



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

Summary of Investment Plan 2026-2028

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Contents

1. Mission and role	3
1.1 Our role within the tertiary education system	3
1.2 Significant changes since last Investment Plan	6
1.3 Governance	7
1.4 Management and Leadership	8
1.5 Te Tiriti o Waitangi	10
1.6 Response to Regional, National and Global trends	11
1.7 Skills and Employability	13
1.8 Putting Learners at the centre	14
1.9 Quality provision with good outcomes	18
2. Implementing the Tertiary Education Strategy (TES) and other government priorities	21
2.1 A key focus of the Tertiary Education Strategy is learners and their whānau	21
2.2 Other aspects of the Tertiary Education Strategy (TES)	21
2.3 Other government priorities	29
3. Learner Success Plan	31
4. Addressing the needs of stakeholders	32
4.1 Our approach to stakeholder engagement	32
4.2 Current and prospective students and their families	33
4.3 Staff	35
4.4 Iwi, Māori entities, and partners	36
4.5 Employers, industry, and professions	36
4.6 Government and the public service	37
4.7 Pasifika communities	38
4.8 National and international partnerships	39
4.9 Alumni and benefactors	40
5. Disability Inclusion Action Plan	42
6. Programmes and activities	43
7. Outcomes and measures	48
7.1 Outcomes and Performance Framework	48
7.2 Educational Performance Indicator performance	50
8. Additional requirements for tertiary education institutions (TEIs)	53
8.1 Capital asset management	53

1. Mission and role

1.1 Our role within the tertiary education system

Te Herenga Waka—Victoria University of Wellington has a vision captured in the phrase Te Herenga Waka, He Herenga Tāngata, He Herenga Kaupapa—the university for a better world. This draws from our heritage and is further defined by our tūrangawaewae—Wellington, Aotearoa, and the Asia-Pacific. We draw on our unique whakapapa, skills, knowledge and place to create understanding that shapes a better future together—mai i te iho ki te pae.

Having revised our [strategic plan](#) in 2024, we are focusing on activities that will help us progress towards the mission, vision and priorities it captures. We are differentiated by aspects of the way we work, including our commitment to being a values-based, research-intensive university that works in partnership with its students. We are an engaged institution aspiring to learn, adapt, and develop with agility, using processes that empower our people.

Our strategic plan, is built around three key interconnected elements:

Our Strategic Priorities

Connection – valuing and understanding difference we prioritise:

- our Te Tiriti o Waitangi commitments and our connection to place to give meaning and influence to the marae at our heart and support our global distinctiveness.
- the significant contributions that are aligned with the strengths of individuals and groups within the University.
- teaching in ways that connect with the diversity of our student body and meet our students' learning needs and connect ideas across academic disciplines.

Collaboration – valuing and using our strengths together we prioritise:

- returning time and bandwidth to staff to pursue emerging opportunities by creating economies of scale and consistency in our processes.
- enhancing internal partnering through transparent incentive structures that provide clarity for resourcing based on needs and achievements.
- trusting our staff to innovate and work in the best interests of the University with a focus on reviewing results rather than requiring prior approvals.

Community – creating value for our whole society we prioritise:

- embracing our critic and conscience role in ways that allow ideas, backed by evidence, to be discussed and scrutinised by our communities.
- engagement activities with iwi, industry, political leaders, future students and the wider public, that enhance knowledge and understanding.
- ecological thinking, sustainability and the resilience of both the University and wider society.
- connecting aspiration to opportunity by creating pathways for Māori and Pasifika success.
- empowering students to pursue professional and entrepreneurial experiences that connect ambition with possibilities.

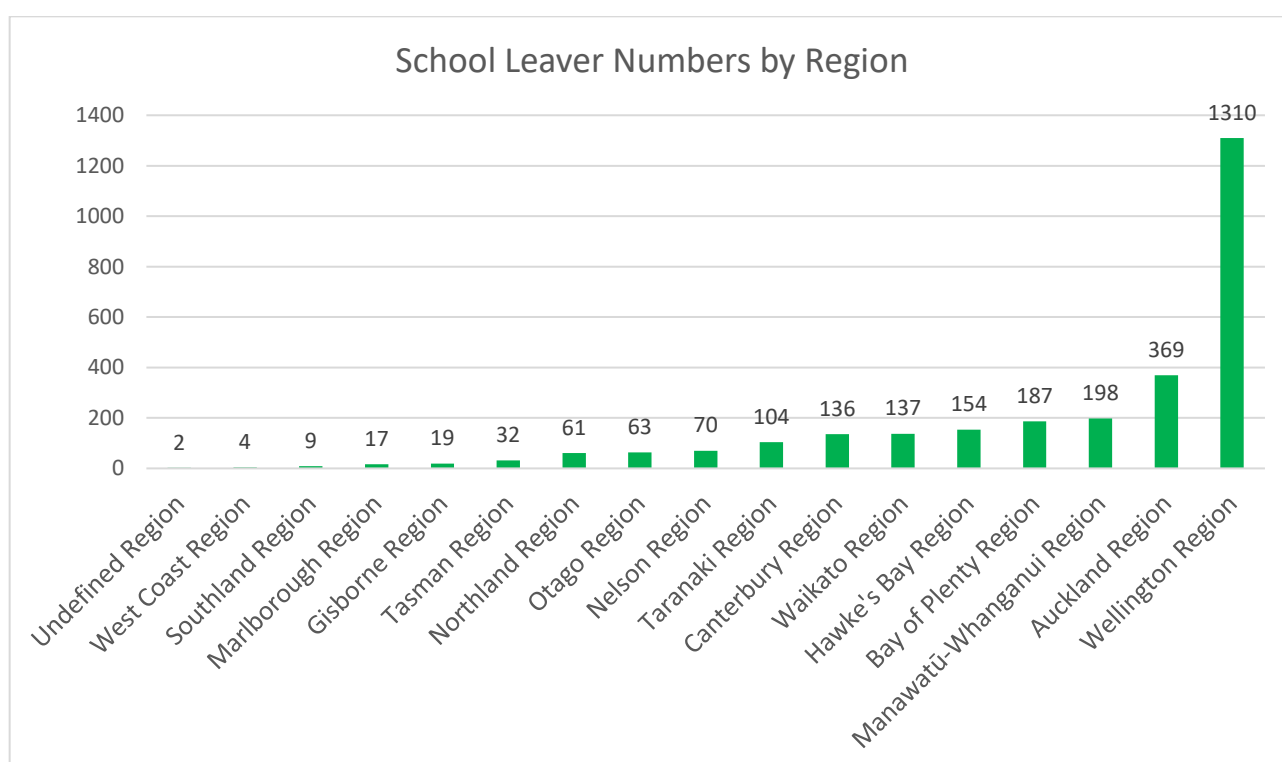
These strategic plan aspirations build upon the distinctive role we have had in Aotearoa New Zealand. Within the broader New Zealand tertiary education system, we are a university with over 125 years of service to our communities. We are New Zealand's top-ranked university for intensity of high-quality research - the only university to twice top the country's main measure of research excellence. We educate approximately 21,000 students each year from pre-degree to doctorate level, employ approximately 2,200 full-time equivalent academic, research and professional staff, and have alumni around the world. We ensure that our research and teaching are both locally relevant and internationally significant. We rank within the top one

percent of the world’s universities in 15 subjects Development Studies, Earth and Marine Sciences, English Language and Literature, Geography, Geology, Hospitality and Leisure Management, Information Management, Law, Library and History, Linguistics, Performing Arts, Politics and International Studies, Psychology, Sociology, Theology, Divinity & Religious Studies).

We engage closely with New Zealand’s capital city and the wider Wellington region. In so doing, we engage critically with government, business, communities, and others in an independent and non-partisan manner. Our presence in the capital affords staff and students ready access to political, public sector, legal, diplomatic, cultural, creative, scientific, corporate, community, media, and non-governmental organisations, as well as to the nation’s archived and living heritage—its cultural taonga. We lead thinking on the major issues that affect the environmental, societal, cultural, and economic wellbeing of Aotearoa New Zealand, the Asia-Pacific, and the wider world.

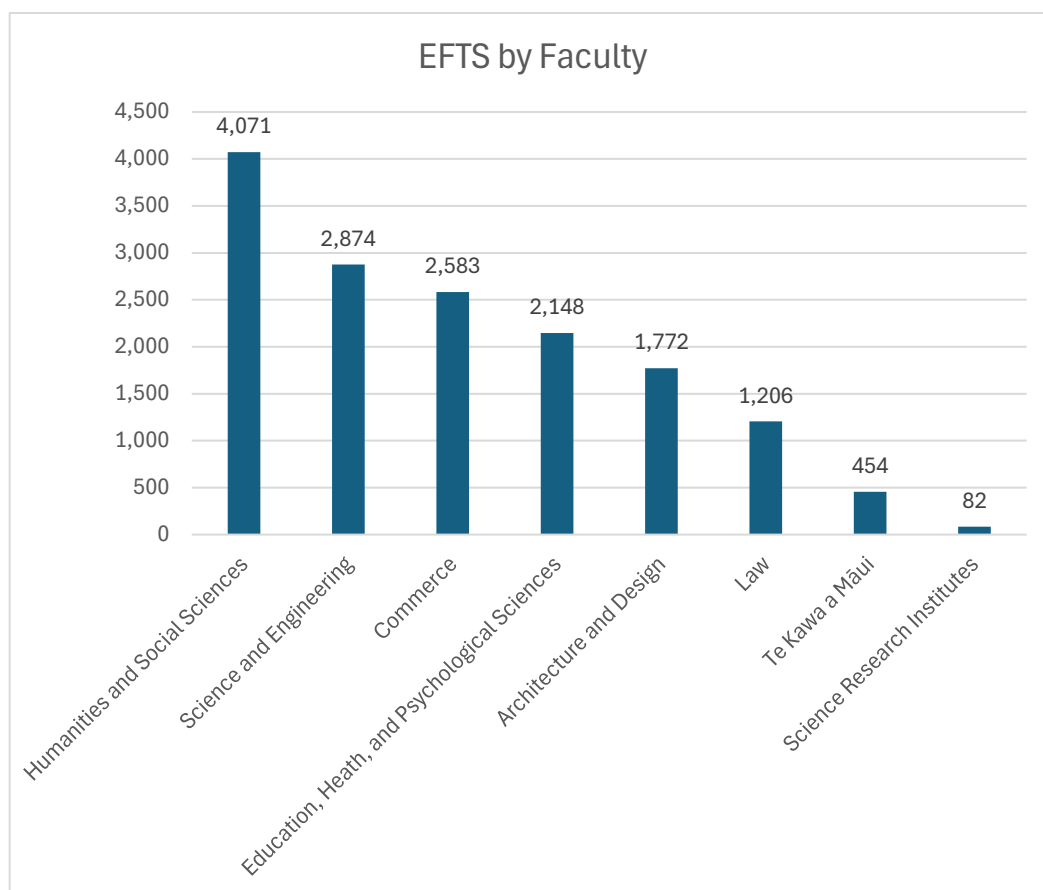
Central to this vision is our commitment to being a values-based university, to sustainability, and to honouring Te Tiriti o Waitangi, te reo Māori, mātauranga Māori, and our relationships with iwi and iwi-related organisations.

We draw our students from across the country with more than half coming from out of region. Increased focus on the school leaver market with relationship building with local schools to help rebuild the pipeline of undergraduate students has occurred from 2023. The ongoing government changes to increase efficiency and reduce costs is also expected to further increase the number of students from the Wellington market and those in the lower North Island. Our 2025 enrolments have seen a higher proportion of returning and non-school leaver commencing students. With a lift of 3.5 % to date relative to the same time in 2024, we are better placed to meet our goals for the future.



Of note is the increase in school leaver market share of 2.4% in the Wellington Region compared to 2024. Our contribution to the network of provision is broad and diverse as shown by the numbers in our faculties. The impact of the restructuring and downsizing of the public service in Wellington has triggered additional interest in postgraduate study with a surge in our taught postgraduate numbers in 2025. Government signals to continue downsizing of the public service is expected to also continue stronger demand for further study in the early part of 2026.

The ongoing cost of living relativities means that Wellington will remain a less attractive option for many students undertaking generic degrees and the university continues to refresh its curriculum so that new qualifications will be distinctive (see the section on proposed provision below). The success of the Bachelor of Psychology, Bachelor of Communication and similar qualifications bode well for continued student interest.

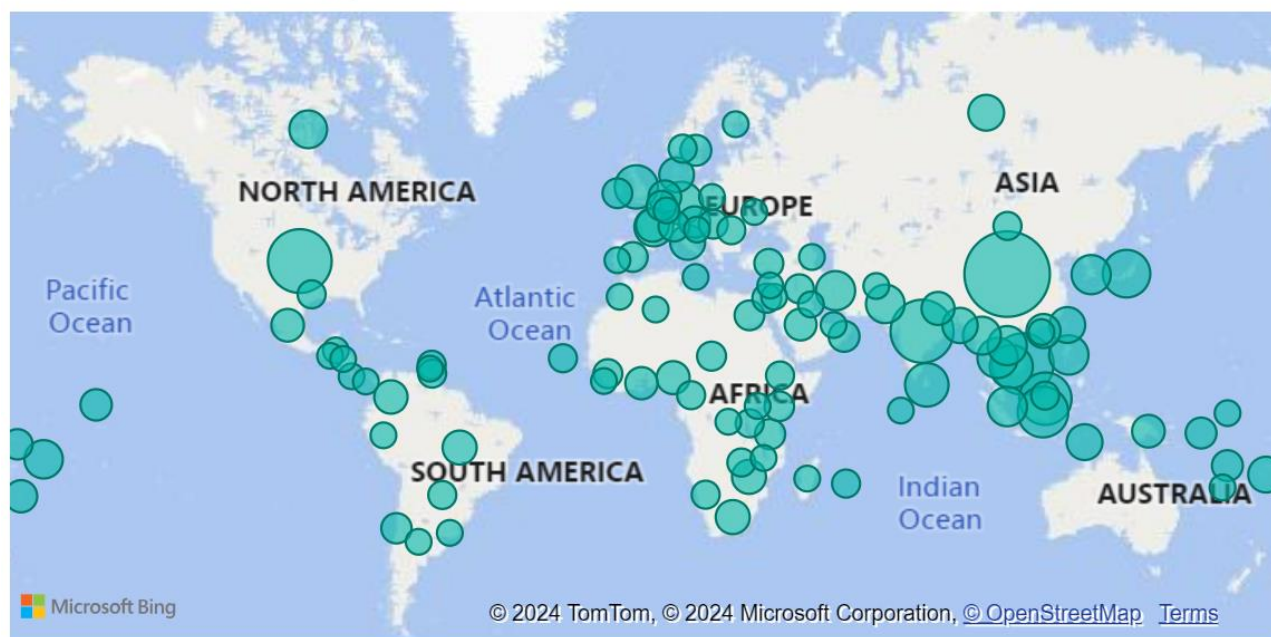


The proportion of Māori varies across these faculties from over 18% in Law to 6.4% in Engineering. Pasifika vary from 9.6% in Law to 4.5% in Engineering. Seventy-eight percent of provision is at undergraduate level with 13.6% at taught postgraduate and 8% at research postgraduate levels.

The university has seen growth in students with disabilities and those in the rainbow community. The number of disabled students (2761) enrolling and being supported by Disability Services is continuing the upward trend seen over the last decade with the proportion of the total student population now registered reaching 15.3% for Q1 2025. In a similar vein, Victoria is seen as a safe and welcoming university for those in the rainbow community. The number of students identifying as Rainbow (2957) in Q1 2025 already exceeds the total number that identified as Rainbow in 2024, which was the first year this question has been asked. This represents 16.4% of the total student population in Q1 2025.

Our international students (over 2700) also come from many countries around the globe.

Nation of Citizenship



1.2 Significant changes since last Investment Plan

So far in 2025, increases in student enrolments have suggested growth to be at 3.5% across the university. The growth in new qualifications such as the Bachelor of Psychology and Bachelor of Communications continues but there has also been a near doubling of enrolment in secondary education teaching programmes, and a 7% increase in Engineering, technology and science related subjects. Priority areas such as engineering technology, teaching education, sciences and computer studies have all grown well above the mix of provision agreed with the TEC for the 2025 year. We have also done analysis which shows we have had strong Māori and Pasifika growth in the areas of engineering technology and Secondary initial teacher education.

The 2024 year involved embedding a new Senior Leadership Team, Te Hiwa, and progressing ambitious plans to progress our new strategic plan [Te Herenga Waka, He Herenga Tangata, He Herenga Kaupapa – the University for a better world](#). The work begun in 2024 has seen a focus on enhancing student recruitment activities, changes to our faculty structure, review of the academic promotion framework and development of a university wide workload model for academics among others. Completing these and several other major projects, is a key focus for 2025 and will help shape the university over the next years.

The three Cs – Collaboration, Connection and Community are the high-level elements of the strategy which embody our ambitions to work together across the university, to connect better with stakeholders and to engage with the Wellington Community we live in.

In 2024 we arrested the decline in market share of domestic students through a revised outreach strategy and better linking with our Wellington schools. We have launched our VicStart programme which aims to provide early contact with school students to study at the university. (See section 1.7 below).

Further using the capabilities of Nuku, our new Learning Management System (LMS), has increased the ability to identify and support students who are struggling, early enough to make a difference. Our redevelopment of courses to utilise the additional capabilities and to better align with online and blended delivery of courses has occurred as part of the rollout of Nuku. Ensuring that the student is central to the redesign of courses to support them has been a key focus of the project.

Associated with this is the redesign of our source of qualifications and course information for students. New software is being implemented and all content updated to provide a better experience for students in selecting their courses.

Embedding of the Learner Success Plan through the development of monitoring and reporting of courses and highlighting disparity of achievement at course level between ethnic groups continues to be progressed. Along with this, the development of a student learner journey map to identify the places where students require additional support to succeed, and progress, has begun. This will form a framework that will draw together all the retention related activities we engage in.

Introduction of te Mata (new Curriculum Management System or CMS) has supported further development and refinement of the University's requirements and continues to be implemented across the university and integrated into other systems such as our website to provide accurate information to our students. Mata holds all governance-approved curriculum data with workflows to guide users with changing course and qualification details.

Ongoing disruption of COVID on school leaver readiness for university has continued and the university has continued the Provisional Admission pathway to support students who do not achieve University Entrance. There has also been a focus on first year gatekeeper courses that have been identified as likely to benefit from redesign to lift student success; several such courses such as STAT193 which is used across several science programmes and EDUC191 a core course in the Provisional Admission pathway. Such courses have been redesigned and changes in student success in these courses will be monitored in Trimester 1 this year.

We revised our Learner Success Plan in 2024 and early 2025, incorporating the different strands of work we had underway including He Kokonga where e kitea - student success partnership with Canterbury university. Our focus on equity groups continues in 2025 with inclusion of students with disabilities and rainbow students in our existing reports related to course completions, GPA and retention being planned. The provision of this information to our academic community through tailored dashboards is a key deliverable for He Kokonga where e kitea. In addition, we are progressing a university wide staff survey on student success to support workshops to co-design initiatives with staff as part of our partnership with Canterbury University and South African coaches. These initiatives are part of the He Kokonga umbrella of work sponsored by our DVC (Academic) and DVC (Students).

On campus, the completion of the Living Pā project, and the opening of Ngā Mokopuna in December 2024, strengthens our University's commitment to being a university with our marae at its heart.

1.3 Governance

The University is fortunate to have a [highly capable group of Councillors](#) to govern the institution. The Council consists of 12 members of whom four are appointed by the Minister of Education and eight are appointed by Council in accordance with its statutes. The composition of Council is determined by the [Education and Training Act 2020](#), [Council's Constitution](#) (gazetted on 24 September 2015) and the [Council Membership Statute \(PDF\)](#). The Nominations Panel oversees the appointments process for the eight positions appointed by Council, which includes election of two staff members and two students and selection of the remaining members. The Vice-Chancellor is appointed ex officio for the duration of their contract.

A major change in 2025 came with the selection of the Chancellor, John Allen, to become the Ombudsman resulting in his resignation from Council and the selection of long time Council member, Alan Judge as the new Chancellor.

More information about the roles and functions of Council is [available from our website](#).

Council operates according to a Council manual that outlines its duties, composition, procedures, and powers. Council operates the following Committees:

- The Audit and Risk Committee assists Council in relation to oversight of strategic and operational risk management, health and safety management, internal and external audit, statutory financial reporting, and legislative compliance.
- The Finance Committee assists Council in relation to the University's budget, long term capital plan, funding strategy, treasury management, and financial performance.
- The People and Culture Committee assists Council to meet its responsibility to monitor and evaluate the Vice-Chancellor's performance and undertake the Vice-Chancellor's annual remuneration review as well as develop a culture at the University which supports the delivery of its strategy and ensures the wellbeing and achievement of staff and students.
- The Victoria Honours Committee makes recommendations to Council regarding the criteria, conferment or award for/of an honorary degree, Hunter Fellowship, or any other honorary award which Council may wish to bestow.
- Te Aka Matua provides Council with timely advice on the University's relations with Māori communities as they support the development and implementation of the strategic plan.
- The Nominations Panel ensures Council has the skills, knowledge, diversity and experience for Victoria University of Wellington to meet the challenges ahead and to achieve its strategic goals. It also oversees the appointment and election of Council members.
- Vice-Chancellor Appointment Committee.

The Education and Training Act 2020 also requires Council to establish an academic board to advise Council on matters relating to courses of study or training, awards, and other academic matters. The Academic Board is not a committee of Council, although for convenience it is deemed to be one for the purposes of receiving and exercising delegated authority from Council.

Council oversees a robust planning process leading to approval of the *Annual Management Plan*. The *Annual Management Plan* identifies the initiatives and funding required to deliver on the *Strategic Plan* and operational activities of the University for the following year. The initiatives and priority projects that are part of the *Annual Management Plan* are tracked and monitored centrally through a register of key projects. Council receives regular updates based on the agreed metrics used to monitor progress; these metrics and their targets include all those in the *Statement of Service Performance* and additional measures agreed with the Vice-Chancellor.

Council ensures that its own capabilities develop through a comprehensive induction for new Council members to ensure they have a good understanding of the University and its environment and the markets in which it operates. As part of the programme, members receive essential Council and university information, meet key management and visit the University's facilities. Each year, Council critically evaluates its own performance, including its processes and procedures. The performance of individual members is also evaluated by self-assessment. Council has a 'board-wide' membership of the Institute of Directors (IoD) and this provides all Council members with full membership rights (apart from voting rights). Members are expected to attend basic governance training.

Our [Annual Reports](#) provide the evidence of the efficacy and success of the governance and management processes at the University even through tumultuous times such as seen in 2023.

1.4 Management and Leadership

The University is managed by an experienced [senior leadership team \(Te Hiwa\)](#) of 9, led by Vice Chancellor Nic Smith. Further details about [Te Hiwa and their roles](#) are available from the University's website.

The University has embedded strong academic leadership in its structures and appointments to ensure we will progress our strategic ambitions and our academic mission. The SLT roles of Vice-Chancellor, Provost, Deputy Vice-Chancellor Māori & Kaitiakitanga, Deputy Vice Chancellor (Academic) and Deputy Vice Chancellor (Research), ensure the academic voice is heard. These roles are supported in their decision making by our Academic Board (the membership of which includes all Professors, Heads of Schools, and elected, non-professorial members and student representatives) and by academic and research committees

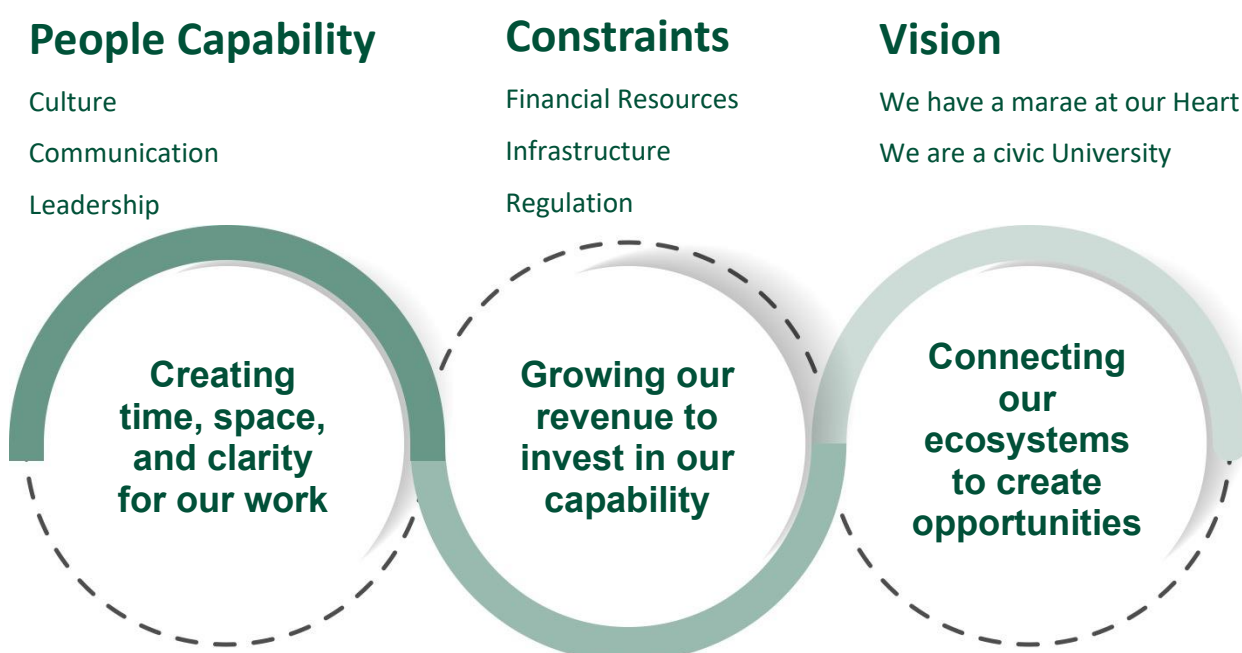
at both University and faculty levels. Our Academic Audit Self Review report has, in our view, highlighted how well this structure works and the opportunities for further improvements. A Deputy Vice Chancellor (Students) has been added to Te Hiwa to ensure our student experience throughout the student journey is also given prominence.

Te Ama leaders' forums (including Te Hiwa, AVCs, Deans, and Directors) are held at various points during the year and provide additional opportunities to review progress of strategic projects, Annual Management Plan measures, and to engage with critical issues.

To ensure major projects are well planned, governed, and implemented successfully, the Strategy and Planning team provides support for development and reporting on key initiatives. Progress is regularly reported to Te Hiwa and Council. Governance Boards are established made up of Te Hiwa representatives and supporting senior staff for major projects. A Capital Investment Board has been established to ensure the distribution of capital is prioritised in accordance with university strategies and long-term plans; a series of long-term plans (e.g. Campus Master Plan, Accommodation Long-Term Plan, Digital Roadmap, Research strategy, Learning and Teaching Strategy) are also approved by Council, which sets the long-term strategy, funding, and projects in place for specific areas of focus. They ensure that the capital intense infrastructure of the University is well thought out, implemented coherently with future priorities in mind, and adequately funded. These plans support the *Strategic Plan*. Such plans, combined with regular monthly financial reporting, ensure that the SLT and the Council are well informed and able to prudently steer the University to meet its vision and mission.

In 2025 the university has realigned its faculties to bring greater coherence to its programmes and better align resources. The University Council approved the new faculties of Te Pūkenga Wai—Faculty of Education, Health, and Psychological Sciences, and Te Wāhanga a Manaia—Faculty of Science and Engineering. As part of the faculty realignment process, Te Kawa a Māui, School of Māori Studies was moved out of the Faculty of Humanities and Social Sciences to sit inside the DVC Māori & Kaitiakitanga portfolio to give effect to our Iho, where all the core Māori activities are located at our marae.

In 2024 the university reviewed and updated its risk and assurance framework. This resulted in a revised reporting structure of our key risks and mitigations. The regular review of risks and quarterly reporting to the Audit and Risk Committee ensure that risk owners maintain active monitoring of risks. The Audit and Risk



Committee of Council receives reports that track the risks and hazards identified to ensure adequate mitigations are in place. A key focus of our Te Hiwa team has been on three major areas in response to the

changes over the last year seen as critical to the long term. The major areas are driven by 14 key priorities over the coming years and underpin the development of the revised strategic plan.

1.5 Te Tiriti o Waitangi

The University's commitment to honouring Te Tiriti o Waitangi is set out in our Te Tiriti o Waitangi Statute, which sits at the highest level of our policy framework. Our current version of the Tiriti Statute was adopted in February 2019 but is currently under review as part of the regular review cycle. The review process is being led by Te Aka Matua, a Māori-focused sub-committee of the University's Council.

The current Tiriti Statute centres around eight principles that are drawn from Te Tiriti o Waitangi, New Zealand case law, Waitangi Tribunal reports, Crown policy documents, the University's governance documents, and mātauranga Māori. An example of the application of the Statute is the requirement in our academic proposal templates to show how any new courses or qualifications will address Te Tiriti. In 2022, the University conducted a self-review to investigate how well the Tiriti Statute was being upheld. The resultant report identified 34 Tiriti-related recommendations for the University to implement. To date, all but one recommendation has been implemented or is in progress, and the final one, which is about developing a set of principles for incorporating Māori design elements and features into new and refurbished University spaces, is on the Deputy Vice-Chancellor Māori & Kaitiakitanga office's workplan for 2025.

The document, [Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework 2020–2040](#), is also under review in 2025. Originally developed by the Office of the Deputy Vice-Chancellor Māori to grow Māori opportunities and success, the Framework is being updated to align with the University's new Strategic Plan. The Framework will continue to identify Iho (Māori core) and Pae (wider university) outcomes in relation to Māori, but they will be set in the context of the three Cs (connection, collaboration, community) of the Strategic Plan.

Māori EFTS represented 12.6% of the domestic student population in 2024, up 0.2% from the previous year. Māori commencing EFTS increased to 538 but fell short of the 600 EFTS target. Māori participation rates at Level 7 (degree) increased, from 13.5% in 2023 to 13.8% in 2024, and those at post graduate level increased to 8.9%. In total, 343 Taihonoa scholarships and grants were awarded to tauira Māori in 2024. This equates to an investment of over \$520,000 towards Taihonoa scholarships and Summer Internships.

Incorporating te reo Māori and tikanga Māori

A [Tiriti guide](#) identifies practical and useful ways that staff and students can give effect to the Tiriti principles, and our Te Hāpai programme supports staff to build their capacity in te reo and tikanga Māori, Māori research, Māori learning and teaching, and in their understanding of Te Tiriti. In addition, [our Māori Strategic Outcomes Framework, Mai i te Iho ki te Pae](#), articulates the kind of university we aim to be and the Māori student and staff outcomes that we hope to achieve by following our Tiriti-based principles, values and vision. The University's Te Reo Māori Plan 2021–2025 supports our university community to promote and use te reo Māori widely. As a leading public university, Te Herenga Waka—Victoria University of Wellington is committed to contributing to the vision of the Maihi Karauna. 'Kia māhorahora te reo' aspires for New Zealanders to use, learn, and value te reo Māori, and te reo Māori becomes a normal part of daily life for wider Aotearoa New Zealand.

Te Herenga Waka Marae, provides a tūrangawaewae (a Māori place to belong) for the students and staff of the University to promote, disseminate and maintain the use of te reo Māori and tikanga Māori. The increased use of te reo in our naming of buildings, projects, strategies, organisational units (including renaming of our senior leadership team to Te Hiwa), positions and plans is an example of the University's commitment to incorporating te reo Māori into the everyday life of our place of learning. There has also been inclusion of tikanga and the embedding of mātauranga Māori in course development such as the requirement of inclusion of Te Kawa a Māui courses in the new Bachelor of Psychology and in the LLB.

Staff have access to Te Hāpai, a staff development programme designed to increase understanding and use of Māori culture, language and Te Tiriti o Waitangi. Courses are available for introduction to te reo Māori and to tikanga Māori. Over 600 staff members have attended these courses. Teaching and research staff who have completed introductory courses can go on to workshops covering ako Māori and rangahau Māori. ***Also refer Section 2 for further details regarding Te reo Māori and tikanga Māori, and mātauranga Māori.***

1.6 Response to Regional, National and Global trends

The annual planning process evaluates global and national trends to ensure the University's plans are adaptable to changes. Council and SLT workshops, conducted as part of the process, review relevant analyses and material covering key areas of performance: rankings, student and staff satisfaction and expectations, enrolment patterns and forecast trends, research performance, and advancements in technology and industry. Examples of trends considered include:

- Market share and competitor analyses for different academic programmes.
- Demands from students and employers for new skills to keep up with a changing workforce and enhanced engagement from universities, in line with other contemporary experiences.
- Utilizing online education, flipped classrooms, and blended learning to complement and enrich classroom-based education.
- Changing demographics in both domestic and international students, in terms of volumes and characteristics, with forecasts and analyses indicating where growth or declines are likely to occur.
- Social trends such as increasing expectations around sustainability, social responsibility, decolonization, and remote working.
- Economic trends such as rising housing prices, unemployment, increasing costs of insurance and building maintenance, managing inflation, and shortfall in regional and national infrastructure.
- Greater uncertainty and funding risk resulting from government policy.
- Increased competition for students and research funding.
- Investment from other countries, especially China, in their own tertiary education sectors.
- Global pressure on university funding.
- Demands to see impact from research funding with its negative impact on funding for humanities, arts and social sciences research through changes in government funding rates for these areas.

Assessment of where the University has opportunities or must address threats is a critical part of planning for its strategic approach. Consideration of key questions about our distinctiveness and location helps inform the strategic direction of the university and contributes to additional documents such as our research, accommodation, and digital strategies. These plans are informed by inputs from leaders in tertiary education digitisation, site visits, and feedback from experts in other universities.

Growing expectations around sustainability, social responsibility, decolonisation, and remote working have led to the University undertaking 'distinctiveness' projects such as:

- Ngā Mokopuna, formally the Living Pā, provides a physical place that integrates our commitment to Te Tiriti and sustainability, reflecting our aspiration to centre the marae within the university. The project was successfully completed in December 2024 with the awakening of the whole marae complex. Ngā Mokopuna is currently working on achieving Living Building status, based on the design and delivery across all the performance imperatives. Currently there are only approximately 30 buildings in the world with this certification based on the degree of difficulty to achieve
- Building relationships with government, iwi, business, and communities through the Governing for the Future initiative now embodied in Raumata – the Policy Hub.
- Revising our accommodation strategy to better serve students from outside the city.
- Deepening relationships with institutions in the Asia-Pacific region through three teaching partnerships, including one with a leading Chinese University which started with its first cohort of students in 2024.

- Widening participation by creating new student pathways and focusing on student wellbeing as the pastoral care code continues to be embedded.
- Increasing ambition under our Zero Carbon plan by surfacing the impact of staff air travel through an air travel dashboard.

Relevant local and national economic trends are closely considered, including housing prices, increasing costs of insurance and maintenance of buildings, managing inflation and shortfall in regional and national infrastructure. This has been honed by the financial sustainability focus from 2023 and continues into 2025. At a regional level, growth of the creative digital sector in the capital alongside significant change in the size of the public sector, are key factors for consideration for a Wellington-based university. The TEC's Plan Guidance indicates the importance of software engineering, space science, secondary teacher initial teacher education, and other STEM related subjects continues the trends identified in the publication of the Wellington draft plan in 2022 that much of the provision the University has in STEM (especially digital technology), public administration and health (especially nursing and midwifery) is well positioned to address the region's workforce needs. The University has seen a surge in the number of taught postgraduates in particular who seek to add to their qualifications having lost their jobs or seen reduced demand for contracted services; the WRSC report noted "Career changers and those re-entering the labour market are a significant source of workforce supply in the region" and is true of older university students too.

We know that our students commencing undergraduate degrees in the majority come from out of region and therefore ensure that the qualifications they receive will have value to Wellington, Aotearoa and overseas. Given that Wellington is the seat of Government, the contribution made through our social sciences, psychology, policy, commerce, and legal disciplines are well suited to the region's legislative and public service presence. The region's development in terms of digital technology, creative industries and heritage are well served by the graduates and links with the University to local industries and businesses.

Consideration of such trends also help inform our development of qualifications and courses following consultation with stakeholders that include students, staff, and employers. Consideration of the broader market nationally and internationally is used to develop new programmes; for example, our new Bachelor of Psychology and Bachelor of Global Studies introduced in 2024 but also our Bachelor of Politics and Bachelor and Master of Construction progressing to CUAP in 2025 for delivery in 2026. Many postgraduate taught Master degree programmes have also been added focusing on relevant opportunities in sectors such as: Construction Law, Bachelor of Popular Music and Bachelor of Environment and Society. Also ***refer Section 2.3.1 Innovative and flexible programmes.***

Previous surveys of employers and businesses have recognised the value of "non-technical soft skills ... [including] problem solving, thinking critically, being innovative, effective communication and being able to deal with ambiguity" - which have helped to shape the University's current [graduate profile](#) (the University prepares its graduates to, inter alia, exhibit well-developed skills in critical and creative thinking; communicate complex ideas effectively and accurately in a range of contexts; and demonstrate intellectual autonomy).

Following the successful implementation of Nuku, our new learning management system (LMS) in 2024, 2025 has seen a continuation of the emphasis on providing students with access to information to support their selection of courses and provision of a great learning experience online with resources readily available to them.

Our Student Record Management System (named Kurawai) has had its admissions processes well tested and delivered as expected for 2025 enrolments. In 2025 a second project, focussing on enrolment processes and course advising, has commenced. The focus of this is to fully implement degree planning capability for students to plan their full degrees and not just enrol for the one year. This will provide more certainty for students and staff about the choices they are making. Templates will help guide them to ensure they select all the required courses in a programme and highlight gaps and issues.

Responding to future trends includes the design of new and refurbished buildings as part of our Campus Master Plan. The Plan provides a long-term view of the University's requirements for space and prioritises such capital-intensive activity. As shown in the development of Ngā Mokopuna, the layout and fitout of the building has been focused on the needs of staff and students, including innovative sustainable and green design.

The redesign of key courses at 100 level to ensure they maximally support students to progress in their qualifications has also been a major development in 2024 and will continue in 2025.

Our new strategic plan has emphasised the importance of multidisciplinary qualifications and the launch of our Bachelor of Environment and Society in 2025 has been successful in obtaining buy in from academic units across the university resulting in many major options for students. Students have blended geography, design, earth sciences, marketing, biology and environment in their choices for programmes. Such cross disciplinary qualifications will continue to grow across the university with further programmes such as the Bachelor of Politics, Master of Construction, Master of Natural Hazard Science and Policy, and Master of Space Science all proposed to include multiple subjects and cross disciplinary aspects. With an emphasis on developing work integrated learning and embedding this in each qualification over time, we will be looking to enable students to make use of and apply the skills and knowledge they develop in a work environment.

1.7 Skills and Employability

A robust development process of concept proposals for new programmes is supported via our quality assurance processes; both internal through academic committees and Board, and external through the Committee on University Academic Programmes (CUAP) process. Requests for approval from CUAP require evidence of consultation with a wide range of external stakeholders. This includes relevant professional registration or licensing bodies. Where the programme is (or is intended to be) professionally accredited, comments from the professional body or notice of approval must be provided to CUAP as part of the proposal; 19 external accrediting bodies provide input to such decisions to ensure relevance to industry and attributes required of graduates to succeed in the workplace. Many schools and programmes have boards which include sector representatives to ensure that they remain relevant to external stakeholders such as employers.

The University has continued to grow and establish new programmes in response to various industry developments and requirements. The School of Health focuses on the goal to improve health and wellbeing in our communities through innovative multidisciplinary programmes, scholarship, and extensive sector engagement. The introduction of a suite of undergraduate and postgraduate programmes including a Bachelor of Health and Bachelor of Midwifery were introduced to address the challenges facing the workforce by increasing numbers of Māori and Pasifika graduates in health management, policy, and advisory roles. Growth in the midwifery qualifications has continued with 92 students enrolled in a midwifery qualification in 2025.

We have continued development of programmes in industry-focused areas such as artificial intelligence with an increase of 30% in students enrolled in this area in 2025. This programme attracts students from a wide range of cognate disciplines – such as engineering, film, cognitive science, biology, space science and also education and linguistics. Many new qualifications (both undergraduate and postgraduate) are interdisciplinary, and industry aligned including the Bachelor of Communication and the Bachelor of Global Studies, that capitalise on the University's strengths; the first Bachelor of Psychology with majors across, science, health, education and business has also been successfully introduced building on the expertise in this area at the university. These provide interdisciplinary expertise while also ensuring students are equipped with the graduate attributes they need for employment.

The University offers many professional degree qualifications, with the Bachelor of Midwifery, Master of Health Psychology, and Master of Nursing Practice being added in recent years alongside longstanding programmes in Clinical and Educational Psychology, Engineering, Architecture, Accounting, Business, Public Policy and Teaching. These programmes are underpinned and enhanced through the University's

relationship with professional and accrediting bodies to ensure the ongoing relevance of such qualifications including support for placements and work experience. Additional qualifications such as the Bachelor and Master of Construction, Master of Clinical Practice (Midwifery) and the Master of Early Childhood Leadership are being developed to extend student options.

In addition to the placements that occur through such professional qualifications, the university's strategic plan emphasises the importance of providing work-integrated learning (WIL) opportunities and a focus on increasing opportunities is in place for 2025 with the introduction of a system (InPlace) for recording and monitoring such placements. WIL offers students experience in their fields of study, helps build professional networks, fosters soft skills and gives employers access to fresh talent and ideas. Last year there were 1,400 who went on such placements and our ambition is to grow this number.

To ensure the quality of student experience, reviews of programmes occur regularly and use internal measures such as participation, course and programme completion rates for various student groups such as different gender, ethnicity and age groups of students. Follow-up data on students obtaining employment post study as reported in our annual Graduate Destination Survey, is also used to help inform recommendations for improvement of these qualifications. Programme reviews and their recommendations are discussed and approved at Academic Programmes Committee and Academic Board involving all the senior academic leaders at the university. The last AQA Audit with its commendations and recommendations can be found [here](#).

As part of the Financial Sustainability focus, several programmes were identified that needed review. Of these, 11 were placed on a managed pathway to ensure that they would become financially sustainable; three programmes including Latin and Greek languages were closed. Managed programmes are being monitored to allow for plans to address concerns to mature. Our working in collaboration with Otago University on Greek and Latin (Otago University) and German (Victoria University) mean that students are still able to access tuition in these languages remotely.

A new Learning Management Platform (Nuku) is now in place which will enhance our capability in ensuring multi modal capabilities are available to support students in the future. Our hardship fund supports students who require additional technology to participate online.

Included among our work integrated learning opportunities is our Internship Programme which enables students to get work experience while they study. Students can complete an [internship programme](#) that helps consolidate their academic learning, enhance their ability to transition into the workforce and make connections and networks to support their careers. Our 2025-2029 strategic plan will support work integrated learning as a priority going forward, implementing links with Government Agencies and local employers, to align the learning and application opportunities more closely. [Summer Research scholarships](#) offer a unique opportunity for external organisations, academics and students to work together in research. Working with globally recognised researchers in a local setting, students gain valuable real-world experience as well as an insight into what research is all about. Our Careers team also provides [information](#) and links to employers for development of internships as well as broader [support](#) for students to obtain employment. How best to link opportunities for integrating studies with relevant work experiences is a focus that the university currently plans to pursue as part of its revised university strategic plan.

1.8 Putting Learners at the centre

The University has a long tradition of student participation in quality-assurance processes; students are participants in many of the University's committees including the Student Experience Committee. The University values student perspectives as well as the philosophy of learner-centred learning. The Learning Partnership demonstrates how the University works with students to make sure their voices are heard on campus, and they have access to learning opportunities and support that meets their needs.

The Council, Academic Board and its sub-committees (such as the Academic Programmes Committee and Faculty Boards) all include student representatives. Ngāi Tauira (Māori Students Association) also have

representatives on Te Aka Matua (subcommittee of the Council), Toihuarewa (Māori academic forum) and the Marae Committee, from where they can raise learning and teaching-related matters. Orientation for new student representatives was introduced in 2019. Students participate as representatives on the Learning and Teaching Committee, Faculty Boards, Faculty Learning and Teaching Committees, research committees, ethics committees and through Class Representatives.

Various policies across the University ensure opportunities for student input across a range of important processes. These include the Student Feedback on Teaching and Courses Policy, the Academic Grievance Policy and the Academic Reviews and Monitoring Policy. Student feedback on courses and teaching is mandated across the University. Academic Audits have seen changes so that all course outlines now include a section in which staff can indicate changes that have been made to courses after receiving student feedback. A link to a webpage is also provided so students can see average response ratings and are able to compare with other courses.

For the 2023 Audit, acknowledging the impact of COVID19, the audit panel commended the University on significant work undertaken to maintain teaching, learning and support for staff and students during this period. Special mention was also made on the dedicated services instrumental in supporting Māori students and Pasifika students during the pandemic and the support system developed in the change programme for learning and teaching infrastructure. The [panel affirmed the University programmes of work underway to support student advising and made recommendations for further work](#), which the University will review and implement. Included were: support capability building for staff to make best use of new data provided by the LMS (Nuku), CMS (Mata) and CRM (Kurawai), including its use for ongoing improvement; support for a Curriculum Framework project, a Graduate Profile project, an assessment framework, a holistic advising model and a Wellbeing Outcomes Framework planned or underway. It also encouraged the university to review access pathways for Māori students, Pasifika students and student groups the University focuses on in its Equity, Diversity and Inclusion framework. The University was also requested to give greater strategic focus to attracting Māori students and Pasifika students to postgraduate study, particularly doctoral study and to focus on embedding support for transitions in curricula so that students do not need to seek additional support.

The AQA Audit Report—Cycle 6: Te Herenga Waka—Victoria University of Wellington was published in March 2023. In August 2024, we submitted our one-year update on this report to the AQA Board. The actions completed during 2023 and 2024 include enhancing the communication and engagement strategy for the Health, Safety, and Wellbeing (HSW) initiatives, completing the handover to the new Head of HSW, and focusing on the development and implementation of critical risk cards. Additionally, the report highlights the establishment of a revised HSW dashboard for reporting, the completion of the new HSW Team Operating Model, and the ongoing work to close out recommendations from previous audits. In March 2025, the University provided a two-year update on the progress the University has made in relation to the Audit Panel's affirmations and recommendations. Key points from this are:

Recommendations

1. **Pasifika Student Success Team:** Progress on the post-implementation plan for the Pasifika Student Success team resumed in 2024, focusing on key objectives despite resource constraints due to financial sustainability processes.
2. **Data Capability:** The University has increased its focus on data analysis to improve learning and teaching, with initiatives outlined in the Learner Success Plan and the development of a principles framework for learning analytics
3. **Curriculum Framework Project:** Work on the curriculum framework is ongoing, with plans to address staff support for digital tools for learning and assessment.
4. **Graduate Profile:** The University plans to update its graduate profile as part of the curriculum framework project, with extensive development expected in 2024 and 2025.
5. **Te Tiriti o Waitangi Self-Review and Audit:** Significant progress has been made on the recommendations from the Te Tiriti o Waitangi audit, with 27 out of 32 recommendations advanced or completed.

6. **Māori and Pasifika Post-Graduate/Doctoral Strategy:** The University has introduced dedicated Māori and Pasifika doctoral scholarships and is working on improving data collection and analysis to support these students.
7. **Academic Grievance Policy:** The University has developed a new Academic Grievance policy and procedures, with ongoing discussions to finalize the policy.
8. **Learning Support and Academic Skills Development:** Embedding learning support and academic skills in the curriculum is part of the curriculum framework project.
9. **Programme Review Panels:** The composition of review panels now includes Māori and Pasifika education experts, and efforts are being made to ensure diverse perspectives in review interviews.
10. **Operationalisation of Academic Integrity Policy:** The new academic integrity policy has been operational since November 2022, with ongoing training and updates.

Affirmations

1. **Data Capability:** The University has invested in data capability to inform teaching and learning, with ongoing work to support staff in using data for iterative enhancement.
2. **Learning Management System:** Support for the new learning management system continues, with plans to address staff support for digital tools.
3. **Holistic Advising Model:** The University has expanded its holistic advising model, with dedicated advisers for all students and a focus on Māori and Pasifika students.
4. **Wellbeing Outcomes Framework:** The Ki te Rā—Student Wellbeing Framework was published in October 2023, with ongoing implementation and reporting.
5. **Graduate Profile:** The University plans to update its graduate profile as part of the curriculum framework project.

These actions reflect the University's commitment to continuous improvement and support for student success.

Students are also often involved in strategic initiatives as they arise; this can be through membership on working groups or consultation through student representatives. Some examples that have had student involvement include the development of the Learning and Teaching Plan, the Assessment Handbook Working Group and the Academic Integrity Steering Group. There are [resources](#) available for students to better understand how they can contribute their views and participate in the learning partnership, academic support and pastoral care and student services.

The Pastoral Care Code introduction has further elevated the involvement of students and places students at the core of the university's thinking. In response to requirements of the Code for a whole-of-university strategic approach to student safety and wellbeing, Ki te rā—Student Wellbeing Outcomes Framework was developed in 2023 and was launched in early 2024.

The self-review report for 2024 provides a comprehensive overview of the key actions taken in 2024 to comply with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice. The key actions and highlights from the report were:

Wellbeing and Safety

- **Ki te rā—Student Wellbeing Outcomes Framework 2024-2030:** This framework was approved and aims to enhance student wellbeing, prevent poor wellbeing, and empower students to thrive while reaching their potential.
- **Emergency Response Training:** Strengthened ongoing training and management to ensure the safety and welfare of staff and students before, during, and after an emergency.
- **Increased Collaboration:** Improved collaboration between various student services teams, such as Mauri Ora, Āwhina, Pasifika Student Success, and others, to support the physical and mental wellbeing of students.

Te Tiriti o Waitangi

- **Te Tiriti o Waitangi Statute:** The University has embedded Te Tiriti principles into its practices, with several initiatives and new Māori staff roles established to support Māori student success.
- **Kaiakiaki Matua Role:** A new role in the Āwhina team to provide induction and mentoring support and deputise for the Manager.

Learner Voice

- **Ngā Kīwai o te Kete—Student Engagement Framework:** This framework will be reviewed to ensure student voice and partnership, participation, and collaboration in decision-making.
- **Student Feedback Mechanisms:** Various feedback mechanisms were used to understand and respond to diverse learner voices, with examples of positive student partnership and consideration of learner voice.

Whole-of-provider Approach

- **Integrated Student Services:** Ongoing enhancements to ensure a pan-University integrated, coordinated, and student-centric approach.
- **First Year Retention Plan:** A pan-University approach to progress first-year retention initiatives, focusing on critical first-year courses and student success.
- **Staff Training:** Expanded delivery of in-person Recognise, Respond, Refer training and improved access to University documentation and resources for student representatives.

Future Enhancements for 2025 include:

- **Implementation of Ki te rā Framework:** Progress the implementation plan, establish the Ki te rā Working Group, and develop a reporting approach for 2025.
- **Review of Student Engagement Framework:** Ensure student voice and partnership, participation, and collaboration in decision-making.
- **Enhancement of Complaints Process:** Review and enhance the student complaints process for a more consistent approach.
- **Improvement of Student Systems:** Improve workflows, referral systems, and reporting to enable staff to work efficiently to identify and meet student needs.

These actions reflect the University's commitment to student wellbeing, safety, and success, as well as its dedication to continuous improvement and collaboration with students. Introduction of the [Pastoral Care code](#) has also resulted in changes to the focus on student welfare. We developed a University-wide [Student Wellbeing Outcomes Framework](#) to further ensure students' wellbeing and safety needs are being responded to—and met—effectively. A complaints process and disputes resolution service are also available to students if they consider issues need to be dealt with in formal ways.

The Victoria University of Wellington Students' Association (VUWSA) executive works alongside a diverse group of students and associations including Māori and Pasifika students, students from our rainbow and refugee background communities, students with disabilities, international students, class representatives and faculty delegates, to ensure student voices and opinions are raised at all levels of the University. [The Class Representative Policy](#) provides a framework for the management of class representation to support a learning-teaching partnership between staff and students. Many issues raised by the students on faculty boards are first brought to VUWSA's attention by class representatives, who act as liaisons between the lecturer and students. Class representatives were also heavily involved in workshops that fed into Faculty Board discussions in the re-development of the Bachelor of Design Innovation and the Bachelor of Commerce, for example.

The Student Representative Co-ordinator and Student Advocate (both employed by VUWSA) support class reps and students with academic advice and advocacy services. The University sees both roles as an

important link between students and the University, providing continuity within the student body as representatives change.

Regular meetings of Associate Deans, Managers (Student Success) and CSU Directors, convened by either or both the Deputy Vice Chancellor (Academic) and Deputy Vice-Chancellor (Students), include VUWSA's Student Representative Co-ordinator and student group representatives.

The University systematically uses a range of student surveys to gather feedback from students on their experiences and the services offered by the University. The University is careful to balance survey fatigue with optimising the student voice. Surveys include:

- **Student Voice-Getting Started** — for all students new to the University.
- **Student Voice—Have Your Say** — for all undergraduate students, that has now become the standard for all undergraduate and postgraduate students.
- **Graduate Destinations Survey** - for students who have completed their qualification within the previous 12-month period.
- **International Student Barometer** — an international consortium of universities' survey for all international students that enables some benchmarking with New Zealand and International universities (not being run in 2025).

Annual surveys focus on student services and cover some aspects of the academic experience (classroom, research, supervision, teaching), social experience, extracurricular activities, support services, sustainability, technology and communication, and health and wellbeing.

These surveys help improve service provision throughout the University. For example, the University actively uses the information to help guide improvements to publications and orientation programmes. International orientation has become more coordinated, streamlined, and modified to cater for international students offshore. Survey summary reports are available on the staff intranet and the “current students” section of our [website](#).

A Student Survey Governance Group operates to ensure that surveys are conducted efficiently and with minimal disruption; the board has representation on it to ensure that survey findings result in changes to services and activities maximising the utility of the information received.

Smaller surveys have also been run by the Strategy and Planning unit, and other service units, to provide additional supporting information in areas such as accommodation, scholarships, faculty services and leadership programmes. Students in Accommodation Halls are also surveyed on a range of topics during their stay to ensure Halls are safe, supportive and positive.

Since 2022 the Ngā Kīwai o te Kete—Student Engagement Framework has informed student participation. The framework clarifies expectations, establishes principles of engagement and puts in place agreements for improvement related to student representation and partnership. The framework is guided by the University's Te Tiriti o Waitangi Statute, and the Equity, Diversity, and Inclusion (EDI) Framework. The vision is to create a culture of collaboration and of working together as a community to achieve our strategic direction and aspirations based on genuine respect, transparency, and inclusion.

1.9 Quality provision with good outcomes

From the development of programmes and courses, design of our environment and teaching spaces, to delivery modes, pedagogy, learner support and monitoring, and programme review, quality is at the heart of the University teaching and learning approach. Our campuses are designed as the anchor for the university community and encourage vibrant, face-to-face experiences. On-campus experiences are enhanced with digital technologies often enabling students to learn at the pace and place of their choice. Campus Services, Digital Solutions (DS), and the Centre for Academic Development (CAD) work closely together to ensure the physical environment and technologies are fit for purpose and well supported. Much of our long-term planning has drawn from our 2020 Campus Master Plan which was developed for long-term resilience and

evolution in pedagogical models that has been undertaken collaboratively between Property Services, CAD, DS, and Timetabling. This has included development of new room designs aligned with growing use of collaborative and active workspaces intended to stimulate engagement and maximise the value of space for student learning and achievement.

The Digital Roadmap which provides for the development of technology and business systems across the university, has been updated to align with our new Strategic Plan and sets out the activities and priorities for the next five years. Included in the projects going forward are a new timetabling software, new work-integrated learning software and amendments to our enrolment system to provide for integrated course planning by students. These changes will enhance the student experience and allow for clearer pathways for students to choose for their studies.

We are also planning to embark on a curriculum transformation project in 2026 to provide a refreshing of our programme offerings and introduce more coherent pathways across our programmes of study. As preparation for this, a Curriculum Mapping exercise in 2025 aims to understand more about how we can strengthen our curriculum in the future. It will identify where programme structures and pathways over the years have become increasingly complex and are not easy to navigate for prospective and current students. Additionally, it will provide insights into course numbers, credit values, delivery modes, fields of study, and the structure of majors, minors, and specialisations.

The Library–Te Pātaka Kōrero consists of four physical libraries across campuses, with more than two million visitors annually and providing more than 2400 seats for group and individual study. In 2022 the Library merged its three-year Library Strategy and Te Rautaki Māori a Te Pātaka Kōrero (The Library Māori Strategy) into a Strategy Map that will be reviewed annually. The Strategy Map is based on the values within the University's Mai i te Iho ki te Pae – strategic outcomes framework. In achieving its mission to provide Māori culturally responsive services and resources that support quality Māori learning, teaching and research, the Library has utilised and enhanced Māori spaces across the University campuses. The Māori collection and heritage materials are also enhanced and managed in accordance with tikanga Māori (especially in respect to their tapu) and accessed appropriately by Māori and other library users. Feedback from users of the Library helps improve services and spaces, opening hours have been extended and streamlined, the Library's website has been re-designed and subject guides have been improved. Increasing electronic collections is an important strategy and offers greater resilience during critical incidents such as pandemics and earthquakes.

Inclusivity of digital tools is critical. Following the success of the inclusive learning tools pilot, the University has continued its investment in a site wide license for all staff and students of Read&Write which increases the accessibility of online content. Our disability action plan can be found [here](#). The number of students with disabilities has continued to grow at the university. In 2024 14% of students were registered with Te Amaru-Disability Services – substantially higher than the 8% average for universities.

The University provides information for its staff through the Enterprise Data Warehouse at both an aggregated and individual student level. Dashboards enable tracking of trends at academic unit level but also across student groups and programmes. The information includes enrolment, retention and achievement data for groups of students including Māori, Pasifika, students with disabilities, and commencing students. Such information allows tracking of areas of improvement and decline supporting evaluation of services, academic programme review panels, and the development of new initiatives. The development of the Learner Success Plan and The Titoko Student Success Team have focused on providing information that identifies and enables support of students who are struggling with their studies. Development in 2024 and 2025 have also now included engagement data from Nuku, our LMS, to further increase the timeliness of identifying when students disengage and require additional support. This data is provided to our Titoko advisors via dashboards to help them prioritize their efforts to those who most need it. This work will be carried out under the umbrella of the He Kokonga whare e kitea programme in partnership with the University of Canterbury. This project aims to accelerate impacts on student success through data collection, timely response by advisers and teaching staff to interpret the data and design appropriate and impactful changes to course curriculum and delivery approaches. This will require significant capability building for

staff in data comprehension and the design of effective interventions. As part of the LSP Phase II, a connection between the staff capability development and inclusive curriculum pillars will be made to the data analysis, coaching for staff and faculty adoption of this project. As the survey on staff perceptions of student success leads into subsequent workshops, additional workstreams for this initiative will be developed and weaved into the LSP where relevant. While the impact of He Kokonga whare e kitea will occur for all students, it is expected to improve the success of Māori and Pasifika students in particular.

Our [2024 Annual Report](#) provides evidence of progress in the Teaching and Learning area highlighting programme outcomes. A key indicator is drawn from the annual graduate destination survey in which graduates report the work that they are engaged in among other information about their experience at the university. The proportion of graduates in employment, further study or not seeking employment has consistently been in the mid-90% range; the score of 93% for 2024 reflects the economic climate in Wellington with a higher-than-average unemployment rate due to Government staff reductions. This data is well supported by information from the Integrated Data Infrastructure (IDI) on average salaries for graduates of the University which consistently sit in the above average ranges. **Also refer Section 7, Outcomes and Measures.**

The targets set for our commitments under the previous plan have not been progressed as much as anticipated. The 2024 year was a challenging one for the university as the reduction in student volume was substantially greater than anticipated in 2023 and affected the student pipeline. However, in 2025 a resurgence of commencing domestic students has been added to by higher retention and progression rates of returning students. The retention rates for first year students increased for all groups by 6% or more even though these results were below target; the disparity gap between non-Māori non-Pasifika, was reduced compared to 2023 results. Course completion rates also increased for all groups albeit below target.

Course completion rates are a leading indicator of both retention and qualification completion. Following a major decline over the COVID crisis, these have continued to rebound across all groups, although the gap between Māori and Pasifika and non-Māori and non-Pasifika is still lagging. The gap for Māori has closed over the last year to 6.9% and the gap for Pasifika dropped by 2.1% in 2024, the gap between Māori and Pasifika was above 10% in 2022 but has remained below 10% in 2024. The increase in course completion rates has seen an increase in retention rates in 2024 and further still in 2025. We anticipate that the introduction of the new LMS, the 100 Level course redesign, learner journey mapping, student capability building projects and targeted support provided by our Titoko learner success team, will increase the rates of completion during the coming years as staff become familiar with the system and better information is provided to them to improve their pedagogy and course development.

Our partnership with Canterbury University through the Tuwhitia fund for accelerating learner success – the He Kokonga whare e kitea - signed in December 2024, is now underway and will also provide significant benefit in lifting the indicators of learner success. Our LSP to date has focused on identifying students at risk of failing using engagement data and their NCEA results; student advisors then contact and work with students to support them to reengage and succeed. In addition, dashboards have been developed that help identify critical courses that impact the learner's ability to progress with their degree and supporting the academics to redevelop and improve courses is a critical aspect of our approach.

He Kokonga whare e Kitea has begun and an all of staff survey is being conducted to identify the key areas that will be the focus for accelerating learner success. Working with Canterbury University, we will enable adoption of a system level data coaching program, that focusses beyond individual institutions and initiatives to large scale interventions that impact the greatest numbers of learners.

2. Implementing the Tertiary Education Strategy (TES) and other government priorities

2.1 A key focus of the Tertiary Education Strategy is learners and their whānau

Refer the Learner Success Plan (Section 3) and Disability Inclusion Action Plan referenced below. See also the information in Section 4 (Stakeholder Engagement) regarding students and their whanau.

2.2 Other aspects of the Tertiary Education Strategy (TES)

2.2.1 Quality Teaching and Leadership

The University is active in supporting and enhancing teaching practice through professional networking and development and support from our Centre for Academic Development (CAD). This support is exemplified in the implementation of the new LMS (Nuku) and the change management which enabled staff to move off the existing LMS (Blackboard) while redesigning their courses to utilise the additional capabilities Nuku provided. The uptake of support and the review of the project indicated how well it was done and the many benefits it realised.

CAD offers a range of teaching and learning development opportunities, including academic orientation, early career support through VECAP, Ako Symposiums, tutor training, and course preparation sessions. It also helps academics use the Nuku platform to enhance learning, supports student partnerships, and promotes the use of course evaluations and feedback for continuous improvement. CAD run workshops for staff, provide one-on-one support for teaching, as well as resources and guidelines on teaching.

Many staff support the academic success of students - lecturers, tutors, faculty student advisers and student service staff, among others; they also provide pastoral care for students as often the teachers and tutors are the staff students feel most comfortable talking to. Staff are provided with advice and resources about where to refer students if they don't feel able to help them.

The Teaching-Intensive Academic Career Pathway has continued at the University. Academics are supported in this pathway by a director whose responsibilities include advocacy of the pathway, leadership of the individual on it, and development of appropriate processes (e.g. appointment, promotion) and activities (e.g. professional development, support). High quality teaching is recognised and rewarded through a combination of the promotions processes, Te Arawai Ako (AdvanceHE) fellowship scheme and the teaching excellence awards. The establishment of the Teaching-Intensive Academic Career Pathway has provided an additional avenue to further excellence in teaching. The unit is in the Provost's portfolio, and has been established to consolidate the strength of teaching and learning across the University.

The University has been accredited to offer a professional development programme, Te Arawai Ako: Pathway to Learning and Teaching Fellowship (through AdvanceHE), to support staff in developing their teaching skills. Additional to the award of a fellowship, the scheme enables teaching staff to reflect on their experience and identify opportunities for ongoing professional development. The CAD team have engaged actively with the Office of the DVC Māori and the AVC Pasifika to ensure the programme is culturally appropriate. Te Arawai Ako participants take part in a series of workshops, writing days, peer review, and mentoring that help with the written submission for all three Fellowship categories.

Ako in Action is an award-winning student-staff partnership programme offered in Trimesters One and Two each year, aimed at enhancing learning and teaching. The Ako in Action programme, co-designed with Māori and Pasifika students as equal partners in 2018 and facilitated by two CAD academic staff members, is guided by Māori values originally articulated in Te Rautaki Maruako – The Learning and Teaching Strategy and the Strategic Plan. The programme facilitates the development of student leaders – Ako in Action

students receive points towards the Wellington International Leadership or Wellington Plus programmes, and some students receive CAD scholarships. Students spend four weeks in training with CAD facilitators and experienced student mentors, then they are paired with an academic from outside their discipline to observe teaching sessions (physically and online) and/or to consult on teaching materials and learning design. Evaluation of the programme shows Ako in Action provides participating academics with powerful perspectives on their teaching from students in disciplines outside their own. In turn, participating students gain an increased awareness of their own capacities as learners and leaders. Participants also develop empathy for each other's role in the University and a stronger commitment to reflective, deep and life-long learning.

VicTeach is a “for staff-by staff” pan-university Professional Learning Community that builds community and fosters colleague-to-colleague support. VicTeach regularly runs events highlighting how teaching staff have incorporated new teaching technologies into their practice. Several times a year, VicTeach holds an open expression of interest process in which any staff member can propose an event or initiative, which VicTeach then supports with coordination and funding.

The University has a programme of annual excellence awards for established academics and early-career academics. The latter category was introduced following a review, which introduced greater clarity about what is meant by “excellence” in teaching and learning. There were three Teaching Excellence award winners and three Early Career Teaching award winners in 2022, and between two and three winners of each category between 2015 and 2019 although no awards were given out in 2023. Winners are supported to apply for the National Tertiary Teaching Excellence awards. Staff are supported in developing their portfolios via an informal mentorship programme, usually involving a previous Teaching Excellence Award winner.

The University requires every academic to participate annually in the Performance Development & Career Planning Process (PDCP). A Teaching Performance Profile (TPP), a summary of feedback on teaching by students, is required for the meeting. Teaching feedback from students must occur when a staff member has not sought feedback for the previous two full teaching years. Recognition of teaching capability is discussed as part of the PDCP process, which is to “assist staff to plan for their professional future in the University and provide appropriate advice and support for achievement across the principal areas of academic endeavour”.

Since 2014, the University has increased the number of academic leaders - Professors (from 94 to 126 FTE), Associate Professors (from 96 to 148 FTE); overall teaching and research staff have declined following the 2023 financial sustainability focus (from 848 to 756 FTE). Increasing the numbers of female Professors and Māori and Pasifika academic staff is a priority and there remains room for progress consistent with the University's [Equity, Diversity and Inclusion Framework](#) aspirations. The number of Associate Professors who are women has doubled since 2014. The university has a Women in Leadership programme which is open to both academic and professional staff to help increase the flow of women into leadership roles.

The University employs approximately 165 Māori staff of whom 66 Māori are academic staff; 8 of whom are Ahorangi—Professors and ten Ahonuku/ APs. The current Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework 2020-2040 seeks an outcome of doubling the number of Māori academic staff. The University employs approximately 137 Pasifika staff (44 in teaching and research roles), of which there are one professor and three Associate Professors.

In 2024, the University introduced a new category of teaching excellence award, in line with the national Te Whatu Kairangi awards. The new **Te Tohu Reo Māori** award is to recognise the practice of teachers who teach te reo Māori.

Enhancing learning support capability

The university has successfully partnered with Canterbury University in bidding for Tuwhitia Fund support to accelerate its efforts in the use of learner analytics and data coaching to support student success. More on this is provided in the Learner Success Plan section below and Section 1.9 above. As part of He Kokonga Whare e Kitea, work has begun on an all of staff survey to obtain information about staff perspectives on

student success. The survey will inform further development of the work programme to enhance learner success; this is in addition to other activities such as the Learner Journey Mapping and engagement dashboard development that have already been progressed this year. The Learner Journey Mapping project is a strategic, coordinated approach to enhancing the student learning and administrative experience by mapping the entire student journey, from university preparation to lifelong engagement with the University, capturing the student experience through their perspective. This project will also inform our data and analytics blueprint which includes identification of critical data points required to understand the learner journey.

The aim of a number of initiatives that will likely sit under the umbrella of He Kokonga, is that students set themselves up for a sustainable and successful university life, with staff support for students who need it at certain times. To enable this, undergraduate and postgraduate-taught students are allocated a dedicated Student Success Adviser (SSA).

2.2.2 Te reo Māori and tikanga Māori

The University has progressed several initiatives to incorporate te reo and tikanga Māori in its day-to-day activities. The office of the DVC Māori & Kaitiakitanga has led the development of a [Te Reo Māori Plan 2021-2025](#) for the University. The plan supports the three primary outcomes of the Maihi Karauna (Crown strategy for Māori language revitalisation), which are Aotearoatanga (nationhood), mātauranga (knowledge and skills) and hononga (engagement).

Te Herenga Waka—Victoria University of Wellington currently engages in a wide range of activities supporting te reo Māori. These activities, policies, and initiatives have been organised by domains. The table below identifies where information can be found for these. This provides strategic guidance for staff and students of the University to help realise the aspirations to ensure that te reo Māori is used, valued, and learned.

Inclusion of courses from Te Kawa a Māui as prerequisite courses in our Bachelor of Law and Bachelor of Psychology has seen strong growth in Te Kawa a Maui this year which has now been repositioned to report directly to the DVC Māori and Kaitiakitanga.

DOMAINS	CURRENT STATUS	TARGETS (THREE YEARS)	ACTION
Learning and teaching	The Use of Te Reo Māori Assessment Policy Study options for te reo Māori	<ul style="list-style-type: none"> Increased uptake of assessment in te reo Māori Broaden the range of reo Māori course offerings available to students at the university Increase the use of te reo Māori in learning and teaching contexts 	<ul style="list-style-type: none"> Establish a university-wide register, a preferred providers list, and translation fund Identify designated contact person/s regarding assessment in te reo Māori Investigate online and face-to-face options for new reo Māori courses Institute a new Staff Excellence Award for incorporating te reo and mātauranga Māori
Research	Doctoral regulations for PhD and other Doctorates with Theses Master's Theses Regulations Mātauranga Māori Research Fund	<ul style="list-style-type: none"> At least five reo-related PhD studies underway/completed per annum At least one reo-related Master's thesis underway/completed per annum Increased volume of Māori-language-related research produced by University staff and postgraduate students Increased contribution to reo Māori scholarships and grants 	<ul style="list-style-type: none"> Targeted recruitment of reo Māori PhD and Master's candidates Establish Māori research hub Actively apply to reo Māori research funds Create a webpage about the Mātauranga Māori Research Fund and encourage Māori language research
Professional development	Promotion process and Academic Career Framework recognise reo Māori ability Te Hāpai, Te Kawa a Māui, CLL , and other reo Māori tuition EEO Policy 4.2.2 (e)	<ul style="list-style-type: none"> All staff have completed Te Hāpai Part 1 within three years of appointment Increased recognition of te reo Māori ability in recruitment and promotion All staff can pronounce Māori words properly 	<ul style="list-style-type: none"> Revise recruitment templates to emphasise te reo Māori Investigate changes to promotion and professional development and career planning processes Increase funding of Te Hāpai and emphasise language revitalisation awareness Investigate instigation of Level Finder Examinations process Develop pronunciation tools for staff
Tikanga	THW Marae policy Tikanga Māori at Victoria booklet	<ul style="list-style-type: none"> Increase capacity to perform mihi whakatau across all university campuses Develop a university-wide waiata for mihi whakatau 	<ul style="list-style-type: none"> Develop mihi whakatau guide and hire dedicated staff Establish a University waiata group
Promotion of te reo Māori	Naming Rights Statute Signage principles document Te Reo Māori at the University	<ul style="list-style-type: none"> Māori names at the University are all relevant and consistent Establish te reo Māori style guides and principles for entire promotional domain (including marketing, signage, web, and print) Translation process established and promoted. 	<ul style="list-style-type: none"> Audit current Māori names at the University to ensure relevance and consistency Extend signage principles to cover entire domain Refresh Te Reo Māori at Victoria booklets and web material Develop the translation service in the research hub Set up reo@vuw.ac.nz email address and investigate options for translation process

Today, Te Kawa a Māui, the School of Māori Studies, is the primary University provider of te reo Māori tuition, enrolling increasing numbers in te reo courses (from 443 students in 2014 to 662 in 2023). All Māori language courses require students to complete assessments entirely in te reo Māori. Other Māori culture-focused courses encourage assessment submission in te reo, and there is a high level of capability for marking of te reo Māori assessment among the School's staff. Te reo Māori courses are also taught in the School of Education, with two compulsory te reo courses in both the Graduate Diploma of Teaching (Early Childhood Education (ECE), Primary, Secondary) and Master of Teaching & Learning (Primary & Secondary) programmes. The Bachelor of Education (ECE) includes compulsory te reo assessment courses in each year, with a te reo assessment in each year-two course. The Law Faculty has also included tikanga Māori as a

component of its curriculum. Similarly, the new Bachelor of Psychology has completing a te reo course as part of its requirements.

Outside of courses designed to teach and assess students in te reo Māori, the provision and process for students submitting assessment in te reo Māori in taught courses is in the Use of Te Reo Māori for Assessment Policy. The policy reflects a commitment by the University to support the use of te reo Māori in assessment, in accordance with the University obligations as set out in Te Tiriti o Waitangi Statute. **Refer also Sections 1.5 and 2.2.4.**

2.2.3 Future of Learning and Work

As described in Section 1.7 (Skills and Employability) and Section 4 (Addressing the Needs of Stakeholders), employers and professional bodies are key stakeholders in the development and monitoring of programmes. Many programmes have boards with representatives from these stakeholders to ensure that the skills graduates obtain are appropriate to succeed. Our last survey of employers reinforced that the graduate attributes that are built into our programmes and qualifications are ones that employers continue to value.

The annual Graduate Destination Survey provides feedback on where students are obtaining work and what aspects of their studies, they have found most relevant. Our Careers Team provide support to graduates and students seeking employment. A career hub supports students seeking employment during and after their studies whether summer jobs, tutoring positions, internships, work experience opportunities or graduate jobs. Career advice - from preparing CVs through to interview skills or career planning advice - is available from our experienced staff.

A focus for the university is how to embed more internship and work-related opportunities for students in our curriculum recognising the value these have in embedding the learning obtained and developing work-related skills. New programmes are being developed and changes made to existing offerings (curriculum, platforms and modes of delivery as described above), and partnerships (regional and offshore) including continuing to expand our links with local industries and employers to address skills gaps and mismatch. Market research and student surveys are informing these developments. A major project is underway this year to collect all work-integrated course related data into one repository making reporting, analysis and development more effective.

2.2.4 Contribution of research and mātauranga Māori

Te Herenga Waka-Victoria University of Wellington is committed to research excellence and delivering impact through the work of our researchers. We **enhance the contribution of research and mātauranga Māori to address local and global challenges** through different initiatives and activities, within the University and across the wider research sector. We support world-class research that addresses real-world issues and encourage innovative solutions for the future by ensuring our researchers are able to grow and develop their capabilities, connect and collaborate across academia and with end-users, and share and disseminate their knowledge and expertise. This can be seen in the achievements of our researchers, the development of our research students, our success receiving external research income, and the internal initiatives and activities we put in place.

Significant changes to the research environment have resulted from the Science System Advisory Group review. We are also facing potential changes arising from the University Advisory Group review. Over the next period 2025-2028, we will focus on working constructively to adapt to the science system reform, collaborating with the newly established Public Research Organisations, supporting our researchers to adapt to the actual, and potential, changes to the funding system, and adapting to the changes that have been signalled, for example, changes to how we manage intellectual property.

We support **a diverse and sustainable workforce to ensure that we can provide a broad pool of research knowledge and talent.**

- We have established [Maunuhanga – Wellington Postdoctoral Society](#). This initiative supports early-career researchers through networking events, leadership training, and professional development. It now has over 75 members and plays a key role in fostering a sustainable research workforce.
- In partnership with the Office of the DVC Māori & Kaitiakitanga, the University Research Committee developed and established a three-year pilot initiative for Māori Postdoctoral Fellowships and Pasifika Postdoctoral Research Fellowships. These were designed to attract, employ, and grow early-career Māori and Pasifika postdoctoral research fellows. We have supported four early career researchers through this initiative, with one gaining an externally funded fellowship and another being appointed to a lecturer position.
- In 2020 we established two large strategic internal grant funds, one of these has been focused at Faculty-level and over the last four years, 127 of our researchers have been awarded grants to support strategic projects, along with grants to 58 early career researchers, helping to build a pipeline of future research leaders.
- Last year, our commercial arm, Wellington UniVentures, supported eight researchers through the [Emerging Innovator programme](#). The programme, run through KiwiNet, teaches commercially-curious academics the language of commercialisation, equips them with skills in market analysis, intellectual property (IP) and securing investment, and expands their professional networks.
- Following the COVID 19 lockdowns, we established a specific initiative to support our academics with caring responsibilities. These focused writing retreats for support researchers returning from caregiving leave, helping them re-engage with their research and maintain career momentum. It has been highly successful, with several Faculties implementing similar initiatives to support early career researchers and other target groups.
- We are supporting the growth of our academic pipeline through a successful joint bid with three other universities (Auckland, Otago and Massey) for the [MBIE Applied Doctorate Scheme](#). The scheme will build stronger connections between research and industry and prepare more PhD students for careers outside of academia. Alongside the core advanced research skills gained through PhD study students will also be trained in a range of applied skills.

These are all ongoing initiatives that we will continue to support and develop over the coming years.

Initiatives that we will roll out to support a diverse and sustainable workforce include:

- A specific researcher development programme that sits alongside our broader academic development programme. This will focus on growing our early career researchers as the next cohort of future research leaders, and ensuring all our researchers have access to the training and support to diversify and expand their skills, knowledge and capabilities in a rapidly changing research environment.
- We will be working with our partners, The University of Auckland (host), the University of Otago and Massey University, to implement the MBIE-funded Applied Doctorate Scheme. This includes providing doctoral scholarship funding and other aligned activities beginning in 2025. This will enable doctoral studies to be carried out alongside part-time work or internships.

Our University's commitment to being a university with our marae at its heart is reflected by our support of the **advancement of Māori-led and mātauranga-informed solutions**.

- We established the Mātauranga Māori Research Fund in 2021 as a strategic initiative to develop capacity in mātauranga Māori and kaupapa Māori research, and strengthen research-based relationships with Māori. Since then, we have invested nearly \$600,000 into 33 projects led by both Māori and non-Māori academics. Projects have a broad range and include kaupapa Māori approaches to palliative care, hauora practices, and Tikanga-based legal frameworks.
- In 2024, \$6.9 million of external research funding was awarded to projects led by Māori researchers at the University. This included:
 - Professor Beverley Lawton (Ngāti Porou) who was named 2025 Kiwibank New Zealand of the Year for her innovate work to transform women's health and reduce health disparities for Māori

through the work of the research centre she leads Te Tātai Hauora o Hine | National Centre for Women's Health Research Aotearoa

- Dr Kirsten Smiler (Te Aitanga-a-Māhaki; Rongowhakaata; Whakatōhea) who was awarded an HRC Māori Health Emerging Leader Fellowship.
- Dr Luke Fitzmaurice-Brown (Te Aupōuri) was awarded the Royal Society Te Apārangi Early Career Research Excellence Award for Humanities for his work developing a roadmap to legislative reform of the child protection system, based on six tikanga Māori principles that could be implemented to decolonise the system.
- The Raupī te Raupō Programme, co-designed by Dr Hannah Waddington, Dr Jessica Tupou and the team at The Autism Clinic with autistic and Māori advisory groups, is helping whānau better understand and support young autistic children. Dr Jessica Tupou, is adapting this culturally responsive autism support programme in partnership with Ngāti Toa to better suit the needs of mana whenua. The Raupī te Raupō programme is now being delivered by Autism NZ.

The completion of the Living Pā project, and the opening of [Ngā Mokopuna](#) in December 2024, provides opportunities for the University and our researchers. We will continue to support the advancement of Māori-led and mātauranga-informed solutions, and new activities will include:

- Supporting researchers to successfully partner and apply for the new He Ara Whakahihiko Capability Fund.
- Support our researchers who whakapapa Māori across the different career stages to successfully apply for the Aotearoa New Zealand Tāwhia te Mana Research Fellowships.

We undertake a wide range of initiatives and activities to ensure that our **research is excellent, collaborative, and connected across disciplines and institutions.**

- We currently participate in both the QS World University Rankings (QS) and Times Higher Education (THE) University Impact Rankings. In the most recent results, we are 240th equal in the world and 4th in New Zealand in the QS. While we are now between 101 and 200 in the THE rankings, we are 14th in the world for the Sustainable Development Goal indicator 16 (Peace, Justice and Strong Institutions).
- Our support of interdisciplinary and engaged research has continued to grow with the establishment of the Raumata – Policy Hub. This cross-disciplinary initiative connecting researchers with government to inform evidence-based policy, including projects on AI in public services and trust in institutions. In 2022, we also introduced the Cross-Disciplinary Research Fund, which has supported 13 projects so far including cross Faculty collaborations working on climate change, urban design, and AI for conservation. In 2024, we also introduced the Research Mobilisation Fund and an Excellence in Research Mobilisation Award.
- We continue to host the [MacDiarmid Institute of Advanced Materials and Nanotechnology](#). As a Centre of Research Excellence (CoRE), it is a collaborative venture encompassing the knowledge and expertise of leading researchers and research facilities from across the country, focused on high quality research and research education in materials science and nanotechnology. We also partner or contribute to eight of the other nine CoREs, building our interdisciplinary and inter-institutional networks.

We are always looking for continuous improvement and over the next period we will be undertaking the following initiatives and activities that focus on research excellence, collaboration and connectivity:

- We will be focused on developing an international strategy for research and building our international collaborations, particularly with engagement on Horizon Europe. We have continued to grow the number of bids and will focus on increased participation, successful bids and growing collaborations with existing Horizon Europe consortia, particularly in social sciences and climate research.

- A project to raise our international profile, and consolidate and strengthen international partnerships.
- Use our research centres and institutes (RCI) policy framework, developed in 2023, to help review and consider how we can grow our RCIs – this can also help prepare for a future Centres of Research Excellence funding round.

Te Herenga Waka **contributes to innovative approaches to solving economic, social and environmental challenges**. We are key partners in some key government initiatives that are tackling grand challenges and have the potential to be transformational for Aotearoa New Zealand.

- We co-host the RNA Development Platform with The University of Auckland, alongside our partners at the [Malaghan Institute for Medical Research](#) and the University of Otago. This dedicated science and technology hub supports the design and production of RNA therapeutics and mRNA vaccines in Aotearoa. With a \$70m investment, it is major Government initiative for future pandemic preparedness, and our role in the Platform means the University and our researchers will be a crucial part of building and retaining scientific capability in this important space. This initiative also contributes to ensuring our research is excellent, collaborative, and connected across disciplines and institutions.
- The Robinson Research Institute recently being awarded funding of \$71 million towards setting up and hosting an advanced technology platform in Future Magnetic and Materials Technologies. The objective of this platform is to grow New Zealand's hi-tech exports, the advanced technology platform will apply materials and engineering expertise across a range of sectoral themes including space, electric aviation, critical minerals, and technologies for fusion energy. It will play a crucial role in lifting New Zealand's innovation capacity, enabling companies to take technology to market, and in accelerating the growth of the domestic manufacturing sector.
- The Te Tātai Hauora o Hine – National Centre for Women's Health Research Aotearoa, led by Professor Bev Lawton, is addressing health inequities for Māori women through translational research and community engagement. The work of the centre is having real world impact here with the Ministry of Health adopting the HPV self-test as the primary cervical screen tool. The Centre is also working to address healthcare issues including uterine cancer, rheumatic heart disease, and preventable harm and death in childbirth, and is recognised as world leading in international health environments.
- The Agritech firm Bonita Bio (a Ferrier Institute spin-out) has patented world-first technology that allows the synthetic replication of naturally forming anti-parasitic compounds to be used to create flea and tick treatments. This innovative technology could be transformative to the billion-dollar global animal treatment market, as it could address issues including emerging drug resistance, adverse side effects and negative environmental impacts.
- We now have six active Endeavour Programmes valued at \$66m, with two new programmes funded in 2024. These programmes demonstrate innovation in addressing global challenges related to climate change and other natural hazards resilience, clean energy, and advanced technology for space. One of our two most recent programmes focuses understanding the causes and consequences of recent sea-ice changes to enhance climate models to better forecast future trends and impacts on sea level, global climate systems, and marine ecosystems in the Ross Sea region. The second focuses on developing and prototyping new technology to enable ultra-fast, energy-efficient computing systems which could lead to the creation of high-skilled jobs and enable export opportunities into the global superconducting electronics market.

Ensuring that we stay at the forefront of innovation and addressing local and global economic, social and environmental challenges

- We will implement our Bidding Strategy across the Faculties to ensure that we both seek out and are ready to take up opportunities.

- We will continue to develop the RNA Platform and increase the number of prospective students and academic appointments, also well as increase in publications and associated research activity related to our involvement.
- The establishment of the advanced technologies platform will be a key priority for us in the next period.

2.3 Other government priorities

2.3.1 Innovative and flexible programmes

Also refer Section 1.7, Skills and Employability, and Section 2.3.2 Contribution to a sustainable future.

In 2022 the University launched the non-degree teaching unit [Kāpuhipuhi—Wellington Uni-Professional](#). The management of micro-credentials, along with other non-degree teaching, falls under the auspices of Kāpuhipuhi—Wellington Uni-Professional which offers an evolving range of modules that can be combined and tailored for any individual, in any industry, to address the full range of contemporary business needs. Content is developed with business and training leaders, and delivered through a dynamic, collaborative process. Kāpuhipuhi—Wellington Uni-Professional modules are generally not currently DQ funded, although one funded microcredential has now been implemented.

As described in Section 1.7, the University has continued to grow and establish new formal programmes in response to various industry developments and requirements, many being interdisciplinary in nature. In doing so, consideration is given to the structure and delivery mode to meet student and employer needs and expectations and in response to digital technologies and new ways of learning and working. Our own research confirms that students continue to value face-to-face teaching and learning, becoming part of the University community and having the chance to debate issues with their lecturers and classmates. However, the value and opportunities provided by online or blended delivery, work-integrated learning and other new approaches to learning and teaching are anticipated and incorporated as relevant.

Following the successful introduction of new programmes in 2024 including the first Bachelor of Psychology in New Zealand, the Master of Renewable Energy, and a new major in the Bachelor of Arts in Environmental Humanities, in 2025 we introduced a Bachelor of Environment and Society to further develop delivery in climate sustainability and carbon-neutrality. We also launched a Bachelor of Popular Music.

Introduction in 2026 of new programmes in the construction and mechatronics disciplines are also underway. In addition, a new degree, the Bachelor of Politics has been approved to proceed to CUAP.

Health is an area clearly signalled by the TEC as a priority for growth and supported by our university as demonstrated by the establishment of our Faculty of Health in 2017. While our attempts to date to broaden our provision to include undergraduate nursing (despite critical shortages in this workforce) and a medical doctorate have not been successful, we remain committed to responding to the TEC and health workforce needs and will continue to revisit these discussions. We have been somewhat frustrated by the narrow view of what is prioritised and a lack of recognition of what a non-medical school institution can contribute. The Bachelor of Midwifery demonstrates how offering a qualification in a region that already has provision, increases the total number of students. Our research on the Wellington market shows that the overall number of graduates for midwifery has increased since the university offered its midwifery programme; this is despite the concerns that competition would erode the viability of both programmes. This is particularly important in areas of skills shortage.

Following the introduction of the Master of Physical Activity and Hauora, we are delivering a major in Physical Activity and Hauora as part of the Bachelor of Health. In addition, the inadequacy of funding and numbers of placements for clinical psychology courses remains a barrier to lifting volume despite the skills shortage in this area. The University's ability to increase provision in response to the critical demand for an increased number of clinical psychology graduates is constrained by the poor cost benefit ratio of delivery in this area and the significant investment required to expand provision. We remain ambitious for New Zealand

with respect to our health provision and welcome the opportunity to explore innovative and responsive programmatic offerings with the TEC.

Innovative admission

A Provisional Admission category, introduced in 2020, provides admission to undergraduate degrees for students who do not achieve University Entrance standard. This was enacted in 2021 to support entry for students affected by the disruption of COVID-19 which continues to impact school preparation for university study with well documented NCEA result declines. A bespoke restricted programme of study was designed with additional “wrap around” support. An evaluation of this approach continues as the University is looking at regularising Provisional Admission (PA) status to allow students with potential, who have not achieved university entrance, to be supported. The University’s current PA programme is along the lines suggested by the TEC and modelled on the programme at Georgia State University. The indications are favourable when compared with cohorts under previous similar pathway programmes, with 70 percent of students passing both their first trimester courses for admission to Trimester 2. An initial review and feedback from students indicated a positive response to the model of support.

Amendments to the entry requirement for Provisional Admission were introduced in 2025 following analysis of student success factors completed in 2024. Substantive changes were also introduced to the co-requisite study skills course, EDUC191. The full review of the programme has shifted to the second half of 2025 to take account of these changes. The University continues to monitor the Provisional Admission pathway and a final recommendation on continuation of the programme is expected following the review completion.

Co-curricular examples

The University offers two leadership programmes to further develop students’ abilities to meet the graduate profile of the University. They are [WellingtonPlus \(WPP\)](#) and the [Wellington International Leadership Programme \(WILP\)](#). These two leadership programmes have successfully run for more than 10 years. In 2024, a project team, with members from the International Office and Te Pūrengi worked together to develop a single co-curricular leadership programme: Kitea Impact Programme, which builds on the strengths of the Te Herenga Waka’s current long-standing and well-regarded leadership programmes, WILP and WPP. Kitea Impact Programme will contribute to the University’s Strategy: *Te Herenga Waka, He Herenga Tāngata, He Herenga Kaupapa*—the university for a better world.

This leadership programme enhances students' employability and global competencies is critical to the recruitment and retention of students at the university. By offering practical, real-world skills and leadership development opportunities, Kitea provides a unique value proposition that will attract prospective students seeking to differentiate themselves in a competitive job market. It also supports student retention by fostering engagement, personal growth, and a sense of belonging, contributing to students' overall satisfaction with their university experience.

2.3.2 Contribution to a sustainable future

There are a numerous environmental crises afflicting the world - climate change, biodiversity loss, resource depletion, and pollution to name a few - all created by humans. Yet it is the natural world that supports our lifestyles and our personal health and wellbeing. We have positioned Te Herenga Waka—Victoria University of Wellington as the university for a better world, where we draw on our whakapapa, knowledge and place to shape a better future together. Sustainability is a core part of our purpose.

We make the biggest impact on sustainability through our students. During their time at Te Herenga Waka, they’re involved in coursework, extracurricular activities, and leadership programmes that contribute to arming them with knowledge to help lead Aotearoa—and the rest of the world—to a more sustainable future. The number of students enrolled in sustainability-focussed courses has increased 57 percent over the past four years, with more growth to come as we have introduced the new Bachelor of Environment and

Society, provided several new sustainability-focussed majors and restructured the Bachelor of Commerce core to be based on grand challenges. There is still a lot more mahi to do to ensure as many students as possible across the University are engaging with sustainability issues. We will also develop a process to better inform students which courses have sustainability content and how much of a focus it is for the course.

We continue to deliver world-leading research to better understand the sustainability challenges society is facing and developing solutions for them. We incentivise this type of research through internal mechanisms across the University, but external grants are critical to achieving to achieve research impact at scale. The recent \$71 million that the Robinson Research Institute was awarded from the Strategic Science Innovation Fund to host an advanced technology platform in future magnetic and materials technologies is a good example, where we will be able to grow research capability and commercial partnerships over the coming years.

As a civic university, we continually seek to engage and serve our community. The opening of Ngā Mokopuna – the redevelopment of our marae precinct - in late 2024 has provided a cultural asset for the community. It is a global exemplar of sustainable design that is based on mātauranga Māori. It provides inspiration for what a sustainable future could look like and a community hub to spark conversation and create new ideas as we increase utilisation of this amazing facility in the coming months and years.

We will of course continue to deliver our zero-carbon plan to reduce our carbon emissions. A major focus is shifting our heating systems away from natural gas, which has security of supply challenges and is a major source of carbon emissions for us. Beyond reducing emissions, we are also working on our climate adaptation plan, so that we can best respond to the opportunities and risks created by climate change over the rest of the century. We need to be prepared for the social, technological, environmental, economic and political changes that will be driven by climate change.

To track our progress towards our sustainability goals we prepare a sustainability report each year. In addition, we will seek a STARS (Sustainability Tracking, Assessment & Rating System) rating in 2025 – an independent measure of our sustainability performance to benchmark ourselves against best practice and other institutions around the world.

3. Learner Success Plan

A summary of achievements includes:

the key achievements outlined in the Learner Success Plan Update for 2025 to 2027:

- The establishment of **Ngā Mokopuna** and **Tolua Lapita** spaces on the Kelburn campus, providing culturally relevant and welcoming environments for Māori and Pasifika students.
- Successful redesign of key first-year courses to improve retention rates, with a focus on inclusive assessments and cultural content.
- Mapping courses to identify those with significant mātauranga Māori and sustainability content, enhancing transparency and planning for students.
- Pilot of digital academic writing feedback services to complement face-to-face support, aimed at improving writing skills and assignment grades.
- Expansion of professional development programmes, including Te Hāpai and anti-racism training, to enhance staff cultural competency and responsiveness.
- Comprehensive mapping of the student experience to identify barriers and enhance support services, particularly for Māori and Pasifika students.

These achievements reflect a commitment to creating a supportive and inclusive environment that fosters success for all students, with a particular focus on Māori and Pasifika learners.

4. Addressing the needs of stakeholders

4.1 Our approach to stakeholder engagement

Relationships with stakeholder groups are critical to the University. From staff and students through to alumni, employers, industry groups, the Wellington City Council, and government agencies, the University resources a dedicated SLT role to ensure these relationships are well managed. As a civic university, we have close involvement with the social, cultural, and economic life of our city and region. Flowing from our Strategic Plan, our relationships with stakeholders are guided by our Engagement Strategy which articulates the approach we take with identifying and working with our key stakeholders.

This is the mandate upon which the University was founded approximately 125 years ago. It remains just as important today. The wide-ranging number and diversity of stakeholders means that there are also diverse needs and expectations. Our new strategic plan recognises the critical nature of our stakeholders in the aspects of connection, collaboration and community.

Consistent with the civic university tradition, the University engages closely with New Zealand's capital city. The tech Hub, [Taiawa](#) is a joint venture between the city and university. provides unparalleled opportunities for tenant companies, the wider tech industry, and students and academics to collaborate on research, internships, teaching or dedicated projects.

The 60-desk space hosts Wellington-based companies that:

- have innovation and technology at their core,
- are on a growth pathway and looking to go global, and
- are active members of the collegial community that VUW and Wellington provide.

Our staff and students enjoy privileged access to the nation's archived heritage and its cultural taonga, and they benefit from our strong and unique links with government departments and agencies, business, iwi, the judiciary, research organisations, cultural and environmental organisations, and the diplomatic community. Our alumni are kept informed by receiving information regularly about the University and have opportunities to attend alumni events in many countries, often hosted by the Vice-Chancellor.

The University sees itself as a critical part of Wellington, contributing in many ways to the city's life and vibrancy. Not only is the University the second largest employer in Wellington, but it also makes further contributions of students, creative arts, and research and advisory work of staff, highlighting the commitment the University has as a public civic university at the heart of government. The public-sector funded professorial chairs recognise this contribution. Further detail on our stakeholders is provided below.

The University's strategy for engagement focuses actions and activities that will, strengthen existing relationships with key partners, and harness an already strong programme of engagement with research, scholarly activities, and the student community.

The University has a diverse range of partner communities. Broadly these have been categorised as:

- current and prospective students and their families
- staff
- iwi, Māori entities, and partners
- employers, industry and business
- government and the public service
- Pasifika communities
- national and international partnerships
- alumni and benefactors.

Engagement with each of these is a core component of Victoria University of Wellington's mission.

4.2 Current and prospective students and their families

Also refer section 1.8 Putting Learners at the centre

A stakeholder survey, annual brand research, and surveys of graduates and students inform activities to improve our performance for our stakeholders and enable us to monitor our performance following changes made in our activities, services, or approach.

Our students have several avenues for engagement to influence the University's activities, from two members who sit on Council giving voice to student concerns through to course feedback, and to surveys that are conducted annually at both a pan-university and unit levels. These surveys provide information on a range of services provided to students and on the overall state of their wellbeing.

Our interaction with students and their families begins long before they start at Victoria University of Wellington. Our recruitment and enrolment processes are designed to provide the information students and their families need to ensure good decisions about choice of qualifications, how best to study, and what support is provided to enable success for all students. School visits – whether in person or virtual – throughout the country occur predominantly in the first half of the year and are supported by academics who can explain what students can expect in specific disciplines and subject areas. The University also hosts open days for younger students and gifted students to help foster their considering university as a destination later in their education.

Prior to enrolling at the University, students and their families can attend information evenings where advice and information are provided about what to expect in transitioning to university and how the teams at Te Herenga—Victoria University of Wellington support students during their enrolment and through their studies. Special events for Māori and Pasifika students are organised to ensure that culturally relevant material is provided to families to assist in their decision making. Māori and Pasifika recruitment advisers are involved in these school visits and recruitment events. A Wellington Schools Liaison staff member has been appointed to better support our interaction with Wellington Schools given their critical role in the commencing students for the university.

The Kurawai admission system allows applications from students to be processed at any time during the year. It has helped link our recruitment activities to enrolments in a structured and systematic way not previously possible.

The University has initiated [VicStart](#) for senior secondary students to take university courses while still at school. Taking an entry-level university course (100-level) while at school—typically in Year 13—can help students get a head start on their university journey. Students can explore their academic interests, earn credits towards their future degree.

Once students begin study, the University invests significantly to make its student experience the best possible, from the initial contact in school and prior to university entry to the learning experience and after graduation.

There are many ways that the University helps students improve their experience at the University and provide means by which their needs are identified, responded to, and reported on:

- The Student Charter is a commitment between staff and students and sets out the expectations of the student experience at the University and how that experience is fostered.
- The Graduate Profile states that a Te Herenga Waka Victoria University of Wellington 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'.

- A continuous improvement of the student experience tracked through our annual student survey. Efficient and consistent processes to support the student journey are seen as a key deliverable for staff and students.
- The University has embarked on a journey of accelerating student success in partnership with Canterbury University; He Kokonga whare e kitea will engage staff and students in considering what areas to focus on to improve student success especially Māori and Pasifika students.
- Students have two representatives on the University Council who participate fully in its governance to ensure the student voice influences policy and budgets.
- Class representatives are an invaluable link between students, academic staff, the University's Academic Office, and Victoria University of Wellington Students' Association (VUWSA).
- The University has also been the model for a cooperative approach to setting and using the Student Services Levy and is the first university in the country to do so in partnerships with its students. A partnership approach is used to decide the range, quality, and quantity of services provided to students such as health, counselling, legal, careers, financial, childcare, clubs, and sports.
- The Māori Student Support team includes a Kaiarawhiti/Māori outreach adviser to support recruitment of Māori students.
- The Pasifika Student Support team includes a Pasifika outreach adviser to support recruitment of Pasifika students.
- Advisory services related to all aspects of student life at the University, including accommodation, learning support, course and careers advice, assist students to maximise the benefit of the student experience.

From 2021, the University has implemented the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, which came into force on 1 January 2022. This included implementing responses to a gap analysis, and developing a wellbeing strategy, a risk register, a communications plan, a unified complaints process, and a training and engagement plan. Te Herenga Waka has strategies, frameworks, plans, and committees which relate to Code requirements. Information on the Code and key wellbeing improvement projects are published on the website. In line with the Code's guidelines, these projects aim to further support students' wellbeing, development, and educational achievement, while engaging and empowering taurira to manage their own wellbeing.

In 2023, in response to the NZQA accommodation verification process for all tertiary providers, Te Herenga Waka documented the University's accommodation pastoral care system, which was assessed and compliance verified, in relation to Outcomes 5 to 7 of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice (the Code). In February 2024, evidence was collated to verify compliance with the International Code Outcomes 8 to 12 and submitted to Te Pūkai Tara Universities New Zealand.

A Tumu Whakauru—Deputy Vice-Chancellor, Students is responsible for student recruitment and retention through developing and implementing strategies that focus on student scholarships, experience, wellbeing, and learning support, using an integrated and adaptive student services model.

A Student Experience Committee was established in July 2023. Co-convened by the Assistant Vice-Chancellor, Mātauranga Māori, Assistant Vice-Chancellor, Pasifika, and Tumu Whakauru, the Committee advises on, and monitors progress related to the Code, along with implementation of the Learner Success Plan, Te Ara Taupuhipuhi—Disability Inclusion Action Plan, Ki te rā—Student Wellbeing Outcomes Framework and Ngā Kiwai o te Kete—Student Engagement Framework. With members from student representative groups, Directors, and Associate Deans (Students), this committee meets every two months. The committee helps integrate the network of teams that work to deliver the in-person and on-line services for students.

Over the past 5 years, Mauri Ora—Health and Counselling, alongside other services such as Tauria—Student Interest and Conflict Resolution (SICR), Te Amaru—Disability Services, and Student and Campus Living has developed an integrated model of care to support students with mental health issues.

Ninety-five percent of all students who present to Mauri Ora with mental health or wellbeing concerns fit into the mild to moderate category. Since 2018, the service has partnered with external funders to expand the range and availability of services to students. This has increased the number of clinicians working in the mental health space from 16 FTE in 2018 to 25 FTE currently and includes five Student Support Coordinators working in the Halls of Residence (up from 4 FTE in 2018).

A team of 3 FTE Mental Health Coordinators (MHC) was developed further during 2023. Part of their role is to be a liaison between primary and secondary care, especially in complex cases. All acute presentations to the Emergency Department and Crisis Resolution Service (CRS) are flagged to the MHC team to ensure broad safety netting and management planning.

In response to student voice, another focus for Mauri Ora has been the cultural diversification of its clinical team to better meet the needs of Māori and Pasifika students. External funding provided by a contract with Te Whatu Ora to improve Tertiary Student Wellbeing, has been used to:

- employ a Health Navigator who is also a Rongoā Māori practitioner. This role is designed to foster access to services based within Mauri Ora for both Māori and Pasifika students.
- employ a Kaiārahi Tauira (Senior Māori Counsellor) who incorporates Te ao Māori in all aspects of their practice and sits on the Mauri Ora leadership team.
- During the latter part of 2023 and during 2024, Mauri Ora worked in partnership with the AVC (Pasifika), on the successful recruitment of two Pasifika Counsellors to better meet the needs of the Pasifika student community. Students from the Pasifika Student Council participated in the recruitment and appointment process by sitting on and having a voice in interview panels.

Together these roles take the lead to ensure the principles of Te Tiriti o Waitangi in a health context are incorporated into the clinical governance structure and clinical policies and practices of the service. Data for 2024 showed an increase in the numbers of rangatahi engaging with counselling services as well as those utilising health services. Engagement by rangatahi has been monitored and changes to service provision made in response to student feedback.

An update report on the Code is a standing agenda item on the University's Audit and Risk Committee for each Committee meeting, as an additional layer of assurance.

4.3 Staff

Also refer section 1.4 Management and leadership

Staff are engaged across the University in multiple ways including regular and ad hoc forums and other forms of consultation on new policies or major decisions. Consultation and opportunities for feedback occur at many levels of the organisation, through schools, courses, programmes, faculties, and University wide, making use of committee structures, meetings and both formal and informal mechanisms.

A comprehensive survey of all staff is undertaken every three years followed by an action plan for response. In 2024 the Your Voice survey was run with a pleasing response rate. The results showed marked improvement in several key areas across the university including confidence in senior leadership.

Engagement with staff through the strategic planning process and development of an implementation plan has also been a means of ensuring the voice of staff are helping to shape the direction of the university. A set of Key Performance Indicators to support the implementation plan for the Strategic Plan have been developed and discussed with Council and senior staff. The implementation plan will also be made available to staff along with regular updates on the key projects underway at the university.

4.4 Iwi, Māori entities, and partners

Also refer Section 1.5 Te Tiriti o Waitangi.

Te Herenga Waka—Victoria University of Wellington’s engagement with iwi, Māori entities, and partners is critical to our success. We are committed to building mutually beneficial relationships with Māori who have a vested interest in developing inter-generational growth, skills, experience, and success.

We engage with Māori communities through formal and informal arrangements, led by the Office of the Deputy Vice-Chancellor Māori and Kaitiakitanga, supported by Toihuarewa and Te Aka Matua. Toihuarewa provides an important Māori perspective and voice on academic issues and maintains representation on most of the University’s key committees as well as the Academic Board. It provides a forum for considering issues and opportunities that relate to Māori learning and teaching, Māori research, Māori engagement, and other matters relating to Māori. Te Aka Matua is the Māori advisory committee of Council and provides advice on the University’s relations with Māori communities as they support the development and implementation of the Strategic Plan.

Mai i te Iho ki te Pae (the Māori Strategic Outcomes Framework) conceptualises the Māori outcomes derived from Te Herenga Waka—Victoria University of Wellington’s Strategic Plan and promotes a university community that enables a collective impact approach to Māori success. Key outcomes sought are the socialisation and integration of Māori interests as part of the normal, day-to-day business of the University, while also supporting and enhancing those students and staff members who are engaged in Māori advancement. This Strategic Outcomes Framework draws on the Māori aspirational notion that from our iho (essence, core) we strive to extend to the pae (horizon, surrounds) and beyond. The essence of Māori identity is linked to whakapapa (genealogy), and the recognition of Māori as tangata whenua is embedded in the values of the University’s Strategic Plan, namely te reo Māori, mātauranga Māori, and Te Tiriti o Waitangi. In 2025 we plan to revise the framework to align it to the new strategic plan.

The essence of Māori at our University is represented by the ornately carved wharenui (meeting house), Te Tumu Herenga Waka. Figuratively, the wharenui is the 'mooring post' from which staff and students can be connected to the Māori world during their time at the University, and it provides a platform to enhance teaching, learning, research, and engagement. This notion of connectivity provides the basis for the Māori Strategic Outcomes Framework, which integrates all the University's key strategic documents. Furthermore, it identifies objectives that will enhance the strategic objectives of the Office of the Deputy Vice-Chancellor Māori. Mai i te Iho ki te Pae also includes specific objectives already identified in other key university strategic documents, including the Human Resources Capability Strategy, Research Strategy 2020–2024.

The University is committed to building long-term and mutually beneficial relationships with iwi and other Māori groups and increasing the participation and success of Māori students at the University across all disciplines and at both undergraduate and postgraduate levels. For many of our students, financial difficulty is a major hurdle to overcome, and the University is always exploring ways to increase our scholarship offerings to Māori. In 2024, over \$520,000 was invested towards 343 Taihonoa scholarships and grants as well as Summer internships for tauira Māori; internships include at Toi Māori Aotearoa, Te Manatū Aorere—MFAT, Māori Education Trust, Kahui Legal, Te Ohu Kai Moana, Te Arawhiti, Tuia Group, Ministry of Social Development, NZQA, Heritage New Zealand, GNS Science, Te Kōtahitanga o Taranaki, and Te Korowai o Ngāruahine.

The University opened Nga Mokopuna (formally the Living Pā) at the end of 2024; Nga Mokopuna is one of the world’s most environmentally responsive buildings and a new icon for Wellington and Aotearoa.

4.5 Employers, industry, and professions

The University works actively with industry, professions, and employers to identify their needs through surveys, informal feedback, and participation on advisory boards and review panels for professional programmes. The number of employers that Te Herenga Waka—Victoria University of Wellington engages with each year is significant; more than 1,000 are involved in digital and on campus networking

opportunities and career expos, advertising graduate roles, internships and part-time positions, providing work-integrated learning internships or placements or having representatives on boards and committees.

Regular events, meetings, and consultation with alumni help provide a voice for this group of stakeholders. Engagement with the Wellington City Council, Wellington Regional Economic Development Agency, and community groups ensures that we keep abreast of changes, concerns, and opportunities in our environment.

Throughout the year, the Careers and Employment service liaises with academic faculties, departments and the business community to promote discipline and industry-specific events. These events are open to all currently enrolled students. In addition to attending Career Expos, individual employers hold sessions where they present and inform students of what careers with them involve and give students the opportunity to meet recent graduates working in the organisation. Since COVID-19 disrupted activities on campus, recovery of attendance at the Career Expos has been significant with good student and employer engagement and high levels of applications for graduate recruitment in 2024 and 2025 so far. The Careers and Employment service also run two employability programmes including Alumni as Mentors, which allows final year students to receive career mentoring from our alumni community, and Wellington Plus, which engages students in meaningful work experiences in the community and not-for-profit sectors.

To ensure that our graduates are linked to employers, the University provides careers advice to its students and alumni. The annual Graduate Destination Survey reports the roles our graduates obtain and is searchable for students to be able to identify what employment previous students engaged in the programmes of study and qualifications have been able to obtain. This helps to provide information to guide students in their academic choices and supports them find work when they have completed study. Our careers service also lists thousands of jobs each year on our CareerHub site from employers wanting our students.

The Industry Alliance Programme (formerly the Wellington ICT Graduate School) is another example of the working relationship between industry partners and the University to provide work-ready graduates and to ensure an industry-driven and experiential education, so our graduates are ready to be future leaders in the sector. The Industry Alliance Programme brings together our staff and students with ICT firms, start-ups, and our tech ecosystem to develop talent, ideas, and connections that can fuel growth across the region and New Zealand. It delivers five highly relevant Master's degree programmes with a strong vocational emphasis with input from, and engagement with, industry, combined with academic rigour.

[Taiawa Wellington Tech Hub](#), a new co-working space that will see innovative local businesses based at Te Herenga Waka, opened in June 2024. The shared workspace is hosted on Level 5 of Rutherford House. Twelve established small- to medium-sized companies are already now based in the 50-desk space, and more are waiting in the wings. They include carbon management businesses Cogo and Carbon Invoice, online shopping charity donation app Virtue, and scientific literature review assistant Litmaps.

Employers, industry, and professions are also key partners in research conducted by Te Herenga Waka—Victoria University of Wellington.

In its new strategic plan, the university has emphasised the importance of Work-Integrated Learning including Internships as means by which students can gain valuable skills prior to full time entry into the workforce. We will be introducing a new software system – InPlace - to collect and manage our work-integrated learning activities in 2025 and have included work-integrated learning placements as a key performance indicator to ensure we continue to grow these across the curriculum.

4.6 Government and the public service

Victoria University of Wellington's staff are a valuable source of expertise for the Government and support the University in its goal of being a high-performing capital city university. Many of our graduates go on to work in government or the public service and perform at the highest levels. As evidenced by our success in research, we play a critical role in the government's building of a high-performing science and innovation

system and are highly responsive to opportunities for collaboration and partnership in support of cutting-edge research that benefits New Zealand and the wider world.

In recent years, the University has responded to the needs of the Government and the public service through establishing several externally funded professorial chairs to enhance our research and learning and teaching capability in strategic areas that will benefit New Zealand's economy and wider society. These positions involve a high level of collaboration with external partners, including government and business, and have been established in areas including digital government, public finance, business in Asia, economics of disasters, and restorative justice. Other examples of our active engagement with Government and the public service include:

- professorial appointments such as in sustainable energy systems.
- numerous University staff serving on local and national governmental bodies, advisory boards and/or advisory committees.
- guest lectures in the Treasury Academic Linkages Programme and the Parliamentary Science Forum Programme.
- the School of Government providing a means by which the needs of government can be met through professional Master's programmes in Public Management and Public Policy and through the Australia and New Zealand School of Government (ANZSOG).
- our research centres which mobilise academic research to inform and influence public policy. Recent examples with the Ministry of Health include Te Tātai Hauora o Hine—National Centre for Women's Health Research Aotearoa where research into preventing cervical cancer has resulted in the Minister of Health adopting self-administered tests and the Te Ngāpara Centre for Restorative Practice, which works across a range of government agencies, co-designed a restorative practice for those harmed by surgical mesh. The Te Herenga Waka Centre for Justice Innovation provides an evidence base and advice on justice reform. It's co-director, Judge John Walker, is a District Court judge and one of the main areas of focus is the Ministry of Justice's key initiative Te Ao Mārama — Enhancing Justice for All.
- The University also has developed partnerships with Government agencies as part of its "Policy Hub" project. The Raumata - Policy Hub connects the policy and academic communities. A pilot for Raumata was launched in February 2024. Since its launch it has engaged with more than 30 government departments and agencies. This includes more than \$1m of work for the Department of Prime Minister and Cabinet, the Department of Internal Affairs, the Ministries of Foreign Affairs and Trade; Business, Innovation and Employment; Education; and Primary Industries, the Inland Revenue Department, the New Zealand Defence Force, the Climate Commission, and the Parliamentary Commissioner for the Environment. The work has ranged from simple literature reviews to advice on policies, to running expert committees and more formal research. Topics include long term implications of climate change; tax and trade policies; disinformation; prevention and countering violent extremism; and management of the use of artificial intelligence. Raumata also ran a multi-disciplinary seminar series on how to build trust in public institutions. It is currently in discussion about publishing the papers from that series in a book. The challenge has gone from seeking to win opportunities for engagement to keeping up with demand as government departments are gaining confidence in the value that can be delivered.

4.7 Pasifika communities

Te Herenga Waka—Victoria University of Wellington has demonstrated national leadership in fostering the success of Pasifika students through the role of the Assistant Vice-Chancellor (Pasifika). A Pasifika Student Success Plan has guided a range of activities, including working with Pasifika students and their families prior to the students leaving school as well as all key steps in their time at the University. Important cultural considerations and perspectives come from the Komiti Pasifika. The Komiti, established in 2011, is made up of alumni members of the University Pasifika community with significant experience and expertise across the legal, science and medical, education, accounting and economics, culture and heritage and artistic fields.

Understanding the importance of improving tertiary access and outcomes for Pasifika students guides our increasingly successful engagement with Pacific communities. The University's commitment to, and aspirations for, Pasifika students, staff and research are contained in a Pasifika Strategic and Operational Plan which complements the University's Strategic Plan 2025-2029. The Pasifika Student Success Plan focuses on increasing the enrolment, retention and qualification completion of Pasifika students. The vision is that Te Herenga Waka—Victoria University of Wellington is the university of choice for Pasifika students and staff from Aotearoa-New Zealand and across the Pacific Region. The Office of the Assistant Vice-Chancellor (Pasifika) also focuses on the University's Pasifika identity, increasing the number of Pasifika staff and ensuring they are well supported, and encouraging research into Pasifika issues within New Zealand and the Pacific region.

The University has had a long-standing commitment to the Pacific region, for example through the development of teaching, research and scholarship partnerships with the Government of Samoa, the National University of Samoa, and the Scientific Research Organisation of Samoa. An additional partnership arrangement between the Department of Foreign Affairs and Trade, Papua New Guinea (PNG); the Ministry of Foreign Affairs and Trade, New Zealand; and Victoria University of Wellington's School of Government to build PNG diplomatic capacity has been running over the plan period.

Through strategic collaborations and dedicated efforts, our university has celebrated the success of Pasifika communities and enhanced their academic journeys. The Pasifika Roadshow held across multiple regions, engaged local communities, families and prospective students, providing comprehensive information on study options and encouraging Alumni towards postgraduate study. The collaboration involved partnering with local government, Mayors and the Electoral Commission. Our partnership with the National University of Samoa fosters collaborative research opportunities, with the Faculty of Graduate Research and Faculty of Health. The Pasifika Graduation is a vibrant celebration of Pasifika graduates, families and the university's commitment to nurturing Pasifika cultures and identities. The Office of the Assistant Vice-Chancellor Pasifika, alongside the Pasifika Student Success team, continue to champion Pasifika student and staff achievement, fostering an inclusive environment and advocating for improved outcomes across the university.

4.8 National and international partnerships

The 2025 year has seen continued recovery of the international student market. Last year we exceeded our target for international fee-paying students and have seen an increase of 4.5% over last year at the same time so far in 2025.

We are committed to multifaceted international stakeholder engagement with China and the ASEAN region. In the area of Asian business, language, and culture, the University is investing in relationships and in the people required to maintain bilateral relationships involving two-way flows of students and expertise. The University is proud to host the New Zealand Centre for Contemporary China Research and a Confucius Institute.

We are the only New Zealand university to be a partner in the Xiamen University-led University Consortium of Maritime Silk Road. This initiative will provide opportunities for partnership not only with Xiamen but also with 60 other leading universities around the Asia-Pacific region and the world in general.

Te Herenga Waka—Victoria University of Wellington is also New Zealand's first university to have a double degree agreement (Master of International Relations / Master of Public Policy) with Peking University, China's foremost university.

Following on from the partnerships developed in recent years we have embedded these to deliver a joint undergraduate degree in Intercultural Communication with Communications University of Zhejiang (China); a collaborative undergraduate programme in Communication Studies with Vidyalkar School of Information and Technology (India); and begun joint delivery with Zhengzhou University (ZZU), one of China's Double First-Class Universities, of three Wellington undergraduate programmes, in Architecture, Landscape Architecture, and Industrial Design; the first students from this programme begin their Wellington based

component in late 2025. We have also been implementing agreements with the University of Foreign Language Studies (Viet Nam) to offer (online) our Postgraduate Certificate in Teaching English to Speakers of Other Language; delivered Educating for the Future Centre of Excellence operating (virtually) across Indonesia and Australia.

4.9 Alumni and benefactors

Engagement is a core component of Victoria University of Wellington's mission and strategy. Effective engagement has tangible benefits for our partners and the University's community. Our alumni are key stakeholders as they are our best advocates.

The Development and Alumni Relations Office is currently in the process of developing a Strategic Outcomes Framework, which sets out our shared commitment to advancing the University's mission through meaningful connection, collaboration, and community impact—anchored in Kaitiakitanga, and expressed through the unique strengths and aspirations of our people. These strategic outcomes align with key priorities in the University's Strategic Plan and provide a framework on how collectively we give effect to and embed the work of DARO at the University.

The University holds regular alumni events in New Zealand and overseas to maintain and develop relationships with the 140,000 graduates from the University worldwide. Events are organised regularly around the world to allow opportunities for alumni to connect, network, and contribute. A number of alumni volunteers based across Australia, Asia, North America and the United Kingdom help promote the University by assisting with organising events for alumni in their regions. The University currently offers library access (at cost), free events, and regular alumni e-newsletters. There is also a well-established mentoring programme which matches alumni mentors with final year students in mutually beneficial partnerships aimed at helping students in their transition into work life.

The Kīwai | Staff Giving fundraising campaign was launched by Professor Rawinia Higgins, Deputy Vice-Chancellor, Māori and Kaitiakitanga, in May 2025. Although regular payroll giving has been an option for staff for some time now, this is the first time the DARO team has run a dedicated campaign encouraging staff to take part in the programme.

The campaign encourages University staff to make regular donations to a particular fund that they feel passionate about, such as the Ngā Hoe a Kupe Pathfinder Scholarships or the Winter Energy Grants. These two funds are both necessary in ensuring our community is supported, healthy, and representative of our diverse Wellington community.

There are plans to run this campaign yearly to help embed a culture of philanthropy amongst the staff community of Te Herenga Waka.

In 2023, the University received a \$10 million gift from distinguished philanthropist and eminent Wellingtonian, Sir Mark Dunajtschik, KNZM. Roughly half of this sizeable donation will be used to establish a new [Mechatronics programme](#) within Te Wāhanga a Manaia—Faculty of Science and Engineering, involving the recruitment of the Sir Mark Dunajtschik Chair in Mechatronics and construction of the Sir Mark Dunajtschik Mechatronics Innovation Laboratory.

The remainder of the gift will be used to establish a new [Construction programme](#) within Te Wāhanga Waihangā-Hoahoa—Faculty of Architecture and Design Innovation, involving the recruitment of the Sir Mark Dunajtschik Chair in Construction, and building of the Sir Mark Dunajtschik Construction Innovation Laboratory.

Both new teaching programmes will be launched in 2026.

The Development and Alumni Relations Office is in the early stages of planning the University's next comprehensive philanthropic campaign, a pan-university initiative for which we are preparing feasibility studies and preliminary scoping with key internal stakeholders.

In 2024, 993 donors gave or pledged a total of \$12.6m. We established 22 new funds across the year, including seven new scholarships.

The Foundation is grateful for the support of our alumni and wider donor community who regularly give to our appeals programmes. The Winter Energy Appeal was particularly successful, with nearly twice as many students who were experiencing difficulty paying for heating benefiting from a Winter Energy Grant in 2024 compared to 2023. We have also seen a recent outpouring of support for our alumni appeal, with 17 students awarded an Alumni Appeal Scholarship in 2024, and our Ngā Hoe a Kupe Pathfinder Scholarships appeal, with nine students awarded a Kupe scholarship in 2024.

Philanthropic support continues to have an impact across the University, helping to grow support for students, advance groundbreaking research like the Bob Dykes Chair in Generative Artificial Intelligence, and deliver meaningful public engagement (including lectures and visiting fellowship).

In 2024, we also announced the establishment of the Denis Adam Chair in Music in the New Zealand School of Music—Te Kōkī, generously funded by the Adam Foundation for the next decade.

5. Disability Inclusion Action Plan

The updated Disability Inclusion Action Plan is provided as Appendix 3 in this document.

In summary the major achievements have been:

1. **Increased Accessibility:** Significant improvements have been made to ensure that all facilities are accessible to individuals with disabilities. This includes the installation of ramps, elevators, and accessible restrooms.
2. **Employment Opportunities:** There has been a notable increase in employment opportunities for individuals with disabilities. Various programs and initiatives have been implemented to support their career development and integration into the workforce.
3. **Educational Support:** Enhanced educational support has been provided to students with disabilities. This includes specialized training for educators, the provision of assistive technologies, and the development of inclusive curricula.
4. **Community Engagement:** Efforts to engage the community and raise awareness about disability issues have been successful. Various campaigns and events have been organized to promote inclusivity and understanding.
5. **Policy Development:** New policies have been developed to protect the rights of individuals with disabilities and ensure their full participation in society. These policies address areas such as healthcare, transportation, and housing.

These achievements reflect the ongoing commitment to creating a more inclusive and supportive environment for individuals with disabilities.

6. Programmes and activities

The University’s detailed Mix of Provision templates are provided as stand-alone documents (via DXP Nga Kete) as requested.

Our programmes and activities

Our academic programmes are designed to ensure our graduates are globally minded, civically engaged citizens, with an understanding of international perspectives, and an ability to engage constructively with different communities. More broadly, our activities are consistent with our roles and responsibilities as a University under the Education and Training Act 2020, Te Tiriti o Waitangi, our Strategic Plan and the Tertiary Education Strategy (detailed within). Refer to Outcomes Framework (Section 7), our [2024 Annual Report](#) Statement of Service Performance, and 2025 Statement of Forecast Service Performance for an overview of our many activities and how they achieve our mission and goals.

The projects and initiatives previously described in Sections 2 and 4, and in Section 9 below, are substantial and will progress the University’s key strategic goals. The projects and initiatives previously described form a 5-year implementation plan designed to progress the University’s key strategic goals. The focus will remain on delivering on that set of cross-University major projects. Faculties and professional directorates will continue to progress smaller projects such as the development and approval of new courses or programmes, procuring resources to support new research projects and programmes to invest in new skills and local processes.

We continue to pursue national and offshore partnerships that enrich our research, opportunities for teaching and learning, and our reach. We have seen research postgraduate EFTS rebound over the period of the previous Plan with the reopening of borders and expect to see this increase as the University continues to progress towards its Strategic Plan targets for increased postgraduate numbers.

Professional post graduate programmes remain a focus of development especially to help grow the international full fee-paying student numbers at the university.

With respect to teaching programmes, the University is not currently anticipating significant shifts in its *mix* of provision. New programme developments planned are aligned with our key strengths and distinctive profile, offering degrees at undergraduate level such as the the Master of Renewable Energy, a new major in the Bachelor of Arts in Environmental Humanities, in 2025 we introduced a Bachelor of Environment and Society. The University is exploring expanding its offerings in Politics, Mechatronics, Criminal Justice and Exercise and Hau Ora. As mentioned in section 2.3.1, desired expansion of clinical psychology (as well as other applied psychology programmes including health and education) is limited by the insufficiency of current funding rates. We remain alert to opportunities for development in line with government priorities, and student and employer demand, and consistent with our Strategic Plan, academic strengths and distinctiveness.

We have seen substantial growth in areas of Government priorities in 2025 such as: priority engineering, initial teacher education, science, computer science and engineering technology and also in Mātauranga Māori and te Reo. We have had strong Māori and Pasifika growth in the areas of engineering technology and Secondary initial teacher education. These have been well above the mix of provision targets set in 2024 for 2025. We expect to see continued strengths in these areas which is reflected in our mix of provision. A number of new programmes are currently being considered or at a stage where approval from CUAP is being sought. See the table below.

Master of Chemistry	Under development
Master of Clinical Practice Midwifery	Awaiting CUAP Approval

New Master of Arts by Coursework	Under development
Master of Space Science	Under development
Master of Geotechnical Science and Earth Resources	Under development
Music Pedagogy Major	Under development
Cert and Diploma in Languages	Awaiting CUAP Approval
Mechatronics Major	Awaiting CUAP Approval
Master of Natural Hazards Science and Policy	Awaiting CUAP Approval
Bachelor of Politics	Awaiting CUAP Approval
Master of Construction	Awaiting CUAP Approval
Bachelor of Construction	Awaiting CUAP Approval
Postgraduate qualification in Global Studies	Under development

Summary of Mix of Provision

The indicative allocation for 2025 funded value is \$161,707,948 for DQ 7 and above (including \$930,729 for secondary initial education. A further \$517,319 has been indicated for DQ 3-7 These are reflected in the tables below.

DQ 7 and Above Allocation

Course Classification	Name	Level	2026 funded EFTS	2026 unfunded EFTS	2027 funded EFTS	2027 unfunded EFTS
01	Agriculture; Horticulture	Undergraduate	228	10	228	13
		Taught postgraduate	41	2	41	2
		Research postgraduate	62	3	62	4
		Subtotal	331	15	331	19
02	Architecture	Undergraduate	622	28	622	35
		Taught postgraduate	117	5	117	7
		Research postgraduate	128	6	128	7
		Subtotal	868	40	868	49
03	Humanities and Social Sciences	Undergraduate	3,008	138	3,008	169
		Taught postgraduate	396	18	396	22
		Research postgraduate	316	14	316	18
		Subtotal	3,720	170	3,720	209
04	Business; Accountancy; Management	Undergraduate	1,702	78	1,702	96
		Taught postgraduate	169	8	169	10
		Research postgraduate	49	2	49	3
		Subtotal	1,920	88	1,920	108

Course Classification	Name	Level	2026 funded EFTS	2026 unfunded EFTS	2027 funded EFTS	2027 unfunded EFTS
06	Computer Science	Undergraduate	237	11	237	13
		Taught postgraduate	37	2	37	2
		Research postgraduate	58	3	58	3
Subtotal			332	15	332	19
11	Engineering; Technology	Undergraduate	52	2	52	3
		Taught postgraduate	1	0	1	0
		Research postgraduate	9	0	9	1
Subtotal			62	3	62	3
11.1	Priority Engineering	Undergraduate	732	34	732	41
		Taught postgraduate	122	6	122	7
		Research postgraduate	91	4	91	5
Subtotal			945	43	945	53
12	Fine Arts; Design	Undergraduate	512	23	512	29
		Taught postgraduate	61	3	61	3
		Research postgraduate	29	1	29	2
Subtotal			601	28	601	34
13	Health Sciences (excluding Classifications #07, #15, and #17)	Research postgraduate	27	1	27	2
Subtotal			27	1	27	2
14	Law	Undergraduate	1,223	56	1,223	69
		Taught postgraduate	37	2	37	2
		Research postgraduate	22	1	22	1
Subtotal			1,282	59	1,282	72
15	Medicine (excluding intermediate/first year)	Taught postgraduate	7	0	7	0
		Research postgraduate	8	0	8	0
Subtotal			15	1	15	1
16	Music and Performing Arts	Undergraduate	353	16	353	20
		Taught postgraduate	76	3	76	4
		Research postgraduate	64	3	64	4

Course Classification	Name	Level	2026 funded EFTS	2026 unfunded EFTS	2027 funded EFTS	2027 unfunded EFTS
Subtotal			492	23	492	28
17	Health-Related Professions	Taught postgraduate	4	0	4	0
		Research postgraduate	2	0	2	0
Subtotal			6	0	6	0
18	Science	Undergraduate	1,692	77	1,692	95
		Taught postgraduate	291	13	291	16
		Research postgraduate	289	13	289	16
Subtotal			2,272	104	2,272	128
19.1	Teaching: Early Childhood Education – recognised teaching qualifications	Undergraduate	115	5	115	6
Subtotal			115	5	115	6
19.2	Teaching: Primary – recognised teaching qualifications	Undergraduate	91	4	91	5
		Taught postgraduate	24	1	24	1
Subtotal			115	5	115	6
20	Teaching: Secondary and Specialist recognised teaching qualifications	Undergraduate	49	125	49	127
		Taught postgraduate	22	56	22	56
Subtotal			71	181	71	183
34	Clinical Psychology	Taught postgraduate	45	2	45	3
Subtotal			45	2	45	3
42	Mātauranga Māori and Te Reo Māori	Undergraduate	421	19	421	24
		Taught postgraduate	15	1	15	1
		Research postgraduate	12	1	12	1
Subtotal			449	21	449	25
43	Mathematics	Undergraduate	359	16	359	20
		Taught postgraduate	14	1	14	1
		Research postgraduate	10	0	10	1

Course Classification	Name	Level	2026 funded EFTS	2026 unfunded EFTS	2027 funded EFTS	2027 unfunded EFTS
Subtotal			383	18	383	22
		Total	14,050	821	14,050	970

DQ 3-7 Mix of Provision summary

Course Classification	Name	Level	2026 funded EFTS	2026 unfunded EFTS	2027 funded EFTS	2027 unfunded EFTS
3	Humanities and Social Sciences	Pre-degree	22.4	0.0	21.6	0.0
		Undergraduate	28.5	0.0	27.8	0.0
Subtotal			50.9	0.0	49.4	0.0
4	Business; Accountancy; Management	Undergraduate	1.0	0.0	1.0	0.0
		Subtotal		1.0	0.0	1.0
12	Fine Arts; Design	Undergraduate	0.1	0.0	0.1	0.0
Subtotal			0.1	0.0	0.1	0.0
19.1	Teaching: Early Childhood Education – recognised teaching qualifications	Undergraduate	0.4	0.0	0.4	0.0
		Subtotal		0.4	0.0	0.4
42	Mātauranga Māori and Te Reo Māori	Pre-degree	6.6	0.0	6.7	0.0
		Undergraduate	13.9	0.0	14.0	0.0
Subtotal			20.5	0.0	20.7	0.0
43	Mathematics	Undergraduate	0.5	0.0	0.5	0.0
Subtotal			0.5	0.0	0.5	0.0
Total			73.5	0.0	72.3	0.0

Programmes and activities not funded by the TEC

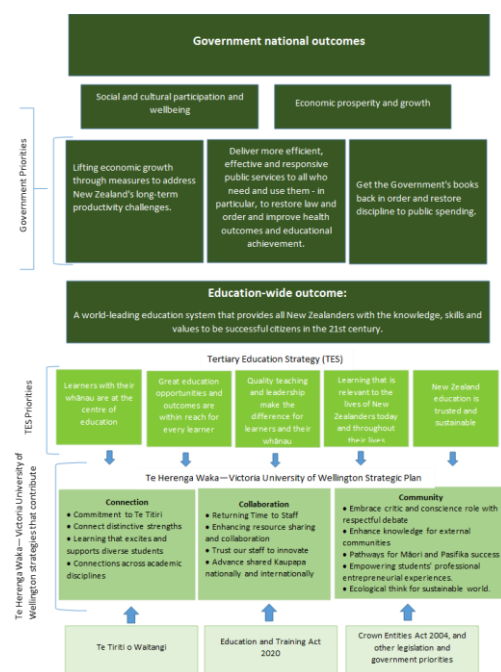
As a large research-intensive university, Te Herenga Waka—Victoria University of Wellington is engaged in a wide range of activities not all of which fall within TEC’s funding remit. *Refer to 2023 Annual Report and Statement of Service Performance for an overview of our activities.*

Subsidiaries (currently trading)

University subsidiaries provide regular reporting and are governed by appropriately appointed Boards including representatives of the University’s senior leadership. ***Refer also to the University’s 2023 Annual***

7. Outcomes and measures

7.1 Outcomes and Performance Framework



The University's Outcomes and Performance Framework shows how our strategic objectives align with, and respond to, what is expected of tertiary education organisations and the outcomes of a world-leading education system that equips learners with knowledge, skills, and values to be successful citizens in the twenty-first century.

The University has an embedded strategic and annual planning framework incorporating monitoring and reporting processes intended to assess progress, make improvements, and support data-informed decision making. This framework incorporates the use of data and other information to inform the setting of goals (defined by key result areas (KRAs)) and the prioritisation of projects to move towards achieving those goals.

The assessment of performance through data (including TEC Educational Performance Indicators, discussed further below) informs the development of the University's plans and improvements. Within the framework, the University's Strategic Plan 2025-2029 is the key document driving decision making and resource allocation across the University. The Strategic Plan

2025-2029 has Key Performance Indicators that the university is using to monitor progress including those related to retention, market share, research performance and reputation. An accompanying implementation plan provides an overview of planned initiatives that are being undertaken to achieve Strategic Plan objectives, including a series of metrics and targets for monitoring progress. The University monitors metrics through Ngā Kete and its own Enterprise Data Warehouse (EDW).

As an interim set of measures, the 2025 year SFSP as accepted by Council is provided below.

Forecast Statement of Service Performance	2023 Actual	2024 Target	2024 Forecast	2025 Target
Creating time and space and clarity for our work				
Your Voice Survey for the question "Our processes are efficient " shows improved support	28%	30%	30%	35%
Revenue retained as surplus for reinvestment	5.4%	0.0%	1.9%	0.4%
Growing our Revenue to Invest in Our Capability				
Tuition Revenue (millions)*	278.3	NA	302.1	324.6
External Research Income (millions)	112.8	100	97.7	100
Connecting our Ecosystems to create opportunities				
Connection				
Level 7 Commencing Student Retention Rate Across Academic Years *	76.2%	NA	82.9%	84.0%
Course evaluations improve Teachers assessed as Good/very good	96.0%	97.0%	TBC	96.0%
Taught Postgraduate EFTS/Total EFTS%	12.9%	14.0%	14.6%	15.0%
Commencing EFTS Maori	527	600	538	550
Commencing EFTS Pasifika	312	350	330	350
Commencing EFTS Full Fee	664	800	801	910
Research Postgraduate EFTS/Total EFTS%	7.3%	7.7%	7.6%	7.7%
Collaboration				
International Market Share *	7.9%	NA	8.1%	8.3%
Market Share Domestic School Leavers in Wellington schools*	45.1%	NA	45.3%	45.5%
Market share of Domestic School Leavers nationally*	13.1%	NA	13.1%	13.2%
Diversification of ERI - number of contract providers increases, proportion (median?) of ERI per provider increases *		NA		
Number of students who begin a Work integrated learning placement *	NA	NA	1400	> 1400
New Invention Disclosures	30	35	TBC	30
Community				
Publications in top 10% of Journals *	NA	NA	24.80%	26%
Fundraising Campaign **	33m	40m	6.5m	10m
Graduates in employment, further study & not seeking work 1st year post-graduation	97%	97%	TBC	97%
Proportion of academic Staff Maori	5.6%	7.0%	6.4%	7.0%
Proportion of academic Staff Pasifika	2.4%	4.0%	2.3%	4.0%
Proportion of Professors who are female	28.2%	31.0%	29.3%	31.0%

* New Measure, aligned to the new strategic plan

** Totals no longer cumulative but Annual

Appended to this document is the template of commitments to the TEC's EPIs.

The forecast statement of service performance for 2026 will be prepared later this year as part of the University's Annual Management Plan and Budget setting process before being signed off by Council by year end. As with previous years, the EPI commitments attached here will form part of this Statement.

Prior year Statements of Service Performance can be found in our [Annual Reports](#).

Our next wave of investment is expected to help improve indicator outcomes on the quality of the learning and student experience. Our Learner Success plan in Appendix 2 notes additional indicators that we are aiming to reach by 2029.

7.2 Educational Performance Indicator performance

As a higher-performing TEO, the University pays close attention to Education Performance Indicator results as it continues its drive towards parity.

DRAFT Educational Performance Indicators			Actual	Commitments		
Description	Ethnicity Group[1]	NZQF Level	2024	2026	2027	2028
Proportion of SAC eligible EFTS	Māori	Levels 4-7 non-degree	20.9%	40.0%	40.0%	40.0%
Proportion of SAC eligible EFTS	Pasifika	Levels 4-7 non-degree	55.1%	30.0%	30.0%	30.0%
Proportion of SAC eligible EFTS	Non-Māori & non-Pasifika	Levels 4-7 non-degree	28.2%	40.0%	40.0%	40.0%
Proportion of SAC eligible EFTS	Māori	Level 7 degree	13.8%	15.0%	16.0%	16.0%
Proportion of SAC eligible EFTS	Pasifika	Level 7 degree	7.7%	8.0%	8.5%	8.5%
Proportion of SAC eligible EFTS	Non-Māori & non-Pasifika	Level 7 degree	79.8%	77.0%	77.0%	77.0%
Proportion of SAC eligible EFTS	Māori	Levels 8-10	8.9%	9.0%	10.0%	10.0%
Proportion of SAC eligible EFTS	Pasifika	Levels 8-10	4.4%	6.0%	6.0%	6.0%
Proportion of SAC eligible EFTS	Non-Māori & non-Pasifika	Levels 8-10	87.3%	85.0%	85.0%	85.0%
First year retention rate*	Māori	Level 7 degree	73.2%	79.0%	85.0%	85.0%
First year retention rate*	Pasifika	Level 7 degree	76.3%	84.0%	85.0%	85.0%
First year retention rate*	Non-Māori & non-Pasifika	Level 7 degree	82.1%	85.0%	85.0%	85.0%
Course completion rate	Māori	All	80.9%	84.0%	85.0%	85.0%
Course completion rate	Pasifika	All	71.5%	75.0%	77.0%	79.0%
Course completion rate	Non-Māori & non-Pasifika	All	87.8%	90.0%	89.0%	90.0%
ERI		\$ Million	99	86	86	86
Total Full Fee EFTS		EFTS	1630	1850	2050	2150
Research Degree Completions		Headcount	504	565	585	585

* LSP Indicators

Refer to Appendix 2 (Learner Success Plan) for 2025-2027 EPI participation, retention and course completion commitments.

Māori participation rates at Level 7 (degree) increased, from 13.5% in 2023 to 13.6% in 2024. Those at postgraduate level increased from 8.5% to 8.9%, but less than the target of 9%. Participation rates for Pasifika at Level 7 (degree) went from 7.3% in 2023 to 7.8% in 2024. At Postgraduate level Pasifika participation went from 4% in 2023 to 4.2% in 2024.

Pasifika participation at postgraduate level rose from 3.9% to 4.4%, short of the target of 5%. Amid challenging external conditions, after relatively pleasing retention rates in 2022, Māori Level 7 retention fell in 2023, to 65.8% against a target of 69.5%, but rebounded in 2024 to be 73.2% but still short of the 77% target. Retention for non-Māori and non-Pasifika Level 7 students also recovered from 76.2% 2023 to reach 82.1% in 2024 against a target of 83%.

Pasifika retention rose from 70.1% in 2023 to 76.3%, short of the target of 81%. The University remains committed to improving student retention but saw retention rates fall generally in 2022-2023 as a flow on from COVID disruption and increased cost of living pressure affecting this cohort of students. It is pleasing to see that they have recovered in 2024.

External Research Income

External Research Income (ERI), as part of PBRF reporting requirements, was \$88.0m, a decrease from 2023 (\$103.6m). Continued success with contestable funds contributed to \$77.4m in contracted research revenue (\$79.0m in 2023) in the University Research Trust. Other research revenue streams within the University were \$10.6m (\$24.6m, 2023), including Wellington UniVentures \$6.2m (6.0m, 2023) and the University Foundation \$2.7m (\$16.9m, 2023. Note, 2023 included a significant one-off bequest).

Sub-contracted research, which is excluded from the figures above, was \$11.0m in 2024 (\$11.7m in 2023). This brings total ERI to \$99.0m (\$115.3m in 2023), just short of the target of \$100.0m.

Our 2025-2027 ERI EPI commitments are as follows:

DRAFT	Actual	Commitment			
EPI	2024	2025	2026	2027	2028
External Research Income	\$99m	\$86m	\$86.0m	\$86.0m	\$86.0m

International Students

Many international students commenced or continued to study with the University from offshore. International full-fee EFTS increased from 1,422 EFTS in 2023 to 1,630 EFTS in 2024, a 14.6% increase of 208 EFTS, slightly above the target of 1,616. Our 2026-2028 international full-fee EFTS EPI commitments are as follows:

DRAFT	Actual	Commitment			
EPI	2024	2025	2026	2027	2028
International full-fee EFTS	1630	1850	1850	2050	2150

Research Degree Completions

Doctoral EFTS for completions have continued to be impacted by the COVID-19 pandemic. the total number of research degree completions fell from 552 to 539 in 2022 and still further to 520 in 2023. We anticipate that research degree completions will take time to recover from border closures, with our expectation that we will be back to 560 annual completions by 2025.

Our 2026-2028 research degree completion (RDC) EPI commitments are as follows:

DRAFT	Actual	Commitment			
EPI	2024	2025	2026	2027	2028
Research Degrees completed	504	545	565	585	585

7.3 Employment Outcomes

The University has long tracked the employment outcomes of its graduates through its annual Graduate Destinations Survey (GDS). The data is used to inform curriculum development, support accreditation of professional programmes, and help students with their study choices. The University also conducts programme reviews on a cyclical basis which seek feedback from, and explore the graduate outcomes of, students from associated qualifications. The benefit of being able to link specific student feedback and career outcomes with the programmes of study that graduates undertook enables specific monitoring and feedback to be provided to subject areas to improve curriculum offerings to students.

The University's 2024 GDS survey result for "Graduates in employment, further study and not seeking work first year post-graduation" was 93%.

The Employment Outcomes of Tertiary Education (EOTE) data shows that, overall, Victoria University of Wellington graduates fare very well in employment outcomes with 7-years post-graduation median incomes above all graduate median earnings for most broad NZSCED across all age groups.

Seven years post-study outcomes of degree-level tertiary graduates (tax year 2022-2023)

Source: Ministry of Education, *Employment outcomes for tertiary education graduates for different tertiary providers*.

Age group	Broad NZSCED	7004 degree graduate median earnings	All TEO degree graduate median earnings
Under 25	01 Natural and Physical Sciences	\$84,000	\$79,000
Under 25	02 Information Technology	\$100,000	\$92,000
Under 25	03 Engineering and Related Technologies	\$107,000	\$94,000
Under 25	04 Architecture and Building	\$82,000	\$86,000
Under 25	07 Education	\$78,000	\$70,000
Under 25	08 Management and Commerce	\$96,000	\$86,000
Under 25	09 Society and Culture	\$82,000	\$79,000
Under 25	10 Creative Arts	\$73,000	\$67,000
25-39	01 Natural and Physical Sciences	\$79,000	\$78,000
25-39	02 Information Technology	\$93,000	\$88,000
25-39	03 Engineering and Related Technologies	\$125,000	\$104,000
25-39	04 Architecture and Building	\$89,000	\$103,000
25-39	07 Education	\$81,000	\$71,000
25-39	08 Management and Commerce	\$87,000	\$88,000
25-39	09 Society and Culture	\$84,000	\$78,000
25-39	10 Creative Arts	\$72,000	\$65,000
40 and over	07 Education	\$79,000	\$73,000
40 and over	08 Management and Commerce	\$80,000	\$93,000
40 and over	09 Society and Culture	\$95,000	\$76,000

8. Additional requirements for tertiary education institutions (TEIs)

The University's 2022 Statement of Forecast Service Performance is provided separately, as requested. The SFSP for 2025 will follow at year end following our annual budget and Annual Management Plan process.

8.1 Capital asset management

The University has mature strategic asset management planning practices relating to our property assets and this ensures that our assets meet the current needs and future aspirations of the organisation. In managing our assets, we take a whole-of-life approach, ensuring that appropriate levels of service are achieved in a cost-effective and efficient manner, while minimising risk.

The Strategic Asset Management Plan (SAMP) provides a framework to ensure that the physical built environment of the University, and the associated infrastructure and services, are consistently managed in accordance with this approach.

The SAMP will be updated during 2025 as will the Campus Master Plan, which details the portfolio's long-term capital planning and investment plans across the University's three campuses.

The primary facility needs highlighted in the SAMP gap analysis can be summarised as:

- physical condition of existing facilities—particularly asbestos and seismic resilience;
- quantity of facilities—a key focus being on the better utilisation of our spaces, both teaching and office areas, in a post COVID world
- shortcomings in the functionality of facilities (fitness for purpose)—particularly laboratories, architecture studios, digital arts studios, music, and student study areas;
- student spaces, including study and support services which ultimately support the student experience

While we remain focused on increasing our space efficiency, we are focused on ensuring aged infrastructure is upgraded to ensure continuity of service.

Additionally, despite significant investment in dealing with deferred maintenance over recent years, there remains a need to continue to invest in the maintenance of the University's ageing buildings, especially in the areas of weathertightness and seismic upgrades. Achieving appropriate seismic resilience in Wellington is absolutely critical – both with respect to minimising damage should a seismic event occur, and in order to obtain appropriate insurance cover.

In the near term the University is committed to the following projects which will assist in delivering on our Strategic Plan. These include:

- Stage 1 of the National Music Centre involving the fitout of performance spaces for the New Zealand School of Music in the Wellington Town Hall
- Consolidation of the School of Nursing and Midwifery back to the Kelburn campus from Wellington hospital.
- Fitout of existing spaces for the new Bachelor of Construction and Bachelor of Mechatronics programmes
- Te Aro campus refurbishment – there is still a need to refurbish existing spaces at our Te Aro campus. While this project has been deferred based upon the financial challenges confronting the University over the last few years, this project remains a priority for the University.
- 320 The Terrace- progressing options for the use of this property by the University

- Earthquake remedials - our investment over the next few years will also include the remediation of building damaged by the 2016 Kaikoura earthquake. Whilst the University has continued to remedy building damage, there are still several buildings requiring attention.

Appendix 1

This SFSP will be updated once the new strategic plan and implementation plan have been agreed by Council. The targets may then be amended with new KPIs and 2026 targets set.

Statement of Service Performance	2023 Actual	2024 Target	2024 Forecast	2025 Target
Creating time and space and clarity for our work				
Your Voice Survey for the question "Our processes are efficient " shows improved support	28%	30%	30%	35%
Revenue retained as surplus for reinvestment	0.2%	0.0%	1.5%	1.3%
Growing our Revenue to Invest in Our Capability				
Tuition Revenue (millions)*	278.3	NA	302.1	324.6
External Research Income (millions)	112.8	100	97.7	100
Connecting our Ecosystems to create opportunities				
Connection				
Level 7 Commencing Student Retention Rate Across Academic Years *	76.2%	NA	82.9%	84.0%
Course evaluations improve Teachers assessed as Good/very good	96.0%	97.0%	TBC	96.0%
Taught Postgraduate EFTS/Total EFTS%	12.9%	14.0%	14.6%	15.0%
Commencing EFTS Maori	527	600	538	550
Commencing EFTS Pasifika	312	350	330	350
Commencing EFTS Full Fee	664	800	801	910
Research Postgraduate EFTS/Total EFTS%	7.3%	7.7%	7.6%	7.7%
Collaboration				
International Market Share *	7.9%	NA	8.1%	8.3%
Market Share Domestic School Leavers in Wellington schools*	45.1%	NA	45.3%	45.5%
Market share of Domestic School Leavers nationally*	13.1%	NA	13.1%	13.2%
Diversification of ERI - number of contract providers increases, proportion (median?) of ERI per provider increases *		NA		
Number of students who begin a Work integrated learning placement *	NA	NA	1400	> 1400
New Invention Disclosures	30	35	TBC	30
Community				
Publications in top 10% of Journals *	NA	NA	24.80%	26%
Fundraising Campaign **	33m	40m	6.5m	10m

Graduates in employment, further study & not seeking work 1st year post-graduation	97%	97%	TBC	97%
Proportion of academic Staff Maori	5.60%	7%	6.44%	7%
Proportion of academic Staff Pasifika	2.40%	4%	2.26%	4%
Proportion of Professors who are female	28.2	31	29.30%	31

TEC Educational Performance Indicators ¹	2027 Target ²
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 04-07 (non-degree)	40.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 04-07 (non-degree)	40.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 04-07 (non-degree)	30.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 7 degree	77.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 7 degree	14.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 7 degree	8.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 8-10	85.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 8-10	9.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 8-10	5.0%
The first year retention rate for non-Māori, non-Pasifika students at level 07 degree	85.0%
The first year retention rate for Māori students at level 07 degree	78.0%
The first year retention rate for Pasifika students at level 07 degree	82.0%
The course completion rate for non-Māori, non-Pasifika students (SAC eligible EFTS) at level 01-10	89.0%
The course completion rate for Māori students (SAC eligible EFTS) at level 01-10	83.0%
The course completion rate for Pasifika students (SAC eligible EFTS) at level 01-10	75.0%
The number of research degrees completed	545
The number of international student EFTS	2,000
The amount of External Research Income earned ³	\$86.0m

¹ Educational Performance Indicators (EPIs) are defined by the TEC.

² The 2024 EPI targets are as per the Investment Plan 2026-2028 commitments approved by the TEC.

³ PBRF definition, excluding sub-contracts to other New Zealand universities.