|  |  |
| --- | --- |
| memo-logo | Graduating Year Review |
| **Current year** |  |
| **Name of programme** | (Spell in full the name of the programme(s)) |
| **Identifier for the original proposal** | (e.g. VUW/05 – MA/1) |
| **Name of self-review coordinator and position held** | (Name and position of the Programme Director) |

***Instructions:*** *Do not exceed four pages (excluding appendices). Please delete all italicised instructions prior to submission.*

***Note*** *that additional supporting material may be provided to the Evaluation Group as appendices to this document. These will be deleted from the version that is provided to CUAP, however the evaluation group should mention that supporting evidence has been sighted where appropriate.*

# 1. Programme Statement

### (a) Description

*(Provide a brief description of the programme as approved by CUAP and how it has been introduced and consolidated. If any concerns were raised or changes requested by CUAP at the time of approval, indicate how they have been addressed.)*

### (b) Changes

*(Mention any significant changes that have been made to the programme since approval, including changes to delivery and statute changes. All CUAP changes should be mentioned even if they had minimal impact (e.g. name changes).)*

### (c) Achievement

*(Set out the goals stated in the original proposal and provide a brief statement on the extent to which each of these have been achieved.)*

# 2. GYR Review Processes

***Note*** *that this section should be prepared in collaboration with the convener of the evaluation group*

*(Provide a brief account of the people and process involved in the self-review component of the GYR. Indicate how student feedback was included in the process, and include comment on the adequacy of library resources for the programme. If any industry or professional engagement was sought as part of the GYR process include a description of how feedback was sought and what it said about the programme.)*

*(Include a description of the evaluation group, including their positions and subject/discipline. Evaluation groups at Victoria are normally comprised of:*

* *The Associate Dean (or similar) of the relevant Faculty, acting as Convener*
* *A senior academic from a different school (ideally from another faculty)*
* *A representative nominated by VUWSA or the PGSA*
* *It is often appropriate for additional member(s) to be included, such as a professional/industry representative, an additional staff member from outside the discipline and/or a recent graduate of the programme.)*

The Evaluation Group for this GYR was composed of the following members:

* (Convener), (title)
* (Member), (title)
* (Member), (title)

# 3. Review Outcomes

*(Summarise the outcomes of the GYR review processes under the following headings.)*

### (a) Acceptability

*(Provide a statement of the ongoing acceptability of the programme to the relevant academic, industrial and professional communities. Provide evidence that the Victoria University Graduate Profile (appendix 4) is being achieved (if not covered in section 1.b).)*

*Evaluation Group to add its comments in a boxed text below the text prepared by the Programme Director.*

|  |
| --- |
| Evaluation Group comments: The Evaluation Group… |

### (b) Assessment and moderation procedures

*(Provide a statement on the ongoing appropriateness of methods of assessment including any procedures for external assessment or moderation. Comment on the overall student achievement in the programme (e.g. in key courses)).*

*Evaluation Group to add its comments in a boxed text below the text prepared by the Programme Director.*

|  |
| --- |
| Evaluation Group comments: The Evaluation Group… |

### (c) Data

*(Provide information on the student numbers actually enrolling and completing. The preferred format is Table 1. Where there is a good reason for a modified format, this must be discussed with the Academic Office. Table 2 should be appended to the report on a separate page.)*

#### Table 1: Summary information on numbers enrolling and completing

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Years (from and including the first) | Predicted enrolments | Actual numbers enrolled | Full-time | Part-time | EFTS | Numbers completed | With­drawals |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

*The Academic Office will provide student data to fill in Table 1 and Table 2 (appended). Please extend/shorten the table as required.*

*Provide commentary on the data including points such as whether predicted enrolments have been met, whether the number of students completing is acceptable and any relevant factors such as the proportion of part-time students, recruitment/retention issues or resourcing constraints.*

*Evaluation Group to add its comments in a boxed text below the text prepared by the Programme Director.*

|  |
| --- |
| Evaluation Group comments: The Evaluation Group… |

### (d) Programme evaluation and review

*(Provide a summary evaluation of the programme including comment on ongoing adequacy and appropriateness of the programme’s title, regulations, aims, stated learning outcomes and internal coherence. Provide a statement about any other reviews of the programme. If the programme has been subject to an Academic Programme Review or any external reviews e.g. by professional or accreditation bodies, include, where relevant, a statement of intention, or revisions, to address any issues identified in those reviews.)*

*Evaluation Group to add its comments in a boxed text below the text prepared by the Programme Director.*

|  |
| --- |
| Evaluation Group comments: The Evaluation Group… |

### (e) Continuation or discontinuation

*(Provide a statement indicating whether it is the university’s intention to continue or discontinue the qualification/subject. Where the university is continuing the qualification/subject, a summary of any actions to be taken to support that continuation must be included. Also state when the programme is intended to be next reviewed.)*

*(Evaluation Group to add its comments in a boxed text below the text prepared by the Programme Director.)*

|  |
| --- |
| Evaluation Group comments: The Evaluation Group… |

### PVC approval for continuation / discontinuation *(delete one)*

PVC:

Date:

#### Appendix 1

Table 2 must be appended for internal University use. It will only be made available to CUAP on request.

#### Table 2: Summary information on the distribution of grades (for final-year courses only)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Course code | Course title (in brief) | No. of students enrolled | No. of students completed | A+ | A | A- | B+ | B | B- | C+ | C | C- | Fail | Grade Point Aver­age\* |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\*optional

#### Appendix 2: Student Feedback

Attach the VUWSA report summarising student feedback on the programme. This should be used to inform the initial drafting of the report.

#### Appendix 3: Programme Graduate Profile

Copy in the graduate profile from the original CUAP proposal for the programme.

#### Appendix 4: Victoria University Graduate Profile

A Victoria graduate will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilment of institutional obligations in relation to the Treaty of Waitangi is a significant goal. All graduates at the University will work in a collaborative environment to attain specialised understanding and abilities in their chosen field of study that enable them to think creatively and critically, communicate effectively, and develop a level of intellectual integrity and personal autonomy that will serve their future needs in building knowledge and understanding.

Victoria University of Wellington prepares its graduates to be scholars who:

* have a specialised understanding of their chosen field(s) of study, as evidenced by:
  + a broad understanding of a discipline or professional field, including its central concepts and theories
  + an understanding of the boundaries of the discipline and of its interdisciplinary context
  + an understanding of current issues and debates within the field of study
  + an ability to apply the methodological or professional approaches of the field of study to new information
  + an understanding of the importance of research in the development of their discipline.
* exhibit well-developed skills in critical and creative thinking, as evidenced by:
  + a capacity for rigorous analysis, critique and reflection
  + a capacity to conceptualise problems through logical thought
  + an ability to analyse and evaluate arguments
  + an ability to respond creatively to problems and formulate innovative possible solutions
  + appropriate research and enquiry skills.
* communicate complex ideas effectively and accurately in a range of contexts, as evidenced by:
  + a recognition of the importance of communication as a medium for extending learning, creating understanding, negotiating and collaborating with others
  + an ability to use oral, written and visual means to create and communicate understanding
  + an ability to listen to others in order to facilitate communication and learning
  + an ability to use advanced digital technologies effectively
  + an ability to adapt the organisation and communication of ideas as appropriate to different audiences.
* demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning, as evidenced by:
  + a capacity to consider issues from different perspectives
  + readiness to take responsibility for their own learning, including searching for information and asking appropriate questions
  + an ability to locate, evaluate, manage and use information appropriately in different contexts.
* demonstrate intellectual integrity and understand the ethics of scholarship, as evidenced by:
  + respect for honesty and for truth
  + an understanding of and commitment to high personal ethical standards and behaviours in scholarly and professional contexts
  + an understanding of the potential social, cultural and/or environmental impacts of the exercise of the methodology of the field of study or profession.

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

Victoria University of Wellington prepares its graduates to be active and engaged global citizens who:

* demonstrate international perspectives, as evidenced by, for example:
  + cross-cultural competence and a capacity to respect diverse perspectives
  + an awareness of the global dimensions of issues and professional practices
  + an ability to apply the methodology of the field of study or profession in local and international contexts.
* can engage constructively with their local and international communities, as evidenced by, for example:
  + a commitment to contributing positively to the community in which they choose to live and work
  + willingness to accept social and civic obligations and to make informed and responsible contributions to public debate
  + a capacity to initiate and put into effect constructive change in their communities, including workplaces and professional communities
  + an understanding of the distinctive features of social and community engagement in Aotearoa/New Zealand, including its distinctive communication styles and protocols.
* are able to work both independently and collaboratively with others, as evidenced by, for example:
  + an ability to work in a self-directed way
  + a capacity to work with and/or lead others in ways that recognise the value of their diversity and contribute to the wider community
  + a willingness to seek and value feedback from others to inform self-awareness
  + a capacity to work within a team, including sharing ideas and information, taking responsibility, showing respect for the strengths and contributions of others and negotiating solutions to differences of view.
* know how to set and achieve personal and professional goals for themselves, As evidenced by, for example:
  + an understanding of their own strengths and weaknesses, a recognition of the strategies for personal development that have been successful for them, and a willingness to take responsibility for their continuing personal and professional development
  + a commitment to continuous reflection, including self-reflection
  + the confidence to respond positively and flexibly to change and to challenge
  + professional integrity and a commitment to ethical behaviour.

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

|  |  |  |
| --- | --- | --- |
| **Summary** |  |  |
| Scholars who: |  | Active and engaged global citizens who: |
| * have a specialised understanding of their chosen field(s) of study |  | * demonstrate international perspectives |
| * exhibit well-developed skills in critical and creative thinking |  | * can engage constructively with their local and international communities |
| * communicate complex ideas effectively and accurately in a range of contexts |  | * are able to work both independently and collaboratively with others |
| * demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and a capacity to manage their own learning |  | * know how to set and achieve personal and professional goals for themselves. |
| * demonstrate intellectual integrity and understand the ethics of scholarship. |  |  |