pages 391-392 of the 2025 VUW Calendar):

Master of Migration Studies

MMigS (180 points)

Postgraduate Certificate and Diploma in Migration Studies

PGCertMigS (60 points) and PGDipMigS (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 MMigS degree shall have:

(i) completed a Bachelor's degree in a relevant area with at least a B grade average in 60 points of 300-level courses in the majoring subject or relevant area of study; and

(ii) been accepted by the head of school as capable of proceeding with the proposed course of study.

(b) Requirement 1(a)(i) may be waived by the Associate Dean (Students) of the Faculty of Humanities and Social Sciences for a candidate who has had extensive practical professional, or scholarly experience that provides an equivalent level of preparation.

General requirements

2. (a) The course of study for the Master of Migration Studies shall consist of courses worth 180 points consisting of:

Part 1: POLS 488 and 90 points from GEOG 416, HIST 429, INTP 430, MIGS 401, POLS 406, 416

Part 2: Either MIGS 590 or (MIGS 588, 589)

(b) Entry to Part 2 requires at least a B+ average in Part 1 courses.

3. The course of study for the Postgraduate Diploma in Migration Studies shall comprise Part 1 of the Master of Migration Studies as described above at 2(a).

4. The course of study for the Postgraduate Certificate in Migration Studies shall comprise POLS 488 and 30 points from Part 1 of the Master of Migration Studies, as described in 2(a).

5. (a) A candidate shall normally be enrolled for one year and shall complete the degree within three years of first enrolling in it. The associate dean may extend that maximum period in special cases.

(b) A candidate for the Postgraduate Diploma in Migration Studies shall normally complete within two years of enrolling.

(c) A candidate for the Postgraduate Certificate in Migration Studies shall normally complete within one year of enrolling.

(d) The associate dean in consultation with the head of school may extend maximum periods in special cases.

Substitution of courses

6. (a) A candidate for the Postgraduate Certificate in Migration Studies may, with the permission of the MMigS programme director, replace up to 30 points of courses specified in Part 1, section 2(a), with substitute courses chosen from courses offered for a postgraduate Honours or Master's degree. Candidates for the Postgraduate Diploma in Migration Studies and Master of Migration Studies may, with the permission of the MMigS programme director, replace up to 60 points of courses specified in Part 1, section 2(a), with substitute courses chosen from courses offered for a postgraduate Honours or Master's degree. (See section 5.5 of the General Programmes of Study Regulations for the general provisions concerning the substitution of courses.)

(b) Where such substitutions are from courses offered at another university, approval from the associate dean must also be given.

7. The Master of Migration Studies may be awarded with Distinction or Merit as described in the Assessment Handbook.

Amend the Schedule to the Master of Migration Studies (pages 393 of the 2025 VUW Calendar):

Course	Title	Pts	P/X
GEOG 416	Refugee Spaces: Emotional Geographies of Forced Migration	30	X GEOG 411 in 2020–2021
HIST 429	History of Migration	30	
INTP 430	The Politics of International Migration Management	30	X POLS 430
MIGS 401	Directed Individual Study / He Mahi Takitahi i te Mātai Hekenga	30	P permission of programme director
MIGS 588	Internship	30	P permission of programme director
MIGS 589	Research Project	30	P permission of programme director

AO-3cs Sep 2017

MIGS 590	Research Essay	60	P permission of programme director
POLS 406	Collisions and Coexistence: Living Together in Diverse and Unequal Societies	30	X POLS 402 in 2020- 2024
POLS 416	Borders, Migrants and States	30	
POLS 488	Approaches to Migration Studies	30	

A4 Implications and resources

Academic staff

No staff implications as there are no new courses.

Library

No library implications as there are no new courses.

Teaching facilities and support

The proposal does not require any additional teaching facilities or support.

Anticipated enrolments

6 in 2026, 10 in 2027, 15 in 2028. Enrolments in the last three years the Master's were offered were 5 (2020), 6 (2021) and 4 (2022). We believe that these numbers will increase in future as awareness of the degree increases and the number of courses offered within the degree increases. Staff who teach into the MMigS will be highlighting the Master's to their undergraduate students and drawing on their international networks to advertise the degree. Discussions are underway with Allison Chen, Senior Manager, International Partnerships about how to promote the Master's in the United States and Europe. We are also in the earlier stages of exploring the possibility of student exchanges with one of the many universities in Europe that offer a Master's in Migration Studies.

Administrative implications

The main administrative implications are for the work of the Director of the Master's and enrolment staff. These are minor.

Programme or course limitations / selection criteria

N/A

Fee implications

It is recommended international and domestic tuition fees for the new MIGS courses continue to be set in line with other PG Humanities courses and will require approval by Council. Students enrolled in the programme will be eligible for student loans. Students will not be eligible for student allowances, but may be eligible for the accommodation supplement and / or living costs depending on their individual circumstances.

Website and publication amendments

All publications and systems (including web and enrolment, Banner/Student Records, MyDegree) will need to be updated to reflect the new course, as per the course amendment form.

Transitional arrangements and other consequential changes

N/A

Internships, field trips and other external arrangements

The programme will be supported by the FHSS Internship Coordinator and the Senior Advisor, Student Engagement and Employability in FHSS, Robyn Cockburn. Preliminary planning for the 2026 internships is underway.

A5 Te Tiriti o Waitangi

This Programme acknowledges the principles and inherent values of Te Tiriti o Waitangi, and seeks to further the goals of Victoria's Mai i te Iho ki te Pae. The core course (POLS 488) incorporates content (readings and guest lecture/s) that provides Māori perspectives on the historical and contemporary opportunities and consequences of migration. Students will be encouraged to think about the role of migration in contemporary New Zealand politics, specifically how it impacts on Māori and on the government's obligations under Te Tiriti o Waitangi. POLS 402 offers students the opportunity to engage Māori and decolonial scholarship from Aotearoa New Zealand as well as international and influential research from critical multicultural, postcolonial, and Indigenous theory. POLS 488 provides students with the opportunity to conduct research on a contemporary aspect of migration using Māori epistemologies and/or focusing on Māori experiences or perspectives, as will MIGS 589 or 580. HIST 429 incorporates content (readings and seminar discussions) on Māori reactions to 19th century migration to Aotearoa, as well as more recent Māori migration to Australia. Students will be provided with the opportunity to conduct research on Māori experiences with and perspectives on historical migration flows. The MMigS programme as a whole will help prepare both Māori and non-Māori students and future leaders to understand how the principles of te Tiriti can shape policies to manage the increasingly multicultural makeup of New Zealand's population. The Programme will build on interest among Māori undergraduates in GEOG, HIST, INTP, ANTH and POLS courses, promoting retention of these students into post-graduate study. Although none of the staff currently teaching the core courses are Māori, the Programme Director will encourage staff teaching into the Programme to include Māori content and perspectives, including, where possible, Māori guest speakers. The original proposal for the Programme was reviewed by the Poukairangi Ako of Toihuarewa.

A6 Consultation

The amendments to this degree were developed in close consultation with the Head of School, History, Philosophy, Political Science and International Relations, the Head of the Political Science and International Relations Programme, and the Associate Dean (Academic Programmes) in the Faculty of Humanities and Social Sciences.

Programme amendment cover sheet

Proposal name	Amend the regulations for the Master of Politics, Philosophy and Economics		
Proposer	Simon Keller		
Faculty	Humanities and Social Sciences		
Summary	Amend the requirements for the Master of Politics, Philosophy and Economics		
Year	2025		
Reference	MPPE/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	No issues identified	
Associate Dean	Xavier Marquez	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	No issues identified	
Course Admin.	Teresa Schischka	No issues identified	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Justin Cargill	No issues identified	
PAMI	Ash McPherson	No issues identified	
Toihuarewa			
School Admin.	Jonette Crysell	No issues identified	
Student Finance	Paige Jarman	No issues identified	
Students	VUWSA/PGSA via FAC	Feedback incorporated	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Simon Keller	03/03/2025	Catherine Townsend
Fac. Acad. Cttee.	Xavier Marquez	13/03/2025	Catherine Townsend
Faculty Board	Averil Coxhead	23/5/2025	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	17/06/2025	Carol Morris
Academic Board			
CUAP			

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

Programme amendment

Proposal name	Amend the regulations for the Master of Politics, Philosophy and Economics
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2026

A1 Purpose

1. Change the general requiremenst and Substitution of Courses section for the MPPE
2. To amend the BA Honours Schedule to add PHIL 449 *Political Philosophy*

A2 Justification

At present students are required to take 60 points of 500-level PHPE courses. The only 500-level PHPE courses are PHPE589 (30 point thesis), PHPE593 (60 point thesis) and PHPE590 (30 point internship). So that means that students need to do either the internship or a 60-point thesis. This proposal changes this to a requirement that students do either PHPE589 or PHPE593 (only 30 500 level points required). The reason is that it is not always possible to find appropriate internships for students (so we often don't require them to do PHPE590), and many students are better off not doing a 60-point thesis. Making the change would allow students to substitute an extra 400- or 500-level course for the internship.

Students are presently required to do 60 points each of ECON, POLS, and PHIL. This proposal allows students to take other courses that fall within the relevant disciplines but don't have those exact codes. Most importantly, there are now fewer ECON courses than there used to be, and some students struggle with their prerequisites. Students could instead take certain GOVT courses. Similarly, students could sometimes opt to take a STRA or INTP course in place of a POLS course.

Students are also presently required to take both PHIL 449 *Political Philosophy* and PHIL 445 *Contemporary Approaches to Philosophy*. Several students have asked to take a different 400-level PHIL course other than PHIL, 445 and these requests have always been granted. The programme feels that, while students do need to take PHIL 449, any other 400-level course is sufficient to give students a good grounding in Philosophy (vs. Requiring PHIL 445 specifically). Thus, this proposal requires students to take PHIL 449 plus one other 400-level PHIL course.

The addition of PHIL 449 to the Honours Schedule formalises what is already happening- students are currently being granted a waiver to take 449 towards their Honours programmes.

A3 Proposed amendments

Amend the regulations for the Master of Philosophy, Politics and Economics (page 387 of the 2025 VUW Calendar):

General requirements

2. (a) Except as provided in section 4, the course of study for the MPPE degree shall consist of the following courses from the Schedule to the MPPE regulations.

Part 1: PHPE 401; 30 pts from PHPE 402-409; PHIL 449 and 15 further pts from PHIL 400-499; POLS 586

Part 2: PHPE 593 or PHPE 589, and either PHPE 590 or~~, in exceptional circumstances,~~ 30 points of approved courses by the programme director

PHPE 589, and either PHPE 590 or, in exceptional circumstances, 30 points of extra coursework approved by the programme director; or PHPE 593

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

3. A candidate for the MPPE 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 candidate who passes all the requirements for the MPPE except for the research project (PHPE 589) and PPE internship (PHPE 590) may be awarded a Postgraduate Diploma in Arts (PGDipArts).

Substitution of courses

4. (a) A candidate may, with the permission of the PPE programme director, replace up to 60 points of courses specified in section 2(a) with substitute courses chosen from courses offered for a postgraduate Honours or Master's degree, provided that the overall personal course of study includes:

(i) PHPE 401
(ii) at least 30 points from ECON 401–488, PHPE 402–404, or other courses approved by the programme director as covering relevant material in economics
(iii) at least 30 PHIL points, or other courses approved by the programme director as covering relevant material in philosophy
(iv) at least 30 POLS points or other courses approved by the programme director as covering relevant material in politics, and
(v) at least ~~6~~30 500-level PHPE points.

(See section 5.5 of the General Programmes of Study Regulations for the general provisions concerning the substitution of courses.)

(b) Where such substitutions are from courses offered at another university, approval from the associate dean must also be given.

Amend the Schedule to the BA(Hons) regulations (page 344 of the 2025 VUW Calendar):

Course	Title	Pts	P/X
PHIL 449	Political Philosophy / Te Aho Whakaaro o te Ariā Tōrangapū	15	

A4 Implications and resources

Academic staff

The changes will have no impacts for academic staff workloads.

Library

The changes will not require any new library resources or support.

Teaching facilities and support

The changes will not require any new teaching facilities or support.

Anticipated enrolments

The changes will not add or subtract courses.

Administrative implications

The changes will increase flexibility and remove administrative barriers for both the students and the Programme Director.

Programme or course limitations / selection criteria

None

Fee implications

None

Website and publication amendments

All publications and systems (including web and enrolment, Banner/Student Records, MyDegree) will need to be updated to reflect the new course, as per the course amendment form.

Transitional arrangements and other consequential changes

There is no need for transitional arrangements.

Internships, field trips and other external arrangements

A5 Te Tiriti o Waitangi

The changes will not affect the MPPE's commitment to Te Tiriti. Content in both the core course (PHPE 401) and in other courses (for example POLS 586) directly addresses issues of significance to Māori and exposes students to Māori perspectives on politics, philosophy, and economics. MPPE 401 in particular incorporates Māori perspectives on the policy development process. Te Kawa a Māui continues to deliver some content across MPPE courses.

A6 Consultation

Refer to cover sheet for consultation details.

Programme amendment cover sheet

Proposal name	Amend ERES subject in the MSc		
Proposer	Nicola Day		
Faculty	Science		
Summary	Amend the Ecological Restoration Major requirements to remove deleted courses and add in current BIOL and ENVI courses.		
Year	2025		
Reference	MSc/1, PGDipSc/1		
Consultation	**Person consulted**	**Summary and reference**	
Academic Office	Academic-office@vuw.ac.nz	No issues identified	
Associate Dean	Paul Teesdale-Spittle	Feedback incorporated	
CAD	cad-contact@vuw.ac.nz	No issues identified	
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	No issues identified	
Course Admin.	teresa.schischka@vuw.ac.nz	No issues perceived	
Faculty Admin.	greg.ambrose@vuw.ac.nz	No issues identified	
Library	rohini.biradavolu@vuw.ac.nz	No issues identified	
PAMI	chris.clowes@vuw.ac.nz	No issues identified	
Toihuarewa	meegan.hall@vuw.ac.nz	No issue identified	
School Admin.	emily.brook@vuw.ac.nz	No issues identified	
Student Finance	paige.jarman@vuw.ac.nz	No issues identified	
Students	src@vuwsa.org.nz		
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Janet Pitman	October 2023	Leigh Torode
Fac. Acad. Cttee.	Robin Fulton	07-05-2025	Leigh Torode
Faculty Board	Nicola Nelson	22-05-2025	Leigh Torode
Acad. Prog. Committee	Robyn Longhurst	17-06-2025	Carol Morris
Academic Board			
CUAP			

Programme amendment

Proposal name	Amend ERES subject in the MSc
Faculty	Science
CUAP Category	6.3
Year effective from	2025

A1 Purpose

1. To amend the regulations of the Ecological Restoration (ERES) subject in the Master of Science (MSc).
2. To amend the regulations of the Ecological Restoration (ERES) subject in the Postgraduate Diploma in Science (PGDipSc).

A2 Justification

The regulations of the Ecological Restoration major in the MSc and PGDipSc include courses that have not been offered for some time, including BIOL 404, 421 and ENVI courses in the range 503-519. We are therefore removing specification of these courses from the regulations.

Since the regulations were written, additional 400-level BIOL courses have become available that are relevant to Ecological Restoration. These lie in the range BIOL 403-426, and additionally BIOL 439. We seek to add these courses to the regulations. Courses in the range BIOL 427-438 are not relevant to the ERES major, and hence are not included.

A3 Proposed amendments

For the MSc on page 438 of the 2025 Calendar amend as below:

Ecological Restoration (ERES)
Part 1: BIOL 580; ERES 525, 526; 30 points in an approved combination from BIOL 403~~, 404, 421~~ -426, 439, 440, 519, 529, ENVI 5~~03~~20–529, or other courses approved by the head of school
Part 2: ERES 591.

For the PGDipSc on page 444 of the 2025 Calendar amend as below:

Ecological Restoration (ERES)

ERES 525, 526; and 60 points from BIOL 403~~, 404, 421~~ -426, 439, 440, 519, 529, ENVI ~~503–508~~ 520-529 or courses approved by the head of school

A4 Implications and resources

Academic staff

There will be no change to the workload of academic staff.

Library

There will be no change to the current library requirements.

Teaching facilities and support

There will be no change to the current teaching facilities and support.

Anticipated enrolments

We do not anticipate this will impact enrolments.

Administrative implications

We do not anticipate this will have administrative implications.

Programme or course limitations / selection criteria

N/A

Fee implications

Website and publication amendments

The website and publications will need to be amended with the new regulations.

Transitional arrangements and other consequential changes

No transitional arrangements are required in response to this proposal. The courses we are removing from the regulations have not been offered for more than 10 years.

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

The new BIOL courses we are adding to the Ecological Restoration regulations cover aspects of ecology, pest species management, biosecurity, fisheries management, marine diversity and conservation. These courses cover topics that are of great interest to Māori students and their iwi. They include Māori perspectives and position as stakeholders in conservation and restoration of ecosystems.

A6 Consultation

N/A

ACADEMIC BOARD
TE TAUMATA

Minutes of the meeting of the Academic Board held on Tuesday, 15 April 2025 at 1.00pm in the Hunter Council Chamber

The meeting was held face-to-face in the Hunter Council Chamber and was convened by the Vice-Chancellor Professor Nic Smith. The meeting was opened with a karakia and everyone was welcomed to the meeting.

PART A

25.15 Apologies, acknowledgements and welcomes

Apologies were taken as read (see Appendix 1).

25.16 Part B of the agenda – items brought forward

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

25.17 Vice-Chancellor Oral Report

The oral report of the Vice-Chancellor was **received**.

Domestic enrolments have increased and are currently exceeding budget projections compared to last year. While international enrolments have also grown, they are below budgeted levels. Efforts are ongoing, especially for trimester two. There has been a significant increase in on-campus attendance as evidenced by data from library visits, retailer performance, Wi-Fi connections, and recreation centre memberships. This is the first time, since the onset of COVID-19, that there is a tangible sense of students returning to campus.

Efforts of staff were acknowledged with professors, academic board members, and leadership fostering a vibrant campus community. This has made a significant difference to the whole university community and the society of students that we serve.

The upcoming budget at the end of May has mixed expectations but is not anticipated to be positive at this point, and as such there is a need to be strategic and proactively plan ahead.

Concern was expressed about the shift from humanities and social sciences towards STEM as part of the economic growth agenda. This will be looked at in the budget and how this affects the university.

Phase one of the Sir Peter Gluckman's review was delivered to cabinet; and phase two is expected early May.

There is likely to be a recommendation to replace PBRF that may be more metricized, run with less bureaucracy and involvement, and on tighter cycles.

There has been a proposed change to the Education Training Act with a focus on freedom of speech policies with requirements for institutional neutrality, freedom of expression surveys, and the complaints processes. Thanks were given to Professor Margaret Hyland, Professor Graeme Austin and their working groups in getting the Freedom of Expression policy in place ahead of the change. Discussion took place on the implications of allowing staff, students, or student groups to invite any speaker and possible associated security concerns.

The university is merging its communications and marketing groups. This change signifies a shift towards a more experiential marketing approach, with the focus on creating engagement opportunities for prospective and current students, and wider stakeholders. This aims to empower individuals to share their stories and experiences, enhancing social media presence and move away from traditional marketing methods.

The Vice Chancellor's recent trip to Asia included alumni events in Kuala Lumpur and Singapore and engagement with multi-generational alumni who shared how the university impacted their lives. Discussions included successes, aspirations, and understanding of current university pressures, which highlighted the importance of representing all disciplines to address societal challenges in a current unstable geopolitical context.

25.18 Written Report AB25/01

The February 2025 DVC report was **received** from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Kaitiakitanga), Deputy Vice-Chancellor (Research), and Deputy Vice-Chancellor, Students**.**

Deputy Vice-Chancellor, Academic Report

Professor Robyn Longhurst spoke to her report which was taken as read.

The TEU has ratified changes to the collective agreement in the Academic Promotions process, and there is an option for those not yet changed to opt in. The first training session took place on 7 April for Deans, Heads of School and School Managers on the new process, with a video being released soon.

The Academic Quality Agency (AQA) was disbanded in December 2024. An Interim Academic Audit Committee, chaired by Professor Helen Nicholson, has been established to oversee the remaining Cycle Six actions and plan for Cycle Seven. CUAP processes are also being reviewed to streamline qualification approvals. Professor Robyn Longhurst is a member of this committee. Meegan Hall, Assistant Vice-Chancellor, Mātauranga Māori, is also a committee member, along with student representatives.

The MATA project is progressing as expected, with a go-live date for course outlines in May. There is a fallback plan to use the current more manual system if needed.

The new course outline pages are in development and look promising, with improvements in information presentation and student friendliness.

Deputy Vice-Chancellor, Research Report

Professor Margaret Hyland spoke to her report which was taken as read.

The report highlights the positive research activities underway and their alignment with our strategic goals.

The URC annual report in section B is comprehensive and highlights the alignment of research activities with strategic goals. It has a new, more appealing format and can be shared widely.

There are concerns about the impact of cuts to grants and large programmes in the USA and the executive order on DEI (Diversity, Equity, and Inclusion) programmes affecting some grants. It remains unclear whether this order applies only within the USA or also to international contracts. Universities with greater exposure to US funding are more affected. We will continue to monitor the situation and assess any implications for our diversification plans.

Deputy Vice-Chancellor, Students Report

Dr Logan Bannister spoke to her report which was taken as read.

Work has begun on the Enrolment Transformation Project, a two-year project focused on improving student and user experience. Cathy Powley, as project owner, has been actively engaging in discussion forums as part of the development process.

The International Student Experience Grant is supporting a range of recruitment and retention initiatives. There is generally a higher conversion rate for international students compared to school leavers.

The university is increasingly becoming a preferred option for students with disabilities and those within the rainbow community, reflecting growing confidence in our inclusive environment.

Jonathan Flutey and two other staff from CAD have moved to the DBSC portfolio, with Jonathan taking on a new managerial role focused on learner retention.

Initiatives to keep students informed such as reminders about key dates, early and midpoint feedback and other important information are showing a positive impact on academic success.

Fabiefara Filo Masoe has been appointed to the role of Acting Assistant Vice-Chancellor Pasifika. It was noted that with the introduction of new programmes and qualifications, there has been a noticeable lack of consultation with Pasifika communities. Proposers are urged to ensure Pasifika consultation is included in future. Fabiefara Filo Masoe can be contacted on email: fabiefara.filo@vuw.ac.nz.

Deputy Vice-Chancellor, Māori and Kaitiakitanga

Professor Rawinia Higgins spoke to her report which was taken as read.

Professor Bev Lawton ONZM (Ngāti Porou), from the University's Te Tātai Hauora o Hine/National Centre for Women's Health Research Aotearoa, was congratulated for her mahi and for being named Kiwibank New Zealander of the Year.

Commendation was given to Professor of Architecture Derek Kawiti, who 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.

Toitūroa (Kaitiakitanga Portfolio) have extended the Pakohe Scholarship to include existing students this year. The scholarship was previously limited to new students, and now existing students who are committed to sustainability can apply.

A reminder for staff to register for graduations taking place in May, and the Events teams would appreciate volunteer support.

25.19 New Programmes/Programme Amendments

The following proposals were **endorsed** by the Academic Board for submission to CUAP Round 2:

Faculty	Faculty Ref Number	Proposal Title	Reference
FHSS	DipLang/1,CertLang/1	Two new programmes: Certificate and Diploma in Languages	AB25-24 (APC25-11)
FHSS	BPols/1, BA/6	New Bachelor of Politics	AB25-25 (APC25-12)
FADI	MConst/1	Master of Construction	AB25-26 (APC25-13)
Science		Master of Natural Hazard Science and Policy and nested PGDip and PGCert	AB25-27 (APC25-14)
WSBG	PGCertIS/1, PGDipIS/1	Amend entry requirements for PGCertIS and PGDipIS	AB25-28 (APC25-16)

25.20 Programme Amendments

The following proposal was **approved** by the Academic Board for reporting to CUAP.

Faculty	Faculty Reference Number	Proposal Title	Reference
Science	MEnvStud/3, PGDipEnvStud/3	Modifying the MEnvStud to add a PG Certificate	AB25-29 (APC25-17)

25.21 Programme Amendments

The following programme amendment was **approved** by the Academic Board:

Faculty	Faculty Reference Number	Proposal Title	Reference
Science	MSC/3	Adding new thesis codes to the MSc	AB25-30 (APC25-18)

25.22 Work Programmes AB25-31

Graeme Austin gave a presentation in relation to *Breadth subjects for all general degrees*.

The presentation explored the possibility that students be required to take at least one "breadth subject" in their final year, in an area unrelated to their major(s). While flexibility is already a characteristic of degree offerings, breadth subjects offer an opportunity for telling a compelling story to prospective students about opportunities to match degree requirements with areas of personal interest outside of their home faculties or schools. Breadth subjects could provide a lever to distribute EFTs across different faculties.

It was noted in the subsequent discussion that our degree structures already facilitate intellectual diversity, and that some of the smaller schools could lack the capacity to offer breadth subjects. For students, it was suggested that mandating breadth subjects could remove some of the perceived risks associated with taking courses in areas of interest outside of their majors.

25.23 Proposal to merge the School of Health and School of Nursing, Midwifery, and Health Practice AB25-32

Professor David Harper introduced the paper which was taken as read.

The paper outlined the justifications, consultation process, and potential names for a proposed single school to develop operational efficiencies and shared academic initiatives.

The proposal was **received** to merge the School of Health and the School of Nursing to form a single school.

25.24 Attendance of non-Board members at Academic Board meetings AB25-33

To enable the COO and CFO to attend the non-public sections of the Academic Board meetings, an amendment to the Academic Board's Standing Orders was required. According to Section 15 of the Standing Orders, this can be done by an ordinary resolution, except for matters requiring Council approval. This amendment would allow the COO and CFO to attend all sessions without affecting the current membership composition or decision-making arrangements of the Academic Board.

The following two amendments were proposed to the Standing Orders to enable the COO and CFO to attend the non-public sections of the Academic Board:

- 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 Board **approved** the two amendments to the Standing Orders.

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

Congratulations were given to Professor Nicole Moreham, Professor Yvette Tinsley, Professor Richard Boast, and Dr Rod Badcock on their inauguration as fellows of the Royal Society. This was noted as a significant achievement.

25-25. Resolution concerning exclusion of non-members

Part C of the agenda

It was **resolved** that non-members be excluded from the meeting for consideration of agenda item 18 and item 19 in accordance with the following:

General subject of each matter to be considered	Reason for passing this resolution in relation to each matter	Ground(s) under section 48(1) for the passing of this resolution
Agenda item 18: Minutes of the previous meeting held on 25 February 2025	s9(2)(a) and s9(2)(ba)(i) s9(2)(a) and 9(2)(ba)(ii) and 9(2)(g)(i)	LGOIMA s48(1)(a)(ii) LGOIMA s48(1)(a)
Agenda item 19: Honorary Doctorate nomination	9(2)(a) and s9(2)(ba)(i)	LGOIMA s48(1)(a)(ii)

PART B OF THE AGENDA

The following items, not having been brought forward, were confirmed/received or noted.

25.25 Confirmation of the Minutes of the meeting held on 25 February 2025

The minutes of the Academic Board meeting (Part A and B) held on 25 February 2025 as set out in document AB25-16 (numbers 25.01 to 25.12) were **confirmed**.

Note: Part C of meetings are excluded for reasons of confidentiality where applicable.

25.26 Report of the Academic Programmes Committee

The Academic Programmes Committee report of 25 March 2025 was **noted**. AB25-36

25.27 One Year Update Report on Academic Programmes Review AB25-37

The One-year Update Report was **received**.

25.28 Library Annual Report 2024 AB25-38

The Library Annual Report for 2024 was **received**.

25.29 Faculty of Graduate Research (FGR) Annual Report AB25-39

The FGR Annual Report was **received**.

25.30 University Research Committee (URC) 2024 Annual Report AB25-40

The URC Annual Report for 2024 was **received**.

25.31 TOR for Faculty Board of the Te Pukenga Wai/The Faculty of Education, Health, and Psychological Sciences AB25-41

The new faculty, Te Pukenga Wai – the Faculty of Education, Health, and Psychological Sciences, was established on 1 January 2025 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.

At the inaugural Faculty Board meeting on 4 February 2025, a draft Terms of Reference (ToR) was presented and feedback was invited. The ToR was developed using content from the former faculties and school, updated to reflect the broader scope of the new faculty and recent changes in the University's structure and roles.

The TOR was **noted**.

Attendance

50 members attended; 14 non-members were in attendance; 16 apologies were received (refer to Appendix 1 for detailed record).

Signed: _____

Professor Nic Smith, Vice-Chancellor

DRAFT

APPENDIX 1

Appendix 1: Academic Board attendance 15 April 2025

Professor Peter Adds
Liban Ali
Professor Graeme Austin
Dr Logan Bannister
Professor Brigitte Bonisch-Brednich
Professor Daniel Brown
Professor Jane Bryson
Professor Diana Burton
Associate Professor Sasha Calhoun
Dr Luke Chu
Dr Tim Corballis
Professor Averill Coxhead
Dr Nathaniel Davis
Professor Kevin Dew
Professor Neil Dodgson
Dr Eli Elinoff
Professor Alejandro Frery
Professor Leon Gurevitch
Professor Dave Harper
Assoc Professor Meegan Hall
Monika Hanson
Dr John Haywood
Professor Rawinia Higgins
Professor Margaret Hyland
Dr Nigel Isaacs
Professor Bryony James
Associate Professor Maja Krtalic
Associate Professor Robert Keyzers
Professor Dean Knight
Professor Beverley Lawton
Professor Ivy (I-Ming) Liu
Professor Karl Lofgren
Professor Robyn Longhurst
Professor Stephen Marshall
Xavier Marquez
Professor Simon Mackenzie
Christine McCarthy
Professor Geoff McLay
Professor Robyn Phipps
Professor Janet Pitman
Associate Professor Revti Raman
Professor James Renwick
Dr Helen Rook
Dr Mike Ross
Professor Sarah Ross
Professor Paul Teesdale-Spittle
Professor John Townend
Professor Colin Wilson
Professor Marc Wilson
Trish Wilson

Non-members in attendance

Amy de Boer
Carol Morris
Dr Jill Wilkinson
Dr Monica Handler
Dr Stuart Marshall
Heather Day
Joseph Habgood
Leigh Torode
Lynn Grindell
Rachel Bruce
Reece Moors

Robert Stratford
Varsha Narasimhan
Yang Liu

DRAFT

Apologies

Amandie Weerasundara
Anne Goulding
Daniel Brown
Kim Cunio
Mairangi Campbell
Professor Michael Winikoff
Nicola Gilmour
Richard Arnold
Associate Professor Spencer Lilley
Stella McIntosh
Professor Siah Hwee Ang
Professor Richard Arnold
Mairangi Campbell
Dr Nicola Gilmour
Professor Ann Goulding
Dr Linda Hogg

VICTORIA UNIVERSITY OF WELLINGTON

ACADEMIC BOARD

Date	17 June 2025
Proposer	Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic)
Reference	AB25-60
Title	Reports of the Academic Programmes Committee for 17 June 2025
Author (memorandum)	Carol Morris, Secretary Academic Governance

It is requested that the Academic Board:

Approve:	Approve for submission the 4 CUAP proposals summarised in the report;
Approve:	and the 8 non-CUAP proposals; and
Note:	the other items discussed and/or approved by the Academic Programmes Committee at its 17 June 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	**17 June 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
FoSE	VUW/25–MSpaceSc/1, PGDipSpaceSc/1	New 180-point Master of Space Science and 120-point Postgraduate Diploma in Space Science (MSpaceSc, PGDipSpaceSc)	APC25-33
FEHP	VUW/25–MCP/1	New 240-point Master of Clinical Practice (Midwifery) (MClinPrac(Mid))	APC25-34
FEHP	FOH/25/1 VUW/25–BHlth/1	Amend the HINF major	APC25-35
FHSS	VUW/25–PGCertHELT/1	Amend the PGCert HELT	APC25-36

B. Programme Amendments for Academic Board approval

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FOSE	FOSE25/2 VUW/20–MSc/2, MEnvSc/1, PGDipSc/1, PGCertSc/1	Add GEOG 415 as an approved course	APC25-37

Faculty	Faculty Reference Number	Proposal Title	APC Reference
WSBG	WSBG/3 VUW/25 MActSc/1, PGCert_DipActSc/1, MCom/2, BComHons/1	Increasing ACTS 501-503 from 15-20 pts Reconfigure postgraduate actuarial science courses	APC25-38
WSBG	WSBG/1 VUW/24–BCom/1, BC/1	Amend MKCO major in Bachelor of Communication	APC25-39
FEHP	OH/24/9 VUW/24–PGDipHlthPsyc/1	Amend the MHlthPsyc and PGDipHlthPsyc Programmes	APC25-40
FHSS	FOH/24/9 VUW/24–PGDipHlthPsyc/1	Make COMS and MDIA special topics permanent and amend the Environmental Humanities major to include MDIA 315	APC25-41
FHSS	VUW/25–MMigS/1	Amend the regulations for the Master of Migration Studies	APC25-42
FHSS	VUW/25-MPP	Amend the requirements for the Master of Politics, Philosophy and Economics	APC25-43
FOSE	OSE 25/1 VUW/25–MSc/1, PGDipSc/1	Amend ERES subject in the MSc and PGDipSc	APC25-44

C. <u>Other matters (for noting)</u>

The following Special Topic was <u>noted</u> by the Academic Programmes Committee

Faculty	Faculty Reference Number	Proposal Title	APC Reference
Law	LAW 394 (2025, T2)	Special Topic: Environmental Law Clinic	APC25-45

VICTORIA UNIVERSITY OF WELLINGTON TE HERENGA WAKA

One Year Update Report on Academic Programme Review

REVIEW OF DESIGN INNOVATION

Date Review Report submitted to Academic Board: July 2025

One-year update report sign-off	**Date: 27 May 2025**
Programme Director	**N/A**
Head of School	Leon Gurevitch
Dean	Robyn Phipps

Since the programme review, there have been many significant changes take place within the School of Design Innovation (SoDI).

Following the disruptions of COVID, SoDI underwent a financial viability restructure and, simultaneously, a comprehensive BDI refresh. As a result of that refresh, many of the implementation plan recommendations were instituted at a root-and-branch level throughout the School's teaching.

SoDI now has three Whakapapa Design courses, of which two are core, a core Sustainability course, and a streamlined and rationalised first year.

Priorities going forward are:

1. To embed the significant changes already implemented;
2. To continue to grow and expand Mātauranga Māori and Pasifika with continued support for hires in this area;
3. To implement the stalled industry advisory board and to grow industry partnerships through programmes like the ZZU initiative.

Progress made against recommendations

No.	**Recommendation –** use the recommendation from the report and Implementation plan	**Original response to the Panel's recommendation**	**Summary of progress** 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	**Brief comment on issues related to progressing this recommendation** *eg. This recommendation has now been picked up by a new project related in the Faculty*
1.	Develop a strategic plan for their programmes	*Accepted – this was initiated in the BDI Refresh in 2023 – fine tuning and consultation is on-going within the school*	Well advanced	This was initiated in the BDI Refresh but a more complete and updated strategic plan will be required over the coming years given the changes that the strategic restructure brought.
2.	**Continue** their emphasis on appointing staff with competence in Mātauranga Māori in line with the ongoing strengths and aspirations of the programme	*Accepted – this will be most critical in relation to recommendations 4 and 14*	Well advanced	We now have three staff with competence in Mātauranga Māori and two additional staff with complementary research and teaching platforms also integrated with Mātauranga Māori design. Additionally, plans are underway at faculty level to engage with Mātauranga Māori adjunct professors.
3.	Consider offering an additional undergraduate major focused on Mātauranga Māori and Design	*Accepted – the timing of this will need consideration as a part of the Financial Sustainability Plan*	Limited progress	While we have introduced several new courses focussing on Mātauranga Māori and Design, specifically Whakapapa Design I, Whakapapa Design II and Whakapapa Design III. However, the Financial Sustainability plan does not currently allow for putting new majors in place at this time.
4.	**Continue** their efforts to appoint staff members with Pasifika expertise, including tutor roles as well as permanent academic staff	*Accepted*	Ongoing	Our Game Design leader Tuakana Metuarau continues to develop strong and close ties with our Pacifica community at Te Aro campus. We consistently support Pasifika students with both tutor roles and hiring them into research assistant positions (most recently Vailahi Vailahi for a year in Industrial Design). However, our ambition is to go further here.
5.	Review and update the graduate attributes for the programmes	*Accepted – a full review and update is underway*	Limited progress	The review and update of the graduate attributes was significantly delayed through the BDI refresh and Financial Sustainability process.
6.	Undertake more systematic forms of data analysis	*Accepted*	Well advanced	HoS and School Manager consistently review all forms of data available regarding the ongoing student cohorts.
7.	Ensure the rationales, focus and nature of the majors is clearly and consistently articulated across a range of platforms and marketing materials, including the University website	*Accepted – we have staff assigned to the Web refresh project*	Well advanced	The PD Academic is working with Marketing to ensure consistent and clear messaging across all publications. Refreshed information for the web was supplied last year. We are now waiting on the University's web team to publish the new content.

No.	**Recommendation –** use the recommendation from the report and Implementation plan	**Original response to the Panel's recommendation**	**Summary of progress** 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	**Brief comment on issues related to progressing this recommendation** *eg. This recommendation has now been picked up by a new project related in the Faculty*
8.	Work with external experts in fashion to review how this major is communicated to students, planned, delivered and assessed in the current Design Innovation programme	*Accepted – GYR for Fashion now undertaken.*	Already undertaken	This was a core feature of setting up the Fashion Design Technology major. However, a recent GYR for FDT has also allowed us to revisit this question and continue to recalibrate the major. We are also in the process of appointing a 0.5 TIP staff member in Fashion to support further implementation.
9.	Develop processes to periodically review how well the other majors in the Bachelor of Design Innovation are communicated, planned, delivered and assessed	*Accepted*	Well advanced	Regular GYRs are undertaken alongside continual reviews in the Management Team and by the PD Academic and PD Students.
10.	Develop an industry advisory group which can inform the ongoing design of the programme	*Accepted – This is underway*	Limited progress	The work on this was halted for the restructure and BDI refresh but will be resumed towards the end of 2025. However, the HoS has been invited to sit on the Advisory Board of Wellington UniVentures and the Industrial Design Programme has recently joined a prestigious Lexus Design Award Partnership.
11.	Develop partnerships with iwi and/or Māori design experts for the mutual benefit of the programme and Māori, including the development of Māori designers	*Accepted – with the caveat that these relationships are already in play but take time and our Māori staff bare much of the burden of securing these.*	Well advanced/ongoing	We now have three staff with competence in Mātauranga Māori and two additional staff with complementary research and teaching platforms also integrated with Mātauranga Māori design. Additionally, plans are now underway at faculty level to engage Mātauranga Māori adjunct professors.
12.	**Continue** to ensure that all staff complete the relevant Te Hapai training as part of the School's ongoing efforts to develop cultural responsiveness in staff	*Accepted – the review of progress has been included in PDCP's since 2021*	Completed/ongoing	No issues
13.	Identify and take part in ongoing professional development opportunities for Māori and non-Māori staff to support the cultural responsiveness of the programme	*Accepted – we continue to do this and regularly review cultural competencies in teaching and learning reviews and identify pathways for growth*	Well advanced/ongoing	As stated in the original response, we continue to support opportunities for Māori and non-Māori staff and regularly review cultural competencies in teaching and learning reviews and identify pathways for growth.

No.	**Recommendation –** use the recommendation from the report and Implementation plan	**Original response to the Panel's recommendation**	**Summary of progress** 1. No progress 2. Limited progress 3. Well advanced 4. Completed/BAU 5. N/A	**Brief comment on issues related to progressing this recommendation** *eg. This recommendation has now been picked up by a new project related in the Faculty*
14.	**continue** to develop the strategy and purpose of the Te Ao Hurihuri research group in line with University-wide strategies and plans	*Accepted*	Ongoing	Current status: https://www.wgtn.ac.nz/architecture/research/te-ao-hurihuri
15.	**continue** to explore options for developing Work Integrated Learning across the programme, including options for design students working in iwi/Māori contexts	*Accepted*	Well advanced/ongoing	We have advanced work integrated learning on many fronts across the School. Industrial Design and Interaction Design are deeply integrated with industrial partners from guest lectures and mentoring programmes to high involvement in design crit sessions and the annual End of Year Exhibition. Additionally, staff members from SoDI sit on the University WIL committee. Finally, both the MUXD programme, the MDT and MFA have deep WIL components to their Master's programmes with industry internships taking place in the case of MUXD and MFA.
16.	**continue** to embrace tools such as Discord to teach, learn and research in a digital domain	*Accepted – we have built a first Year Discord community and a plug-in to enable course and major specific communities*	Well advanced	The introduction of Nuku and the move back to on-campus teaching have taken the emphasis off the need for third-party platforms for teaching and learning purposes, but these platforms continue to support student community efforts.
17.	**continue** to work with students, Āwhina and the Pasifika student success team to review and enhance regular student forums and communication channels for each undergraduate major and the postgraduate qualifications – and include specific structures set aside for Māori students (wānanga) and Pasifika students (talanoa).	*Accepted*	Well advanced/ongoing	The Chair of the SoDI Engagement committee, Tuakana Metuarau is actively engaged with the Pasifika cohort and constantly coordinates with Āwhina. The new HoS has initiated regular monthly strategic meetings with Māori staff to ensure forums and communication channels are healthy and supported.

MEMORANDUM

To	Academic Board
From	Robyn Longhurst, Deputy Vice-Chancellor (Academic)
Date	2 July 2025
Subject	Graduation Procedure Update & Policy Integration

Executive Summary

As part of a review of the Graduation procedure**,** this proposal seeks Academic Board approval to rescind the existing Academic Dress Policy and integrate it into the updated Graduation Procedure document.

This change aligns with the institution's Policy Framework**,** which encourages embedding operational content within procedures to streamline documentation and reduce the number of standalone policies. This approach will also enable future updates to academic dress guidance to be made more efficiently under delegated authority, without requiring further Academic Board approval.

This proposal reflects no substantive changes to either the Graduation Procedure or the Academic Dress policy.

The content changes to the Academic Dress Policy and Graduation Procedures include:

- Retirement of the standalone Academic Dress Policy;
- Integration of academic dress guidance into the Graduation Procedure as a new section or appendix;
- Retention of existing academic dress requirements by qualification type;
- Formalisation of the Deputy Vice-Chancellor (Academic) as the delegated authority to approve academic dress details;
- Inclusion of gown specifications and colour standards in the appendix or on the graduation website.

It is requested that the Academic Board: rescind the existing Academic Dress Policy and **endorse** the updated Graduation Procedure for implementation.

MEMORANDUM

To	Academic Board
From	Professor Stephen Marshall
Date	15 April 2025
Subject	CAD 2024 Annual Report

The CAD 2024 Annual Report for the Academic Board meeting on 15 April 2025 for receiving.

It is requested that the Academic Board:

Receive the CAD 2024 Annual Report.

Centre for Academic Development | Te Kōtuinga Mātauranga Annual Report—2024

INTRODUCTION

Despite the challenges flowing from the difficult previous year, in 2024 CAD continued to provide valuable support for teaching, learning, and academic careers at all levels of the university strategically with senior leaders and on university committees and working groups, within faculties and schools, Central Service Units, and with individuals.

March saw Professor Robyn Longhurst arrive to take up her role as DVC Academic and we have worked with her throughout the year to ensure that we sustain good working relationships with academic and professional staff across all campuses in order to enable strategic and operational change aligned to the University's challenging operating environment.

The word defining the 2024 year was AI. Several initiatives were provided and supported with the intention of helping the university explore the implications of artificial intelligence for staff and students. This was not limited to academic integrity, but the challenge of evolving our assessment approaches in response to AI in both senses was very much in the forefront. Both major events held in 2024, the TERNZ conference and our own Ako Victoria included many sessions focusing on artificial intelligence and a dedicated half day event was also run with the Academic Office to encourage collaboration and sharing between colleagues as we all learn how to use this powerful technology well.

Another important milestone for the university was the opening of Ngā Mokopuna. This important new space includes a number of innovative teaching and learning spaces with CAD's Learning Space Designer, Roger Ward, heavily involved in the design and implementation.

Professor Stephen Marshall
Director, Centre for Academic Development

CAD STAFF

Leadership Team

Prof Stephen Marshall	Director, Professor, PFHEA
Jonathan Flutey	Deputy Director, SFHEA
Beth Smith	Manager, Learning Design & Development
Liz Pritchett	Office Manager/EA

Academic Developers

A Prof Irina Elgort	Associate Professor, SFHEA
A Prof Kathryn Sutherland	Associate Professor, PFHEA
Dr Rana Daoud	Academic Developer, FHEA
Chulainn Sowerby	Academic Developer, AFHEA
Dr Namali Suraweera	Academic Developer, PFHEA

Learning Design and Development Team

Dr Francesca Benocci	Senior Learning Designer, FHEA
Billie Berry	Senior Learning Designer
Laura Burnet	Learning Designer
David Holmes	Learning Designer
Adrian Pike	Learning Designer
Rebekah Sage	Learning Designer
Dr Rosina Hickman	Media Designer
Matt Dennes	Senior Educational Media Designer

Learning Space Design

Roger Ward	Learning Space Designer

Learning Systems Development

Bex Campbell-Redl	Learning Systems Developer

Academic Integrity

Stella McIntosh	Principal Advisor Academic Integrity

ACADEMIC AND CAPABILITY DEVELOPMENT

Te Arawai Ako: Pathway to Learning and Teaching Fellowship

Te Arawai Ako is a teaching recognition programme accredited by Advance HE in the UK to offer fellowships acknowledging that recipients have met professional standards for university teaching. Our programme began in late 2022 and 73 teaching staff have so far been awarded one of three categories of fellowship: Associate Fellow (25), Fellow (30), and Senior Fellow (11), with 7 other staff holding Principal Fellowships awarded by AdvanceHE in the UK. Our programme was reaccredited under the updated Professional Standards Framework 2023 in early 2024 and transitioned to it for new fellowships during the year. Fellowship holders are listed on the University Intranet: https://www.wgtn.ac.nz/teaching-support/professional-development/te-arawai-ako/fellowship-holders

Professor Robyn Longhurst and some members of Te Arawai Ako Board

CAD piloted the TAA Student Stream in 2023. In 2024, the stream was officially launched, offering two categories of fellowship: Associate Fellow (AF) and Fellow (F). Seven students were awarded the Associate Fellow (AF) fellowship.

Orientation and TILT

New academic and other teaching staff attended induction programmes in February (n=21) and August (n=19), somewhat less than the 2023 attendance numbers not unexpectedly given the financial constraints following the change programme in 2023. This included an initial 1-day orientation and an in-depth 2-day learning and teaching workshop.

VECAP

The Victoria Early Career Academic Programme began in 2017 and provides support and professional development for academics within the first five years of their career. The programme provides opportunities for independent and collaborative learning about all aspects of the academic role, including teaching, research, leadership, service and engagement. VECAPers participate in an offsite retreat, complete monthly tasks and attend monthly group meetings that include seminars and workshops, and engage in peer mentoring. The 2024 cohort had 14 participants joining the 126 VECAP alumni.

Tutor training

322 tutors attended the induction to tutoring in 2024 (down from 398 in 2023) and 284 attended marking and feedback training (down from 358 in 2023). CAD collaborated with FADI to customise their training, which was successfully piloted in T1 and applied in the following trimesters with positive feedback. In T3 2024, CAD collaborated with WSBG to customise training for the BCOM refresh, which was successfully piloted in T3. In addition to the general training, CAD now offers three kinds of customised training delivered in-person, online, and self-paced to better meet the diverse needs of tutors.

Ako in Action

The 2024 Ako in Action student cohort included 19 students. Students worked in partnership with 18 academics from different Faculties on enhancing learning and teaching in existing courses taught by their Ako in Action academic partners and planning and developing new courses, focusing on improving students' engagement, wellbeing and satisfaction with their university life. Ako in Action student and academic partners engaged in ako dialogues informed by the core University values. We received positive and constructive feedback from previous Ako in Action student and academic participants, in a focus group meeting held in June 2024.

Artificial Intelligence Working Group

CAD, along with the Academic Office Co-convene and contribute to the AI working group. In 2024, this led to the development of FGR guidelines to complement existing student and staff guidelines, an academic staff survey and providing guidance to the Learning and Teaching committee.

Assessment in the Age of AI

This two-part session aimed to support teaching staff using assessment in the age of AI. This involved both a presentation on pedagogical approaches and opportunity to discuss followed by a hands-on re-design of assessments

AI in Teaching, Learning and Assessment

Organised along with the Academic Office, this dual mode half day mini conference allowed staff to hear from experts, AI users, peers, and students as they shared their knowledge, experiences, tips, and thoughts on AI in our university. This session included facilitated discussions, presentations on Generative AI, AI equity, diversity and inclusion, AI in assessment, and student led AI policy.

Designing for Academic Integrity in assessments

In this dual-mode session, Professor Stephen Marshall presented on strategies for designing assessments in ways that support integrity in student assessment.

Understanding the Educative Approach

An online session aimed at helping staff know what to do when you spot a potential breach of academic misconduct, the steps to take to run an educative measures procedure, how, and when to escalate or refer a case, and what happens when students are referred to Student Learning.

Academic Integrity Week

In 2024, Academic Integrity week was run by CAD with approximately 400 students interacting with face-to-face events, 28 kilos of cake given out, 53 students attending a quiz, 63,000 social media hits and over 2000 engaging with social media posts.

Ki te Pae Teaching Excellence Awards

In 2024 CAD provided organizational and administrative supported to DVC(A) for the 2024 round of Ki te Pae Teaching Excellence Awards. CAD also facilitated mentoring support for 17 applicants.

LEARNING SPACES

As in each year CAD worked in 2024 with Digital Solutions to maintain and develop teaching spaces with particularly significant contributions to Ngā Mokopuna which opened in December and in the work towards the new School of Music spaces.

NUKU

2024 was a year of consolidation of the CAD support for Nuku as we transitioned into the reduced level of operational support able to be sustained following the conclusion of the project and the reduction in staff in the faculties in administrative and support roles. A new programme of training was implemented and delivered for faculty and central service staff undertaking system administration roles and this is now a business-as-usual activity ensuring that the users understand the features of Nuku and their responsibilities with regard to its proper operation.

EVENTS

TERNZ – Tertiary Education Research in New Zealand

The 2024 TERNZ conference was held on the 25th to the 27th of November at Te Herenga Waka Victoria University of Wellington and attended by 58 colleagues from New Zealand and further abroad. Generous sponsorship from Ako Aotearoa meant that we were able to host this event at Victoria and provide a great opportunity to share our work and learn from others including the many student presenters.

The programme included four workshops and 29 presentations. Stephen Marshall was the conference convenor supported by Liz Pritchett, Irina Elgort and Kathryn Sutherland with the HERDSA NZ programme committee Erik Brogt, Te Whare Wānanga o Waitaha | University of Canterbury; Susan Geertshuis, Waipapa Taumata Rau | University of Auckland; Alison Jolley, Te Whare Wananga o Waikato | University of Waikato; and Kathryn Sutherland, Te Herenga Waka | Victoria University of Wellington.

Feedback was very positive for the event:

> "This was my first time attending TERNZ, and I absolutely loved the unique nature of the conference. It was unlike any other conference I've experienced so far. The presentations were excellent, offering plenty of valuable insights and opportunities for further learning and exploration. I found the host group discussions particularly engaging, as they provided a great platform for interaction with other participants. The way the conference concluded was truly remarkable—sharing ideas from all the host groups created a collaborative and inspiring atmosphere. Overall, it was an enriching experience, and I'm grateful to have been part of it!"

Professional Staff Symposium

This symposium brought together professional staff from across the University who currently support any aspect of the delivery of learning and teaching at Te Herenga Waka—Victoria University of Wellington. The event was a mix of community presentations and professional development focused on building our capability to support the learner journey and success. Sessions included the sharing of good practice examples created in schools, practical skill-based training, and networking sessions focused on creating a professional support community.

Ako Victoria Symposium

Ako Victoria Symposium celebrates learning and teaching at Te Herenga Waka —Victoria University of Wellington in a day-long event where exciting and interesting presentations stimulate and inspire us to greater heights. The 2024 theme was "He Herenga Tangata" connecting our people. Held on November the 29th, the event programme of 12 presentations by 16 presenters had 41 attendees during the day and concluded with a panel chaired by DVC Academic Professor Robyn Longhurst.

CURRICULUM AND COURSE PROJECTS

Curriculum reviews, updates and formal approval process supports:

New Major/minor in Physical Activity and Hauora for the Bachelor of Health
Bachelor of Popular Music
Bachelor of Environment and Society

Course Development Projects:

Fully online course development: SAMO101, MAOR126
Blended course development: GERM101
STAR Course Development: INFO101, GLBL101 revision
First Year Retention Project: LCCM171, POPM101, EDUC191, BCOM101, [BCOM101 T3 Pilot], BCOM102, INFO101, COMP102, FHSS103, [LAWS 111],
Staff Professional Development online courses: Case studies, Exemplar courses: Templates (Te reo, Bilingual), QUAN102, BIOL132, RELI114, TCHG220, [SAMO101, CHEM113, CRIM417, LAWS111 upcoming].
Micro-credential and Short Course Projects: MC20404: Supporting Student Success in Mathematics Learning,
Ongoing Course Design Support: GLBL201

Media creation:

Over the past year, the media team have been involved in creating educational media content across all faculties for a number of courses, including a significant contribution to the first-year retention project. The team has been responsible for producing all educational media required by Wellington Uni-Professional, from short courses and micro-credentials to other professional offerings such as springintomaths.com. The team also ventured into offering our services to external clients, with two successful projects delivered for the PPTA and GEMS Aotearoa/MoE. Support was also provided for Future students for digital information and recruitment evenings.

SCHOLARSHIP

Benocci, F. (2024). Bone-Deep: How a Novel Took Me All the Way to Aotearoa, New Zealand: An Annotated Translation. *The AALITRA Review Vol. 20: Exploring Indigenous Australian literature in other languages.* Pp. 62-85.

Boswell, M., **Marshall, S.**, & Thornton, K. (2024). Quality assurance dysfunctions. *Quality in Higher Education*, 1–22. https://doi.org/10.1080/13538322.2024.2339996

Elgort, I. & Beyersmann, E. (2024). Do reading times predict word learning? An eye-tracking study with novel words. Studies in Second Language Acquisition, 46(4), 1282–1297 doi:10.1017/S0272263124000585

Fang, N., **Elgort, I.**, & Chen, Z. (2024). Effects of retrieval schedules on the acquisition of explicit, automatized-explicit, and implicit knowledge of L2 collocations. Studies in Second Language Acquisition, 1–23. https://doi.org/10.1017/S0272263124000184

Grodecki, K., Goulding, A., & **Suraweera**, **N.** (2024). Building Strong Digital Foundations: Digital Fluency-focused Partnerships among Early Childhood Education Service Providers and Public Libraries in Aotearoa New Zealand. *Journal of the Australian Library and Information Association*, 1–23. https://doi.org/10.1080/24750158.2024.2386643

Marshall, S. (2024). Leading an Institutional Response to Artificial Intelligence and its Impact on Academic Work. In H. Crompton and D. Burke (Eds.) *Artificial Intelligence Applications in Higher Education: Theories, Ethics, and Case Studies for Universities* (pp. 302-320). Routledge. https://doi.org/10.4324/9781003440178-17

Marshall, S. (2024). Future higher education in New Zealand: Creating a universal learning community for future skills. In U. Ehler and L. Eigbrecht (Eds.) *Creating the University of the Future*. Zukunft der Hochschulbildung - Future Higher Education. Springer VS, Wiesbaden. https://doi.org/10.1007/978-3-658-42948-5_30

Marshall, S., Blaj-Ward, L., Dreamson, N., Nyanjom, J. & Bertuol, M.T. (2024). Editorial: The Reshaping of Higher Education: Technological impacts, pedagogical change, and future projections. *Higher Education Research and Development* 43 (3), 521-541. https://doi.org/10.1080/07294360.2024.2329393

Rathnasekara, K., Yatigammana, K. and **Suraweera, N.** (2025), Optimizing workforce competency through strategic e-learning: a framework for organizational empowerment, *Strategic HR Review*, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/SHR-12-2024-0096

Sankey, M., **Marshall, S.**, McCarthy, S., Leichtweis, S., Selvaratnam, R., Adams, N., Joubert, L., & Ames, K. (2024). *The ACODE Benchmarks for Technology Enhanced Learning: 2nd Edition*. ASCILITE Publications, 1–55. https://doi.org/10.14742/apubs.2024.725

Schott, C., Milligan, A., & **Marshall, S.** (2024). Immersive VR for K-12 experiential education – proposing a pedagogies, practicalities, and perspectives informed framework. *Computers & Education: X Reality, 4*, 100068. https://doi.org/10.1016/j.cexr.2024.100068

Sutherland, K.A., Forsyth, R. & Felten, P. (2024). Expressions of trust: How STEM academics describe the role of trust in their teaching. *Teaching and Learning Inquiry Journal, 12*: 1–15. https://doi.org/10.20343/teachlearninqu.12.22

Sutherland, K.A., Forsyth, R. & Felten, P. (2024, 27 August). Is Trust Being Taken for Granted in SoTL? ISSOTL Blog post: https://issotl.com/2024/08/27/is-trust-being-taken-for-granted-in-sotl/

Toomer, M., **Elgort, I.**, & Coxhead, A. (2024). Contextual learning of L2 lexical and grammatical collocations: The effect of typographic enhancement. *System*. 10.1016/j.system.2024.103235

SERVICE, AWARDS, OUTREACH and QUALIFICATIONS

An article co-authored by **Irina Elgort** received an **Outstanding Article of 2024** award in *Language Learning* (Siegelman, N., **Elgort, I.**, Brysbaert, … Kuperman, V. (2023), Rethinking First Language–Second Language Similarities and Differences in English Proficiency: Insights From the ENglish Reading Online (ENRO) Project. *Language Learning*. https://doi.org/10.1111/lang.12586

Stephen Marshall was recognized with a 2024 AJET Distinguished Reviewer Award at the 2024 ASCILITE Conference in Melbourne, Australia

Dead Ideas Podcast, 31 October 2024, Season 9, Episode 2: Trust Moves in the Classroom with Peter Felten, Rachel Forsyth, and **Kath Sutherland**: https://blubrry.com/dead_ideas/138032110/trust-moves-in-the-classroom-with-peter-felten-rachel-forsyth-and-kath-sutherland/

Irina Elgort has accepted a position of Associate Editor of Language Learning – a leading international journal in language sciences and education. This position is a 5-year appointment.

Francesca Benocci completed the following qualifications:

PGCert in Intercultural Communication and Applied Translation, Te Herenga Waka, May 2024;
Poupou Huia Te Reo, level 1 certificate in te reo Māori, Te Wānanaga o Raukawa, 2024;
NAATI (National Accreditation Authority for Translators and Interpreters) certification as *Provisional Interpreter Italian and English*, valid 2024 to 2027.

Rana Daoud, Chulainn Sowerby and Namali Suraweera completed the Certificate of Proficiency – Critical Reflection on Higher Education – HEDU501, Higher Education Development Centre, University of Otago, 2024

Namali Suraweera earned the status of Principal Fellow, Advance HE, 2024 (one of only 14 in NZ)

Kathryn Sutherland was contracted by the Royal Society in 2024 to help design and run a mentoring workshop for early career fellowship recipients, with more than 70 attendees. She also co-organised the Te Herenga Waka Carers' Retreats (at Zealandia in July with 22 attendees, and Otaki in October with 18 attendees).

Last updated 17 April 2025

TE POARI O TE WĀHANGA A MANAIA
FACULTY OF SCIENCE AND ENGINEERING
A committee of the Academic Board

TERMS OF REFERENCE AND CONSTITUTION

Purpose:

1. To provide a forum for the discussion of academic and research matters relevant to staff and students in the Te Wāhanga a Manaia – Faculty of Science and Engineering.
2. To advise the Academic Board, Provost, Vice-Chancellor and 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 which may be referred to it.
3. To provide a forum that supports the building of a positive community culture, and opportunity for reflection and advising, as well as sharing information and best practice, including supporting members of the Faculty to meet their obligations under the Mai i te Iho ki te Pae.

Scope:

1. **Advancing and Maintaining Academic Quality:**
   - To advance and maintain the quality of academic programmes.
   - To monitor and review Faculty and School procedures for the review of academic programmes and courses.
   - To originate innovation and advise the Dean, Academic Board and its subcommittees on initiatives to improve academic quality.

2. **Academic Proposals and Course Review:**
   - To originate and consider proposals for new programmes and courses, and to forward recommendations to Te Hiwa, Toihuarewa, 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 advise Academic Board or its subcommittees on matters of policy and process development.
   - 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.
     - Consideration of staff and student workloads.

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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. **Engagement and compliance with and response to 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 any academic matters, including those 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, can vote):**
    - Dean of the Faculty (Convener)
    - Associate Deans of the Faculty
    - Heads of School of the Faculty
    - Faculty Operations Manager
    - Directors of Centres and Institutes within the Faculty
    - All academic staff members in the Schools of the Faculty, and whose teaching and research contribute to the Faculty's programmes [1]
    - Professional staff from within the Faculty
    - Up to four (4) students currently enrolled in an academic programme for which the Faculty is responsible for delivery (including MSc and PhD), appointed by the Convener on the nomination of the relevant student body and including one (1) Ngāi Tauira representative (Māori Students Association) and one (1) PGSA representative.

2. **In attendance (can join in discussion but don't vote):**
    - Toihuarewa – nominated representative
    - Manager Student Success for the Faculty or nominee

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- Āwhina representative
- Pasifika Student Success representative
- VUW Science Collective nominee
- VUW Engineering Club nominee
- VUW Women in Technology Club nominee
- Finance Business Partner or Management Accountant for the Faculty
- Senior Communications and Marketing Advisor
- Development Manager
- Subject Librarian
- Academic Programmes Adviser, Academic Office
- Senior Faculty HR Adviser for the Faculty
- Senior Student Recruitment Advisor for the Faculty
- Director, Student Experience and Wellbeing or nominee
- Wellington University International - nominated representative
- Scientists and Engineers of Research Centres aligned with the Faculty
- Rainbow Advisor or delegate
- Director, Sustainability or advisor
- Delegate from the Centre for Academic Development
- Other persons as determined by the Convener.

3. **Executive Officer:**
   Executive Assistant to the Dean (or delegate).

Comments:

1. An Associate Dean, nominated by the Convener, will deputise for the Convenor when required.
2. The Provost, the Deputy Vice-Chancellors (Academic, Students, Research, Māori), the Assistant Vice-Chancellor (Pasifika), and the Director of the Centre for Academic Development receive papers and may attend by invitation or at their own request.
3. An agenda will be sent out at least 5 working days prior to the meeting.
   - The order of business will be set by the Convenor and will include a call for agenda items.
   - A member may request to vary the order of business during a meeting, unless an objection is raised by at least three people entitled to vote and present at the meeting.
4. To be quorate there must be at least 15 voting members present including no fewer than 8 members of the Academic staff.
5. Decisions will be made by a majority vote, with the Convener (or their delegate) having the ability to make the casting vote where the vote is even.
6. 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.

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The Convener 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).

7. The Faculty Board will meet at least five (5) times per year.
8. Faculty Board meetings may take place in-person, fully online or hybrid, with in-person the preferred option, but with the opportunity for individual staff to request an online option.
9. For matters of urgency, a vote of Faculty Board may be conducted electronically, with a motion circulated to all members of the board with five working days' notice period. An electronic vote will only be deemed to be quorate if votes are received from sufficient members to meet the quorum for a normal meeting of the Board.
10. 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 contracts
    - Teaching Fellow contract
    - An independent employment agreement that constitutes at least 50% research and/or teaching

    To be eligible for membership, staff must be holders of fixed term appointments of at least six months duration, and holders of fractional appointments of at least 50%.

Approval / notification process

Approval / notification	Date	Recorded by
Faculty Board	22/5/25	Leandro Gomez
Academic Board		

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