VICTORIA UNIVERSITY OF WELLINGTON
TE HERENGA WAKA

ACADEMIC BOARD MEETING

25 FEBRUARY 2025

PART A AND PART B

Academic Board Meeting, 25 February 2025

25 February 2025 01:00 PM - 03:00 PM

Agenda Topic			Presenter	Page
Part A				
The meeting will start with a Karakia: Mauri oho (Awaken the spirit) Mauri tū (Engage the spirit) Mauri ora ki a tātou (The spirit of life amongst us) Haumi e, hui e, tāiki e! (Be united in purpose!)				
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Next meeting - The next ordinary meeting will be held at 1:00 pm on 15 April 2025, in the Hunter Council Chamber.

1. Welcome to new members and farewells

A welcome to new members and those leaving will be farewelled.

Welcome to staff promoted to professors:

Title	Name	Faculty/School
Professor	Ben Ruck	School of Chemical and Physical Sciences
Professor	Janet Pitman	School of Biological Sciences
Professor	Jenny Ritchie	School of Education
Professor	Gina Grimshaw	School of Psychology
Professor	Ivy (I Ming) Liu	School of Mathematics and Statistics
Professor	Leon Gurevitch	School of Design Innovation
Professor	Ocean Mercier	Te Kawa a Māui
Professor	Rebecca Bednarek	School of Management

Welcome to all student member representatives for 2025:

Title	Name
VUWSA President	Liban Ali
Academic V-P	Ethan Rogacion
Ngāi Tauira	Mairangi Campbell-Academic Officer (Āpiha Matauranga)
PGSA Co-Presidents	Lacy Jeffreys and Rebekah Senanyake
Vice-Presidents	Vladislav Ilin and Muhammad Ramzan Sajid
V-ISA President	Emily Tedjojuwono
Pasifika Students' Council	Tanumia Matega

MEMORANDUM

To	Academic Board
From	Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic); Professor Rawinia Higgins, Deputy Vice-Chancellor (Māori and Engagement); Dr Logan Bannister, Deputy Vice-Chancellor (Students); and Professor Margaret Hyland, Deputy Vice-Chancellor (Research)
Date	25 February 2025
Subject	Written Reports to the Academic Board for February 2025

Executive Summary

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

It is requested that the Academic Board:

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

DVC ACADEMIC PORTFOLIO

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

Sharing Academic Information with Students

- As reported in UniNews on 4 February 2025, over the past year the University has received an unprecedentedly high number of requests for courses-and-grades-related information under the Official Information Act 1982 (the OIA).
- The requests came from both students and external parties and covered a wide range of topics.
- While OIA requests from external parties will continue to be managed by the legal team, there is a significant opportunity for us to ensure that students enrolled in our programmes and courses can access all relevant academic information.
- Nuku is a key channel that allows students to see information regarding timetables and exam schedules, while staff can use analytics and identify opportunities to provide targeted notices and reminders to students.
- Where appropriate, teaching staff are encouraged to share more information, including academic results, grade distributions, test papers and marking rubrics with students.
- Further guidance on releasing such information, including privacy issues, will be developed and made available on the Staff Intranet in due course.

Update on Academic Promotions Review

- Thank you to colleagues who attended or watched online at the end of last year the all-staff-forums in which Professor Bryony James and I shared information on proposed changes to the academic promotions process.
- These changes follow a comprehensive review that took place in 2024 using both focus groups and an online survey.
- Since the all-staff forums, we have had several productive discussions with the Tertiary Education Union (TEU). The Deputy Director of People & Capability has now formally written to the TEU to commence a variation to the Academic Staff Collective.

Curriculum Mapping Project

- The aim of the Curriculum Mapping Project is to ensure that Te Herenga Waka continues to develop and deliver coherently structured curricula that are relevant to student, employment and societal needs.
- The Project is not intended to be all-encompassing but rather an initial piece of work that will lay the foundation for a more in-depth, multi-year curriculum transformation initiative.
- The aim is to understand more about the structure rather than the content of our curriculum.
- What will be in scope (approximately seven items) will be communicated in UniNews in the next few weeks. Over the next two months information on these topics will be generated using Mata.

- The validity of this information will be checked by a staff member of the Academic Office with colleagues in Schools and Faculties.
- Following this, a dossier will be compiled and shared widely. The aim is for it to guide a subsequent project and actions.
- The Curriculum Mapping project is due to be completed by the end of Q2 2025.

Centre for Academic Development (Stephen Marshall)

- CAD is focused on preparations for T1 and new staff orientation. A new cohort of staff has commenced the VECAP programme.
- A new round of workshops for the Staff Stream of the Te Arawai Ako Fellowships programme begins in March, with an information session leading up to them. Te Arawai Ako is a professional development programme designed to support staff applying for Fellowship through Advance HE and demonstrating that they meet internationally recognised standards for university teaching. Register for either the Te Arawai Ako Staff Stream information session—at Kelburn Campus on Thursday, 13 February, or the Te Arawai Ako Staff Stream information session—at Pipitea Campus on Wednesday, 19 February.
- DVC Academic/DVC Students support for courses improving student retention is shifting focus
- from T1 courses to start the process with a small number of T2 courses. This work is planned to commence in March once T1 teaching is underway.

Course Administration and Timetabling (Teresa Schischka)

- The business case for the timetable replacement project has been presented to the Digital Roadmap and Data Governance Group.
- We are working through changes to the payment portal to allow payments for external exam sitters and out-of-time/place Victoria students.
- BAU on timetable changes tutorial changes are picking up.

Curriculum Quality (Linda Roberts)

- Mata (Curriculum Management System) is on track to go live in May so that staff can update their T2 Course Outlines in the new system. This change means that Course Outline Editor will no longer be used to update course outlines, and all editing will be done in Mata and Nuku going forward.
- Training on the Mata system has started. We have run training sessions for school admins and course coordinators, expanding to programme directors, etc. Refresher sessions will be run before the start of T2. All training materials and videos have now been created, and the intranet pages are ready to be set up.
- We are planning to freeze Course Outline Editor for T1 course outline changes from March 10 – the third week of trimester. This timing allows for tweaks in the first two weeks of trimester and then gives us time to upload all the data into Mata ready for T2. We are anticipating that the change freeze will be for six weeks, and any changes after this will be done in Mata or Nuku.
- The revised Academic Approvals Process for new programmes is being finalised (on the agenda for this meeting) after the consultation process, and Heather Day has begun working on templates to ensure they align with the revised process.

Quality and Policy

- There are six APRs scheduled for 2025 (Architecture, Building Science, Science in Society, Physics, Intercultural Communication and Applied Translation, and Criminology).
- The GYR timeline developed by the Quality and Policy team for this round of GYRs means that the reviews will be coming to APC a little earlier than in previous years (preferably the 22 July meeting but also potentially the 2 September meeting).

Library

- The Library is preparing for Orientation and the beginning of T1 and is offering a range of workshops and tours over this period.
- Technical work is progressing to enable greater access to the Library's online resources for Alumni.

Learning and Teaching (Derek White)

- The NCEA entry requirement for Provisional Admission students was raised for 2025 to ensure a greater percentage of students are successful in their ongoing university study. EDUC191, the mandatory study skills course for PA students, has also been significantly revised for 2025. Despite the higher barrier of entry, the number of students who have accepted PA is comparable to previous years.
- A project to implement and rollout InPlace, a system to support work-integrated learning administration, will begin in February. For more information, see intranet pages.

DVC MĀORI AND ENGAGEMENT PORTFOLIO

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

Media commentary on public interest issues included:

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

DVC Māori Portfolio

- As at 12 February 2025, Māori EFTS stand at 1,802, an increase of 28 EFTS compared to the same time last year. Māori commencing EFTS are currently 553, up from 536 at the same time last year.
- The percentage of Māori students enrolled is currently 12.6%, up 0.2% on the same time in 2024. The target is 13%.
- Throughout February the marae has hosted a number of pōhiri, including for new staff on 5 February, new Pasifika students on 10 February, new student teachers on 12 February, Early Childhood Education student teachers on 13 February, new Māori students on 17 February and international students on 19 February.
- The occupants are settling into Ngā Mokopuna and we are working our way through a new room booking system for meetings and events as well as timetabling classes and tutorials.

DVC Engagement Portfolio

Media and events summary: 1 January – 12 February 2025

- Five media releases/advisories issued on research and events
    - 18 opinion pieces published on Newsroom and The Conversation
    - Media commentary on public interest issues included:
    - Associate Professor Lara Greaves on the latest political polls
    - Professor James Bell on protected red coral forests filmed for the first time off Fiordland's coast
    - Professor James Renwick on the government's climate targets
    - Professor Jon Fraenkel on the deputy PM's handling of New Zealand's relationship with Kiribati; also comment on recent developments in the Cook Islands' relationship with China
    - Dr Mike Joy on the government's goal to increase GDP and why it should be replaced with a goal of improving human wellbeing
    - Dr Ágnes Szabó on "cold violence", a form of elder abuse
    - Christine McCarthy on prisons' grey architecture and how a lack of colour can affect mental health and rehabilitation

- Francesca Storey and Professor Bev Lawton on the need for a strategy and funding to eliminate cervical cancer
- Dr Jackie Cumming on GP practices closing their books to new patients
- Professor Dean Knight on the high number of submissions on the Treaty Principles Bill and extending the submission deadline.

DVC RESEARCH PORTFOLIO

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

Faculty of Graduate Research

- A consortium led by University of Auckland and VUW was successful in securing the MBIE Applied Doctorates Scheme, valued at $20M over five years. Massey and Otago are the other two members of the consortium. This scheme will fund up to 30 PhD students a year to undertake research embedded in external organisations, including industry, government, and public research organisations. Students will be enrolled in themed cohorts, building communities across all eight universities. A key feature of the scheme is an unparalleled programme of extra-curricular learning, designed to develop professional skills including innovation and entrepreneurship so that, when the students graduate, they are primed to be the future leaders in their sector. Parallel to this will be professional development and training for industry partners to better prepare them as supervisors of doctoral students. The University of Auckland will host the scheme's secretariat and Prof. Neil Dodgson, Victoria's Dean of Graduate Studies, will chair the Governance Group.

Research Office

- THW-VUW health researchers were successful in the most research round of HRC Health Delivery projects where research directly informs changes to health delivery policy, practice or systems, and demonstrates a clear connection to a healthcare need. Twelve out of thirteen applications were successful, totalling over $1.8 million in new funding.

- Government changes to the science sector were announced in January. The Science Sector Advisory Group (SSAG) report and Cabinet papers can be read on the MBIE website. Links below:
    - Science System Advisory Group Report: https://www.mbie.govt.nz/dmsdocument/30024-science-system-advisory-group-report-pdf
    - Further decisions to drive economic growth through science, innovation and technology (includes parameters for PROs, Invest NZ, Callaghan, the new IP rules): https://www.mbie.govt.nz/dmsdocument/30021-further-decisions-to-drive-economic-growth-through-science-innovation-and-technology-proactiverelease-pdf
    - Driving Economic Growth Through Science, Innovation and Technology (focuses on the rationale for the different proposals above and includes sections on key findings from & Government response to SSAG report, strategic direction/priorities, implementation timeframes/risks/ implications (financial ones redacted): https://www.mbie.govt.nz/dmsdocument/30016-driving-economic-growth-through-science-innovation-and-technology-proactiverelease-pdf

- The removal of funding for humanities and social sciences from the Marsden Fund and from the Horizon EU Top Up Fund, was an unforeseen shock, and is disappointing with much written in the media subsequently. The DVC-R and Dean

FHSS are considering how internal funding and philanthropy might be used to support researchers.

Wellington UniVentures

- The Prime Minister's announcement regarding the closure of Callaghan Innovation, the reorganisation of the CRIs and the proposed changes for IP ownership, when the IP is developed by university academics impact directly Wellington UniVentures:
    - WUV has a joint venture with Callaghan – GlycoSyn, which works closely with FRI. This collaboration contributes to 20% of Contract Research managed by WUV and will have an impact on ERI if GlycoSyn was to close.
    - Many leading academics have already contacted WUV with regards to potential new IP. If they were to own their IP in a few months, some have indicated that would prefer to publish paper than pursue commercialisation projects.
- WUC's CEO has lodged a response to the Waterloo University IP policy proposal with MBIE.

DVC STUDENTS PORTFOLIO

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

Future Students (current enrolment numbers will be provided at the hui)

Domestic Admissions and Enrolments

As of 10 February 2025, the pipeline (headcount) numbers are as follows:

- 11,596 domestic students have confirmed enrolments. An increase of 3% on the same time last year.
- Admission and Enrolment Processing for new students has gone smoothly this year, including the NCEA results load. The team have been able to maintain a good level of service to this cohort. Timely processing has had a positive impact on student conversion rates.
- The number of NCEA school leaver applicants is higher than 2024 and the subsequent number achieving UE following the release of NCEA results on 15 January is also higher.

EFTs

- As of 11 February 2025, the University has 11,916 confirmed EFTS from new and returning domestic students, toward a target of 14,550.

International

International Admissions and Enrolments

As of 10 February 2025, the pipeline (headcount) numbers are as follows:

- THW-VUW is experiencing an 8% increase in international student admission applications compared to the same time last year.
- We have 1,068 enrolled students compared with 934 enrolled students at the same time last year, a 13% increase.
- Confirmed international student enrolments for Trimester 1 are ahead of last year, largely due to visas being issued without significant delays and are within the standard decline rates.
- 1,138 PhD domestic and international students have confirmed enrolment for 2025. This is an increase of 51 students compared to the same time last year.

EFTs

- As of 11 Feb 2025, the University has 969 confirmed EFTS from new and returning international students, toward a target of 1,850.

Highlights

- Outbound exchange students for Trimester 1, 2025, have now been accepted and are beginning their exchange preparations. We have 93 new students (including three international, nine Māori, and four Pasifika), plus three carrying over from 2024, bringing the total to 96.

- The 1+1+1 Master of Conservation Biology and Master of Marine Conservation programme between Huazhong Agricultural University (HZAU) and VUW has been officially signed. This agreement allows HZAU students to study at VUW for 120 points after one year of master's study at HZAU. Upon earning a VUW degree, they can return to HZAU to complete their master's qualification.

Scholarships Office

School-leavers

- We are excited to meet our 479 new 2025 scholarship students which is an increase of 13 students on last year.
- This year will produce the first cohort of Mātātoa (Sports) scholarship students. These scholarships had strong application numbers and acceptance rates.
- Additional to the inbound enquiries, the Future Students team conducted several outbound campaigns for Provisional Admission, accommodation and scholarship applicants, applicants not yet fully enrolled for BCom, BHealth, BDI, BBSc, BPsyc, BMid, and applicants who are of Māori or Pasifika descent.

Retention activities

- This is the first year that scholarship students accepted into the university under Provisional Admission, the Tohu Māoritanga, or the Diploma in University Studies (Pasifika Pathways) have been permitted to retain their scholarship.

- This is also the first year that the Scholarship Office will be including our top Kahurangi and Mana Pasifika scholarship students in the preparatory and pastoral care programmes previously available only to the Ngā Hoe a Kupe Pathfinder scholarship students. We will be tracking the performance of these retention initiatives.

Masters by Thesis

- Thank you to all staff on Masters by Thesis scholarship reviewing committees. The Strategic Masters by Thesis scholarships in 2024 were very popular; with the introduction of these scholarships in 2024 we were able to award 63 Master's by Thesis Scholarships – an increase of 29 on the previous year.

Student Experience and Wellbeing I Te Pūrengi

Student Equity and Wellbeing Portfolio

- We are trialling a Manawa-Student Wellbeing presence at Te Aro Campus in trimester 1, through providing peer wellbeing support at a pop-up Bubble.
- Together with Academic Office we have drafted a refreshed Meeting the Needs of Disabled Students Policy and are currently undertaking a first round of consultation with key student and staff partners. Following this the policy will go to formal consultation.
- To support academic staff we have developed a rainbow inclusive course design and teaching guide found on the intranet here: Rainbow inclusive course design and teaching | Staff intranet | Victoria University of Wellington.

- In the week commencing 3 February, we welcomed 59 new Manaaki scholarship students (2 undergraduate and 57 postgraduate), bringing the total cohort to a total of 173 Manaaki scholars enrolled at Te Herenga Waka.

Student Success I Tītoko

First-year student experience

- New Students Orientation (NSO) runs from on 17-21 February. The focus for the week is on academic preparedness for study and making new friends and includes opportunities for students to meet and hear from faculties and Student Services. This year, in addition to targeted programmes for Māori, Pasifika, International, and Postgraduate students, there will be tailored programmes provided at Te Aro and Pipitea.
- All commencing undergraduate students will be automatically enrolled in the UNI101 six-week programme, which features interactive sessions designed to provide guidance, resources for academic success, and opportunities to connect with Student Services and fellow students.
- The application period for qualification conferral and attendance at the May graduation ceremonies has been extended from March 1-7 March 2025. This change allows all Tri-3 completers, both domestic and international, to apply for the ceremony, provided their final Tri-3 grades and award levels are submitted by the deadline on Friday, 21 February.

New programme cover sheet

Proposal name	Create a Mechatronics major	
Proposer	Stuart Marshall, Associate Dean Academic Development	
Faculty	Engineering	
Summary	Proposal to develop a new major in Mechatronics (MECA) for the Bachelor of Engineering with Honours (and the exit qualification Bachelor of Engineering) and modify the existing Electrical and Electronics (EEEN) major to allow for and incorporate a shared first two years in course structure between MECA and EEEN. Secondary changes to regulations for Software Engineering and Cybersecurity, although with no changes to the overall set of courses taken for those last two majors.	
Proposal year	2025	
Start year	2026	
Reference	[Qualification Ref No.]	
CONSULTATION	**Person consulted**	**Summary and reference**
Academic Office	Linda Roberts	
Associate Dean	Stuart Marshall	Co-wrote the proposal, so is aware of it.
CAD	Cad-contact@vuw.ac.nz	Stephen Marshall has led a discussion on graduate attributes/profile which is reflected in this proposal, and Rana Daoud has been a member of the Faculty Academic Committee during the development of this proposal.
Careers & Employment (Work-integrated Learning)	Alice Hodder	Proposal supported. Provided feedback - that proposers agree with - that collaboration around teaching teamwork would be ideal, especially a preparatory workshop.
Course Admin.	Teresa Schischka	Requested a summary appendix of which courses are being rolled out and deleted in any given year.
Faculty Admin. (Tītoko in new template)	Greg Ambrose	Transitional arrangements only exist for 1st year – as 300 level courses won't exist until 2028 there is no transition available at higher levels. There is an entry requirement for part 2 of the programme. There is no functionality in the enrolment system to support this, so it is manual job for student success, auditing students, managing the comms, providing course advice. Given the small window between T1 and T2 this is a disruptive process.

Library	Nicola Atkinson	Support received. Library can resource this proposal.
Marketing	Nigel Riley & Amanda Chu	Feedback provided. Noted that momentum needs to build quite quickly before plateauing. One of the challenges is prevailing perceptions of what VUW-THW offer in the BE(Hons), which will need to change to get it into consideration for a new pool of future students. Noted that budget for this is important.
PAMI	Info-unit@vuw.ac.nz + Ash McPherson	Signalled to TEC that this is being proposed – no concerns at this stage.
Toihuarewa	Meegan Hall	Meegan noted that she had no concerns with the mechatronics proposal and supported the te Tiriti section.
School Admin.	Georgia Dix	
Future Students	Alexis Watts and Cathy Powley	Cathy Powley has emailed through support for the development of this major.
Student Finance	Paige Jarman	MECA is a new course code so will need Council fee approval – will need to be confirmed to Paige in June 2025 to include in 2026 fee paper. Will also need confirmation if 400-level MECA courses are at UG fee rate in line with ENGR and EEEN set-up.
Student Learning	Louise Falepau	
Students	Joseph Habgood	Students provided feedback at Academic Programmes Committee that their main concern was the ability to hire a Professor and the risk that a lack of hire might have on the fourth-year offerings. Faculty noted that there would be sufficient expertise from other staff and other more junior hires to still cover fourth-year offerings.
Vic. International	Alsu Sworder & Roger Armstrong	There was interest from International Office's US manager for an expansion of the Engineering major, specifically in the Study Abroad programme. The SA/ME/Africa manager noted that most interest from those regions was in PG, so this proposal would not result in major new numbers. There may be some interest from China and other SE Asian countries. Overall, International Office is supportive.
Other Faculties	Science	Paul Teesdale-Spittle has been consulted about the major. SCPS staff have also been consulted. There will also be consultation with the Space group around changes to the ELCO major in a

		subsequent proposal upon this CUAP proposal being accepted.	
Possible employers/ Professional/ employer groups *(See A4)*		Feedback is coming in from local industry. We have support letters from Times-7 and Radiola, with more incoming. Engineering NZ have been notified and will start the process required for a support letter once a few more support letters from employers have arrived. VUW's Engineering Industry Advisory Board has signalled support via email.	
APPROVAL	**Authority**	**Date**	**Recorded by**
Concept proposal	SLT		
Head of School	Craig Watterson	12 Dec 2024	Stuart Marshall
Fac. Acad. Cttee.	Stuart Marshall	5 Dec 2024	Pam Green
Faculty Board	Dave Harper	12 Dec 2024	Stuart Marshall
Acad. Prog. Committee		11 Feb 2025	
SLT*			
Academic Board			
CUAP			

** SLT will not approve any proposal without a business case. Contact the relevant faculty finance advisor for assistance.*

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

New programme

Proposal name	Create a Mechatronics major
Faculty	Engineering
CUAP Category	6.1.1

Section A

A1 Purpose

1. To introduce a new major in Mechatronics (MECA) in the Bachelor of Engineering with Honours (BE(Hons)) and the Bachelor of Engineering (BE). [Note that the BE is an exit qualification for those students who do not gain a minimum of 2/2 honours in the BE(Hons).]
2. To modify the existing major in Electrical and Electronics Engineering (EEEN) in the Bachelor of Engineering with Honours to incorporate changes related to the introduction of the Mechatronics courses.
3. To modify the BE(Hons) regulations to incorporate new MECA and ENGR labelled courses.
4. To modify the BE(Hons) regulations to incorporate the changes in (a) and (b) components of Software Engineering (SWEN) and Cybersecurity Engineering (CYBR) majors to reflect the change in the core degree regulations of the BE(Hons), specifically the removal of ENGR 110 and ENGR 301 from the core of the degree, and into the major requirements for SWEN and CYBR instead. Alternatives to ENGR 110 and ENGR 301 are proposed for the new MECA and revised EEEN majors.
5. Relabelling ENGR 142 “Engineering Physics for Electronics and Computer Systems” as EEEN 104 “Electrical Circuits” from 2026.
6. Deleting EEEN 203 “Circuit Analysis”
7. Deleting EEEN 201 “Mechatronic Design and Prototyping” and replacing with a new course ENGR 280 “Engineering Design and Prototyping” from 2027.
8. Deleting EEEN 220 “Signals, Systems and Statistics 1” and replacing with a new course ENGR 220 “Signals and Systems” from 2027.
9. Deleting EEEN 320 “Signals, Systems and Statistics 2” and replacing with a new course ENGR 320 “Signal Processing” from 2028.
10. Deleting EEEN 425 “Advanced Robotic Engineering” and replacing with a new course MECA 425 “Advanced Robotic Engineering” from 2029.
11. Deleting EEEN 430 “Robotic Intelligence and Design” and replacing with a new course MECA 430 “Advanced Robotics” from 2029.
12. Introducing ENGR 143 “Introductory Mechanics”, ENGR 224 “Mathematical Modelling”, ENGR 280 “Engineering Design and Prototyping”, ENGR 324 “Computational Modelling”, ENGR 380 “Engineering Project Fundamentals”, ENGR 480 “Industrial Research Topic”
13. Introducing MECA 130 “Introductory Mechatronics”, MECA 225 “Mechanical and Electrical System Design”, MECA 330 “Robotics”, MECA 335 “Materials and Manufacturing”

14. Remove PHYS 142, 145 as optional Physics replacements for the Electrical and Electronics Engineering (EEEN) major.

A2 Justification

Executive summary justification statement for external audience

The proposed Mechatronics (MECA) major at Te Herenga Waka—Victoria University of Wellington seeks to build on the School of Engineering and Computer Science's existing strengths in electrical and electronic engineering, computer science and renewable energy systems. We seek to further evolve our Bachelor of Engineering with Honours major offerings in a direction of existing strength by utilising existing lab space and courses to address a growing interest from current and prospective students. This major is designed to prepare students for the dynamic field of mechatronics, which combines mechanical engineering, electronics, computer technology, and control engineering. The new major will address current and future industry demands, fostering innovation and equipping graduates with the skills necessary to thrive in high-tech engineering environments.

Industry 4.0, which emphasizes the integration of digital technologies, IoT, cybersecurity, and AI in manufacturing, is expected to drive the demand for mechatronics engineers. A recent report has estimated that the global industry 4.0 market size will grow from USD$64.9 billion in 2021 to USD$165.5 billion by 2026, at a compound annual growth rate (CAGR) of 20.6% (Grand View Research).

The new Mechatronics major will complement the existing accredited Electrical and Electronics Engineering (EEEN) major in THW—VUW's BE(Hons) degree. The revised EEEN major will share a common first two years with MECA, before both majors specialise in years three and four. As well as this, there are six courses across the four years of the EEEN and MECA majors that will also be done in conjunction with the accredited Software Engineering (SWEN) and Cybersecurity Engineering (CYBR) majors.

There are already several mechatronics courses available as electives in the EEEN major and several existing permanent academic staff with active research interests in the field. The delivery of a Mechatronics major is a natural next step for our degree given the base we have with Electrical and Electronics Engineering, and our positioning in the Engineering community in New Zealand as a digital technology focussed Engineering school.

In April 2024, Engineering NZ completed their six-yearly re-accreditation of the BE(Hons) majors. During that accreditation visit, the issue of the future direction of Engineering at THW—VUW was raised, and there was a written comment regarding the direction they advised in the panel's final report approved by Engineering NZ's Standards and Accreditation Board. They noted that, in the context of a question of how the Bachelor of Engineering with Honours should grow and noting an original proposal to create a Mechanical Engineering major: "The Accreditation Panel considers that a new major in mechatronics/smart devices/medical technology would be a better fit with existing BE(Hons) programme majors and would be able to be supported more easily within existing resources."

We are adding five new technical courses to our current offerings, to properly provision a Mechatronics major, along with two new project courses (ENGR 280 and 380) that will cover bespoke prototyping and design and project management skills for the MECA and EEEN cohorts.

The delivery of a new Mechatronics major will necessitate the relabelling of some existing courses, such as EEEN 425 and 430 to become MECA 425 and 430; and EEEN 220 and 320 to become ENGR 220 and 320. Changing courses to the MECA label will give a clear sense of the core of the MECA major to students, while changing some courses to the ENGR label will give a clearer sense of the shared courses between EEEN and MECA.

We have also removed the ability for students in Electrical and Electronics Engineering to substitute in PHYS 142 or PHYS 145 for the engineering physics courses, as the coverage of topics in the new courses now differ too much from PHYS 142 or PHYS 145 for them to provide an adequate preparation for the revised 200-level courses that form the EEEN and MECA shared second year.

The addition of the Mechatronics major will also lead to a change in first year. Currently there are five shared courses between the three existing majors: COMP102, 103, ENGR101, 110, 121.

For a while now EEEN has been discussing dropping COMP103, however there were not enough EEEN students by themselves to justify a more appropriate alternative. With the addition of MECA students, this would become viable.

Similarly, the role of ENGR110 within the curriculum has been confused for a few years as it doesn't directly lead to any second-year courses, and has tried to bridge the gap between three different engineering disciplines without directly being built on in subsequent years. With the addition of MECA, there is now an opportunity for SWEN/CYBR to have their own first year course that will more closely support their needs, while EEEN/MECA have another course to support their different needs.

While the statement that ENGR110 doesn't "lead on to second year" could – at face value - be a claim equally made of ENGR101, the concepts in ENGR101 are more foundational and introductory and are useful in subsequent years for all majors.

Justification statement for internal audience

The Faculty of Engineering has taught an electrical and electronics engineering major (under different names) for over fifteen years. There are already existing interests in mechatronics within both the staff and students in this major, and the field of mechatronics has shown growth in demand across the country.

The Engineering Advisory Board has recommended that the Faculty of Engineering explore the option of offering a Mechatronics major to build on existing strengths and interests, and approximately half of a recent philanthropic donation of $10m from Sir Mark Dunajtschik (KNZM) is available to support the development of such a major.

In April 2024, Engineering NZ completed their six-yearly re-accreditation of the BE(Hons) majors. During that accreditation visit, the issue of the future direction of Engineering at THW—VUW was raised, and there was a written comment regarding the direction they advised in the panel's final report approved by Engineering NZ's Standards and Accreditation Board. They noted that, in the context of a question of how the Bachelor of Engineering with Honours should grow, and noting an original proposal to create a Mechanical Engineering major: "The Accreditation Panel considers that a new major in mechatronics/smart devices/medical technology would be a better fit with existing BE(Hons) programme majors and would be able to be supported more easily within existing resources."

The proposed Mechatronics major aligns with Te Herenga Waka—Victoria University of Wellington's Learning and Teaching Strategy, Te Rautaki Maruako. The strategy describes a holistic and distinctive educational approach.

Mechatronics, a multidisciplinary field integrating mechanical, electrical, and software engineering, will contribute significantly to the University's commitment to interdisciplinary learning and global relevance.

Some of the comments below are made in the knowledge that the major will exist in the context of a wider Engineering degree to be accredited under the Washington Accord, and as such some of these benefits derive specifically from the major, while others accrue from the major being embedded in a wider existing degree core.

Alignment with University Values and Strategy

1. **Akoranga (Collective Responsibility for Learning):** This major will foster lifelong learning by teaching students how to approach complex systems and solve multifaceted problems. It integrates research-led teaching, enabling students to master both theoretical concepts and practical applications in line with Primary Strategy 3 of the Strategic Plan.

2. **Whanaungatanga (Collaboration):** Mechatronics inherently involves teamwork and problem-solving across disciplines, preparing students for civic engagement and industry collaboration. Experiential learning opportunities, such as internships and project-based courses, will enhance the students' employability and academic performance.

3. **Whai Mātauranga (Intellectual Curiosity):** The curriculum will encourage intellectual exploration by allowing the students to engage in cutting-edge research and innovation. This supports the University's emphasis on research-led teaching and developing inquiring learners.

4. **Kaitiakitanga (Guardianship of Knowledge):** By embedding sustainable design principles, the program will address environmental challenges, aligning with the University's commitment to responsible knowledge stewardship.

5. **Manaakitanga (Generous Fostering of Knowledge):** The Mechatronics major will cultivate an inclusive and supportive learning environment by embedding culturally responsive teaching practices and ensuring equitable access to resources and opportunities. The curriculum will integrate mātauranga Māori, reflecting indigenous perspectives in technology and innovation, and provide tailored pathways for Māori and Pasifika students to succeed in engineering disciplines. Faculty initiatives such as targeted outreach to underrepresented communities, scholarships, and mentorship programs will ensure a broad spectrum of learners are empowered to participate and excel. Specifically in the context of this major and the wider BE(Hons), the three under-represented communities are women, Māori, and Pasifika. Practical projects will focus on solving real-world challenges, including those faced by rural and underserved communities in New Zealand. This can help show the transformative potential of mechatronics. By aligning these efforts with the principle of manaakitanga, the Faculty will not only improve the learning environment but also demonstrate the generous fostering of knowledge.

6. **Rangatiratanga (Leadership):** Graduates of this program will emerge as autonomous

leaders in the rapidly evolving field of Mechatronics, embodying the University's vision of leadership in learning and teaching.

Strategic Benefits

Introducing this major will strengthen Te Herenga Waka—Victoria University of Wellington's reputation as a major contributor in engineering education by attracting talented students and fostering close connections with industry and research partners. The interdisciplinary nature of the program is well-suited to addressing complex technological challenges, which also matches well with the University's emphasis on integrating digital tools and innovative teaching methods to provide a robust and practical educational experience.

This initiative supports the Faculty's and University's commitment to equipping graduates with the technical skills, problem-solving capabilities, and confidence needed to address real-world challenges. By focusing on practical, applied learning and industry-relevant projects, the program will prepare students to contribute meaningfully to Aotearoa New Zealand's changing technological landscape and further help support its economic growth.

A3 Qualification

The major – excluding core BE(Hons) courses required of all BE(Hons) graduates - requires 90 points at 100-level, 105 points at 200-level, 120 at 300-level, and 75 points at 400-level. This proposal therefore meets the CUAP definition of a major as "A substantial component of a degree (usually at least one-third and often consisting of one subject only) selected by the student, in accordance with the regulations, as the principal area of study for the degree".

The degree itself has already been adjudged by CUAP to qualify under the CUAP definition of a Bachelors with Honours degree, and the core BE(Hons) fourth year courses (ENGR 401: Professional Practice; ENGR 489: Engineering Project) are used in this major as they are also used in three previously approved and accredited majors in the degree.

A4 Acceptability of the programme and consultation

The Mechatronics major in the BE(Hons) will be accredited under the Washington Accord by Engineering NZ.

A site visit by Engineering NZ is likely to be done in 2028 to determine if the programme is ready for provisional accreditation, followed by a second site visit likely to be done in 2031 to determine if the programme is ready for full accreditation. The next site visit for the existing BE(Hons) majors is due for 2030, as those three majors were reaccredited (SWEN and EEEN) and accredited (CYBR) earlier in 2024.

Engineering NZ has been approached for a letter of support, and they are waiting on the completion of the ongoing industry consultation before releasing that.

We have sent the proposal out for wider consultation with mechatronics companies and professionals around the greater Wellington Region and more broadly across New Zealand. That feedback is being received now and incorporated into the proposal.

Radiola and Times-7 have already provided written support for the proposal noting the need for Mechatronics graduates. Both companies have cited that such graduates would be in high demand and important for their industry going forward. More support letters are expected shortly.

The VUW Engineering Industry Advisory Board has been sent the current Mechatronics proposal. No concerns have been raised and support was signalled via email in January 2025. The proposal for teaching a Mechatronics major in the Bachelor of Engineering with Honours has been discussed at previous Advisory Board meetings, most recently at the 29 November 2023 meeting where the Advisory Board discussed proposals to explore Mechanical or Mechatronics and advised the Faculty to move into Mechatronics instead of Mechanical.

The accreditation panel from Engineering NZ in the 2024 accreditation visit, which included professional engineers from industry, supported the advice from the Industry Advisory Board.

Transitional arrangements

For students in the EEEN major, the following pairs of courses will be considered equivalent for the purposes of the degree and major requirements.

COMP 103	MECA 130
ENGR 142	EEEN 104
EEEN 201	ENGR 280
EEEN 203	ENGR 224
EEEN 220	ENGR 220
EEEN 320	ENGR 320
EEEN 401	EEEN 344

EEEN students who have passed ENGR 110 will be waived from the requirement to do ENGR 143, though they can take it if they wish.

In addition, the pair (EEEN 202 + EEEN 325) is equivalent to the pair (MECA 225 + MECA 330).

Students wishing to enter the Mechatronics major from another major will be waived from the requirement to complete MECA 130 if they have completed either COMP 103 or ENGR 110 before 2026.

ENGR 142 may be used in place of EEEN 104 for such students.

The changes to the SWEN and CYBR major only require moving courses from the degree regulations to the major regulations, so there is no material impact on SWEN and CYBR students.

A5 Te Tiriti o Waitangi

The Faculty recognises the underrepresentation of Māori in the field of mechatronics and acknowledges the need to actively address this disparity. While the Faculty does not currently have Māori academics specialising in mechatronics and recruitment in this area is going to be difficult in the immediate future due to the relatively low number of Māori graduates from other NZ Mechatronics programmes, we plan to mitigate this by actively seeking iwi presence on our advisory board, as well as reaching out to any Māori mechatronics engineers that are working in industry. This will assist with ensuring that the program design and delivery remain aligned with Māori perspectives and values in the short- to medium- term while we foster a new generation of Māori mechatronics engineers that we will hopefully recruit into the academic ranks in the years ahead.

Integration of Te Ao Māori and the Treaty of Waitangi into the Mechatronics Major

The program will integrate Te Ao Māori principles and honour the commitments of Te Tiriti o Waitangi through both curriculum design and student engagement.

Curriculum Integration

1. **Māori Engineering and Technology**: Courses will explore traditional and contemporary Māori engineering practices highlighting principles of sustainability and innovation. This will be expanded into ENGR 101 and ENGR 201 as well as in ENGR 280 and ENGR 380.
2. **Tikanga and Mechatronics**: Students will examine how Māori values like *kaitiakitanga* (guardianship), *whanaungatanga* (kinship), and *manaakitanga* (hospitality) can inform ethical and sustainable design in robotics and automation.
3. **Indigenous Knowledge Systems**: Courses will draw comparisons between Western and Māori knowledge systems, discussing how traditional Māori knowledge can complement modern technological approaches in mechatronics.
4. **Māori Robotics**: Students will have opportunities to design or study robotics projects incorporating Māori cultural elements, such as visual aesthetics, Māori language in programming, and culturally informed applications.

Activities and Learning Experiences

1. **Guest Lectures**: Māori engineers, technologists, and cultural experts will share their experiences, providing students with practical insights into the intersection of mechatronics and Māori culture.
2. **Group Projects**: Design challenges will require students to integrate Māori principles, such as sustainability and cultural appropriateness, into their mechatronic solutions.

Exercises and Ethical Considerations

1. **Case Studies**: Analysis of projects incorporating Māori values will give students practical examples of culturally respectful engineering.
2. **Ethical Dilemmas**: Discussions on ethical issues, such as the cultural implications of automation in traditional practices, will encourage students to consider the societal impact of their designs.
3. **Reflection Exercises**: Students will be encouraged to reflect on their understanding of Te Ao Māori and how it influences their approach to mechatronics.

Governance and Advisory

Advisory Board: We will be expanding the industry advisory board to directly include iwi representatives, and we will actively seek input from Māori mechatronics engineers to guide the program to ensure cultural alignment and relevance, supporting the program's ongoing development and providing valuable connections with Māori communities.

Alignment with *Mai i te Iho ki te Pae*

This approach aligns with the goals outlined in the *Mai i te Iho ki te Pae – Māori Strategic Outcomes Framework*:

- **Whai Mātauranga (Intellectual Pursuit)**: Encouraging knowledge exchange between Māori and other systems of knowledge to enrich learning.
- **Akoranga (Education)**: Creating an inclusive environment where Māori students can thrive academically and culturally.

- **Whanaungatanga (Relationships)**: Building capacity in the academic staff to be able to meaningful build relationships between students, staff, and iwi through collaborative projects and shared knowledge.

Realistic Commitment

The Faculty acknowledges the limitations in current Māori representation within the field but commits to using advisory roles, curriculum integration, and student-focused activities to create a program that meaningfully incorporates Te Ao Māori. This will help the proposed Mechatronics major not only honour Te Tiriti o Waitangi but also foster a respectful and inclusive engineering education.

The Faculty also acknowledges that Māori are under-represented in key subjects at college that are seen as lead-in subjects to engineering at University. The Faculty will need to work with units across the University and with – at least local – colleges to ensure that Māori college students are encouraged and supported to succeed at key college subjects such as mathematics and (ideally) physics, and commit more resources to alternative entry pathways at first year for those students not afforded the necessary opportunities in their secondary education.

The Faculty is interested in exploring how the programme can connect with Ngā Mokopuna (previously the Living Pā) which may include understanding how any mechatronics components in the building's renewable energy systems perform and support sustainable buildings.

Finally, the Faculty states an expectation that all staff on the programme will engage with the Te Hāpai programme (or any future equivalent) run by the University.

A6 Goals of the Programme

The proposed Mechatronics major for the BE(Hons) degree provides a structured pathway for students interested in the design and development of integrated systems combining mechanical, electrical, and computational components. It builds on the University's strengths in electrical and electronic engineering, software engineering / computer science, renewable energy systems, and existing mechatronics-based courses, introducing a sequence of courses to equip students with the skills and knowledge necessary for both industry and research roles.

The major consists of foundational and advanced engineering courses, progressing logically over four years. Students begin with courses such as Introductory Mechanics (ENGR 143), Introductory Mechatronics (MECA 130), and Mathematical Modelling (ENGR 224), providing essential theoretical and practical grounding. Intermediate-level courses include Signals and Systems (ENGR 220), Mechanical and Electrical System Design (MECA 225), and Computational Modelling (ENGR 324), which deepen understanding and introduce the complexity of mechatronics systems. Advanced topics such as Robotics (MECA 330), Advanced Robotics (MECA 430), and Signal Processing (ENGR 320) further develop specialization in the field.

The program also integrates core engineering courses common to all BE(Hons) pathways such as: a set of two first-year engineering mathematics courses; an introduction to computer program design (COMP 102); engineering science (ENGR 141, common with the Electrical and Electronics Engineering major), an Engineering in Context course teaching research, analysis, critical and creative thinking skills embodied in written and oral communication (ENGR 201); Professional Practice (ENGR 401) and the capstone Engineering Project (ENGR 489). These courses emphasise the mathematical and physical world underpinning of Engineering, along with professional ethics,

and technical communication, ensuring graduates are well-prepared for the professional engineering environment.

An optional Industrial Research Project (ENGR 480) provides an opportunity for students to gain experience in applied research, either in an academic setting or through collaboration with industry. This flexibility supports students aiming to explore specialised topics or develop research-focussed skills.

Extracurricular opportunities, such as through the Victoria Engineering Club (VEC) and the VUW Women in Technology (VUWWIT) club will complement the academic curriculum. Activities like design challenges and collaborative projects will foster a sense of community and encourage practical problem-solving, essential for the interdisciplinary nature of mechatronics.

This programme structure ensures students engage with mechatronics at every stage of their degree, building a cohesive skill set that blends theory with hands-on application. Graduates will be well-equipped to contribute to the development of innovative technologies and address complex challenges in the field.

A7 Outcome statements

The following modifies THW—VUW's existing Bachelor of Engineering with Honours qualification description on the NZQCF. Modifications are in red. Note that the NZQCF description has not been updated to include previously approved changes, specifically for cybersecurity engineering approved by CUAP over five years ago, so these are also included below.

Strategic Purpose Statement

Graduates will be able to apply a sound knowledge of engineering principles and relevant science to information and communications technology. They will be able to use appropriate tools and techniques to design, construct, measure and analyse engineering solutions. They will be able to apply project management skills to the achievement of engineering and business objectives and will be able to function at various levels within an organisation.

All majors in the Bachelor of Engineering with Honours will adhere to the graduate attributes as laid out in the Washington Accord, used by our accrediting body Engineering New Zealand.

The Washington Accord graduate attributes can be found at:
https://www.ieagreements.org/assets/Uploads/IEA-Graduate-Attributes-and-Professional-Competencies-2021.1-Sept-2021.pdf
WA1: Apply knowledge of mathematics, natural science, computing and engineering fundamentals, and an engineering specialisation to develop solutions to complex engineering problems.

- WA2: Identify, formulate, research literature and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences with holistic considerations for sustainable development.
- WA3: Design creative solutions for complex engineering problems and design systems, components or processes to meet identified needs with appropriate consideration for public health and safety, whole-life cost, net zero carbon as well as resource, cultural, societal, and environmental considerations as required.
- WA4: Conduct investigations of complex engineering problems using research methods including research-based knowledge, design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions.

- WA5: Create, select and apply, and recognize limitations of appropriate techniques, resources, and modern engineering and IT tools, including prediction and modelling, to complex engineering problems.
- WA6: When solving complex engineering problems, analyze and evaluate sustainable development impacts to society, the economy, sustainability, health and safety, legal frameworks, and the environment.
- WA7: Apply ethical principles and commit to professional ethics and norms of engineering practice and adhere to relevant national and international laws. Demonstrate an understanding of the need for diversity and inclusion.
- WA8: Function effectively as an individual, and as a member or leader in diverse and inclusive teams and in multi-disciplinary, face-to-face, remote and distributed settings
- WA9: Communicate effectively and inclusively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, taking into account cultural, language, and learning differences.
- WA10: Apply knowledge and understanding of engineering management principles and economic decision-making and apply these to one's own work, as a member and leader in a team, and to manage projects and in multidisciplinary environments.
- WA11: Recognize the need for, and have the preparation and ability for i) independent and life-long learning ii) adaptability to new and emerging technologies and iii) critical thinking in the broadest context of technological change.

Content

There are four majors ~~three specialisations~~ in the BE(Hons): electronic and computer system engineering, which covers the use of hardware and software techniques to develop innovative and effective solutions to engineering problems; ~~network engineering, which addresses the design of networked and distributed solutions to problems;~~ cybersecurity engineering, which addresses the design and implementation of secure systems in the context of both technical and human systems along with both defensive and offensive security techniques; mechatronics engineering, which integrates mechanical engineering, electrical engineering, computer science, and control systems to create intelligent devices or machines that perform complex tasks efficiently; and software engineering, which is the design, implementation and maintenance of software systems. The programme includes courses in professional practice and a total of 800 hours ~~industry~~ work placement, including 400 hours in work placement relevant to the student's chosen discipline.

Education pathways

Completion of the BE(Hons) may lead to further study for a Masters or PhD degree.

Employment pathways

The BE(Hons) is an accredited degree providing a pathway to professional certification by Engineering New Zealand under the Washington Accord. Graduates will find employment in a range of industries developing or making use of information and communication technologies and will be able to take their degree to any signatory country of the Washington Accord and have it recognised as a professional Engineering degree.

Entry requirements

A New Zealand university entrance qualification, or equivalent, with physics and mathematics (calculus and statistics) to NCEA level three strongly recommended. Physics is not required for any major, however the main entry pathway into first year engineering mathematics requires 16

Achievement Standard credits NCEA Level 3 in Mathematics) or (12 Achievement Standard credits NCEA Level 3 Mathematics excluding the statistics standards 91580, 91581, 91582, 91583, 91584) or MATH 132. Equivalents in non-NCEA systems are accepted.

Entry into Part 2 of the degree requires a B average over courses in Part 1 (first year) courses.

Assessment

A combination of assignments, projects, laboratory assessments, in-class tests, presentations and examinations.

A8 Graduate profile

Scholarly attributes developed through the formal curriculum

The following are the graduate attributes for the Mechatronics major. The second column maps these graduate attributes to the Washington Accord graduate attributes listed earlier, and against which all Bachelor of Engineering with Honours majors are accredited.

Mechatronics Graduate Attributes	**Washington Accord Graduate Attribute**
1. Effectively applies the mathematical, natural, computing and engineering sciences to complex mechatronic applications.	WA1 - 2
2. Demonstrates systematic knowledge of fundamental engineering theory and its application to mechatronics.	WA1
3. Demonstrates competence in the practical art of mechatronics.	WA3
4. Identifies, evaluates, synthesizes and applies information pertinent to mechatronics applications	WA1 – 4
5. Designs and carries out experiments to assess the efficacy of complex mechatronic designs.	WA3 – 5
6. Competently use modern calculation, analysis and modelling tools to design and evaluate mechatronic systems.	WA2 – 3, 5
7. Effectively applies project and business management principles and tools for complex mechatronic applications	WA10
8. Identifies, evaluates and manages risk in complex mechatronic applications using accepted methods of dealing with uncertainty and knowledge of the limitations of the applicability of methods of design and analysis	WA2 - 5
9. Is an effective leader and collaborator able to work in a range of team contexts as well as independently	WA8
10. Communicates effectively in a range of contexts and formats	WA3, 9

11. Demonstrates social, cultural and environmental responsibility through their role as an engineer enacted ethically and with regard to Te Tiriti	WA1, 3, 6, 7
12. Values lifelong learning and professional development in the maintenance of professional skills and knowledge	WA11

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Commu-nication	Intellectual autonomy	Intellectual integrity
Effectively applies the mathematical, natural, computing and engineering sciences to complex mechatronic applications	ü	ü			
Demonstrates systematic knowledge of fundamental engineering theory and its application to mechatronics	ü				
Demonstrates competence in the practical art of mechatronics	ü				
Identifies, evaluates, synthesizes and uses information pertinent to mechatronics applications	ü	ü		ü	
Designs and carries out experiments to generate and assess the efficacy of approaches to implement complex mechatronic applications	ü	ü			
Uses modern calculation, analysis and modelling tools competently to resolve complex mechatronic applications	ü				
Effectively applies project and business management principles and tools for complex mechatronic applications	ü				
Identifies, evaluates and manages risk in complex mechatronic applications using accepted methods of dealing with uncertainty and knowledge of the limitations of the applicability of methods of design and analysis	ü				
Is an effective leader and collaborator able to work in a range of team contexts as well as independently			ü		ü
Communicates effectively in a range of contexts and formats			ü		ü
Demonstrates social, cultural and environmental responsibility through their role as an engineer enacted ethically and with regard to Te Tiriti				ü	ü
Values lifelong learning and professional development in the maintenance of professional skills and knowledge				ü	

Personal qualities

Personal quality for the qualification / subject	International perspective	Engagement	Independence & Collaboration	Goal-setting
(*Example: Willingness to accept social and civic obligations and ability to make informed and responsible contributions to public debate*)	ü	ü		
Effectively applies the mathematical, natural, computing and engineering sciences to complex mechatronic applications	ü			
Effectively applies project and business management principles and tools for complex mechatronic applications		ü	ü	ü
Identifies, evaluates and manages risk in complex mechatronic applications using accepted methods of dealing with uncertainty and knowledge of the limitations of the applicability of methods of design and analysis				ü
Is an effective leader and collaborator able to work in a range of team contexts as well as independently			ü	ü
Communicates effectively in a range of contexts and formats		ü		
Demonstrates social, cultural and environmental responsibility through their role as an engineer enacted ethically and with regard to Te Tiriti	ü	ü		
Values lifelong learning and professional development in the maintenance of professional skills and knowledge			ü	ü

A9 Programme overview

The BE(Hons) in Mechatronics is a four-year bachelor's degree, awarded with honours.

The first year consists of five courses in engineering mathematics, engineering physics, introductory mechanics and introductory mechatronics that are shared with the Electrical and Electronics Engineering (EEEN) major, along with three further core degree courses in computer programming, engineering mathematics and engineering principles that are also shared with the Software Engineering and Cybersecurity Engineering majors.

The second year consists of a further six technical courses covering electronics, mechanical and electrical systems, signals and systems, mathematical modelling, and prototyping and design that are also shared with the EEEN major. Two further degree-wide courses (systems programming and engineering in context) involve Mechatronics students working alongside students from all Engineering majors.

In the third year, the Mechatronics and Electrical and Electronics Engineering majors diverge and further specialise, with further Mechatronics technical courses and more group work to provide students with more experience in collaborative and practical work environments. Technical courses include such topics as introductory robotics and materials and manufacturing.

In the fourth year, the Mechatronics major includes a two-trimester individual project that is supervised by an academic staff member and may also involve an industry client. The major also includes a degree-wide course on professional ethics and practice, as well as an industrial research project and advanced technical topics.

As with all majors in the BE(Hons) students undertaking the Mechatronics major will need to gain a B average over their first-year courses to continue into some later courses (specifically ENGR 280, ENGR 380, 401 and 489) and be able to complete the major. The current exit path for the EEEN major – the Electronics and Computer Systems major in the BSc – will be modified once the outcome of this CUAP proposal is known to allow Mechatronics students to exit into it if they don't get a B average.

Mechatronics students will also need to satisfy the same work experience requirements of other BE(Hons) engineering majors, which is 800 hours of work experience, of which 400 hours must be in their chosen discipline.

A class of honours is awarded to students based on their GPA and quality of mind demonstrated across their third- and fourth-year courses. The classes of honours are, with indicative GPA boundaries shown in brackets: first class (7.0 - 9.0), second class first division (5.0 - 6.99), second class second division (3.5 - 4.99). Those students who complete all of their courses with a GPA below 3.5 and who are not judged by the honours committee to have performed sufficiently to gain at least a second class second division, are instead awarded the Bachelor of Engineering (BE). The BE degree is not accredited by Engineering NZ.

A10 Proposed regulations

In the General Requirements (section 2) of the Bachelor of Engineering with Honours (p. 290, 2024 Calendar) amend the following:

(a) Except as provided in (d), the course of study shall include:

Part 1: ENGR 101, ~~110,~~ COMP 102 or 112, and courses meeting the part (a) requirements in section 3 for at least one major

Part 2: ENGR 201, ~~301,~~ ~~302~~, 401, 489, and courses meeting the remaining requirements for at least one major.

In the Major Requirements (section 3) of the Bachelor of Engineering with Honours (pp. 290-291, 2024 Calendar) add or amend the following:

Mechatronics (MECA)

(a) (ENGR 121, 122) or (MATH 142, 151); EEEN 104; ENGR 141, 143; MECA 130

(b) ENGR 220, 222, 224, 280; EEEN 202, 204; MECA 225;

(c) ENGR 320, 324, 380; EEEN 301, 315; MECA 330, 335;

(d) ENGR 480; MECA 425, 430, At least two further courses from MECA 401-480, EEEN 401-480, RESE 411, 412 or AIML 425, 429.

Electrical and Electronic Engineering (EEEN)

(a) (ENGR 121, 122) or (MATH 142, 151); EEEN 104; ENGR 141, ~~142~~, 143 ~~or (PHYS 142, 145);~~ MECA 130

(b) ~~COMP 103,~~ EEEN ~~201,~~ 202, ~~203,~~ 204~~, 220;~~ ENGR 220, 222, 224, 280; MECA 225

(c) EEEN 301, 313, 315, ~~320,~~ 344; ENGR 320, 380; RESE 321

(d) EEEN 40~~13~~; RESE 411; at least two further ~~other~~ courses from EEEN 40~~21~~–4~~39~~80, ENGR 402 – 480, MECA 401-480, AIML 425, 429, RESE 412

Software Engineering (SWEN)

(a) COMP 103; ENGR 110; (ENGR 121, 123) or (MATH 161; one of MATH 177 or QUAN 102 or STAT 193)

(b) CYBR 171; one of (CGRA 151, ENGR 141, 142, PHYS 100–199)

(c) COMP 261, CYBR 271, NWEN 241, 243, SWEN 221, 225 (or 222)

(d) ENGR 301, 302; SWEN 301; SWEN 303 or 325; SWEN 324 or 326; at least one further course from

AIML/CGRA/COMP/CYBR/NWEN/SWEN 301–379

(e) At least two courses from NWEN, SWEN 401–479; at least two further courses from AIML/CGRA/COMP/CYBR/NWEN/SWEN 401–479.

Cybersecurity Engineering (CYBR)

(a) COMP 103; CYBR 171; ENGR 110; (ENGR 121, 123) or (MATH 151, MATH 161, and one of (MATH 177, QUAN 102, STAT 193))

(b) COMP 261, CYBR 271, NWEN 241, 243, SWEN 221; SWEN 225 or one of MATH 200–299

(c) CYBR 371, 372, 373; ENGR 301, 302; one of (MATH 324, NWEN 301, 302, 303, 304, SWEN 324, 326)

(d) CYBR 471, 472, 473; one further 400-level course from (AIML, CYBR, COMP, NWEN, SWEN)

In the Combined Undergraduate Schedule (pp. 117-202 of the 2024 Calendar), make the following modifications.

Note: Deletions above 100-level will be made as replacement courses are rolled out. ENGR 142 is signalled for deletion below effective 2026.

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X), Double Labelling (D)	Degree Schedule
EEEN 104	Electrical Circuits	15	P ENGR 141 and (ENGR 121 or MATH 141); X ENGR 142	BSc, BE(Hons)
~~ENGR 142~~	~~Engineering Physics for Electronics and Computer Systems~~	~~15~~	~~P either ENGR 141 and (ENGR 121 or MATH 141) or approved levels of achievement in NCEA Level 3 Physics and Calculus or equivalent; X PHYS115, 142~~	~~BSc, BE(Hons)~~
ENGR 143	Introductory Mechanics	15	P ENGR 121, 141	BSc, BE(Hons)

MECA 130	Introductory Mechatronics	15	P COMP 102	BSc, BE(Hons)
EEEN 204	Electronic Devices	15	P ENGR 122 or MATH 142; ~~ENGR142~~; EEEN 104 or ENGR 142; X ECEN 204	BSc, BE(Hons)
ENGR 201	Engineering in Context		P ENGR 101; (ENGR 110 or MECA 130); ~~and~~ 45 further points from Part 1 of the BE(Hons) schedule	BE(Hons)
ENGR 220	Signals and Systems	15	P ENGR 122; X EEEN 220	BSc, BE(Hons)
ENGR 224	Mathematical Modelling	15	P ENGR 122, 143 (or ENGR 110 before 2026)	BSc, BE(Hons)
ENGR 280	Engineering Design and Prototyping	15	PP MECA 225 and Part 1 of the BE(Hons) X ENGR 301, EEEN 201	BE(Hons)
MECA 225	Mechanical and Electrical System Design	15	P ENGR 143; EEEN 104 or ENGR 142	BSc, BE(Hons)
EEEN 325	Robotic Engineering	15	P EEEN 201; X ECEN 301	BSc, BE(Hons)
ENGR 320	Signal Processing	15	P ENGR 220; X EEEN 320	BSc, BE(Hons)
ENGR 380	Engineering Project Fundamentals	15	P ENGR 280; X ENGR 302	BE(Hons)
ENGR 324	Computational Modelling	15	P MECA 224	BSc, BE(Hons)
MECA 330	Robotics	15	P EEEN 202	BSc, BE(Hons)
MECA 335	Materials and Manufacturing	15	P MECA 225	BSc, BE(Hons)
ENGR 480	Industrial Research Topic	15	P 60 points of 300-level MECA, EEEN or ENGR 303–370	BE(Hons)
MECA 425	Advanced Robotic Engineering	15	P MECA 325 or EEEN 325; X ECEN 425, EEEN 425	BE(Hons)
MECA 430	Advanced Robotics	15	P MECA 330; X ECEN 430, EEEN 430	BE(Hons)
MECA 457	Special Topic	15		BE(Hons)
MECA 458	Special Topic	15		BE(Hons),

A11 Proposed teaching/delivery methods

Organisation of teaching

The major will follow the same general organisation of teaching as the other three existing majors, which is to say a mix of lectures, tutorials and labs, with students also completing practical work

experience in industry during their studies, with the intention that study and practical work experience reinforce the learnings of both.

Mode of teaching

The courses will be taught using a combination of face-to-face and online components in the regular trimesters. The courses will be taught using a mix of whole-of-class lectures, smaller group labs and tutorials. Labs will involve significant practical work, and students will be required to attend labs in-person and most tests unless given an exemption on a case-by-case basis.

Formative feedback

Courses will have a variety of assignments and projects, and students will receive feedback within three weeks on all assignments and projects. Some courses may have tutorials that involved exercises for which students also receive formative feedback.

As well as this, in line with goal 1.3 of THW—VUW's Learning and Teaching Strategy Te Rautaki Maruako, all courses and all lecturers will receive written anonymous feedback from students on their course delivery and personal lecturing through the University's student feedback system.

Additionally, the School of Engineering and Computer Science holds class representative meetings each trimester, which involve class representatives (i.e., elected students) raising issues – both positive and negative – for the School Leadership to address.

Interaction

In our regular taught courses, tutorials and labs will provide direct opportunities for one-on-one and one-on-few interactions between staff and students, as well as between student peers.

The new ENGR 280 and ENGR 380 will – along with several other courses – have large group work components where students will collaborate with each other, and the existing ENGR 101 course will also retain this feature as well. There will also be smaller group projects in other courses, and in the already existing ENGR 201, there are workshops where staff and students interact while learning important communication skills.

MECA students will also complete the ENGR 489 "Engineering Project" course in their final year, where they will be supervised by an academic staff member on a two-trimester 30pt individual project.

Staff will hold regular office hours for students in all courses.

Independent study

The assignments and projects will all require independent study and learning. There will be a mix of practical take-home and in-lab assessment work as well as assessment under test/exam conditions.

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

A12 Prescriptions for courses

New courses

Course	Title	Prescription	Pts
ENGR 143	Introductory Mechanics	The course expands on the theory underpinning the physical behaviour and properties of mechanical systems. Newton's laws of motion will be used to study linear and rotational mechanics, as well as providing a tool to explain oscillatory motion. The properties of common materials will also be discussed.	15
MECA 130	Introductory Mechatronics	This course introduces mechanical, electronic and software considerations in building mechatronic systems. Previous programming skills will be applied to connect sensors and actuators to embedded systems. Students will complete the design and testing of a mechatronic system.	15
ENGR 220	Signals and Systems	This course will explore the use of frequency to understand the properties and operation of systems commonly encountered in engineering and scientific systems. The Fourier transform will be used as the basic tool to study both fundamental and applied system behaviour.	15
ENGR 224	Mathematical Modelling	The course will examine the ways in which a variety of mechanical, electrical, thermal and hydraulic can be understood using a common set of mathematical tools. Differential equations via the Laplace transform and computational tools will be examined to predict and characterise the various physical systems.	15
ENGR 280	Engineering Design and Prototyping	This course is concerned with the principled design and development of a novel electromechanical system. The appropriate use of prototyping and simulation to manage risk in engineering work will be discussed, as will common methods of doing such work. Consideration of the creative process in engineering design will be included, as will aspects of effective group work.	15
MECA 225	Mechanical and Electrical System Design	This course presents a broad range of components used in electromechanical design and construction. It covers both theoretical and practical aspects of integrating mechanical, electronic and software components to form a coherent engineering system.	15
ENGR 320	Signal Processing	This course presents a variety of tools that can be used to understand, transform and characterise data. Both continuous and discrete time signals will be studied, as will the conversion between the two domains. Extension of the techniques to image processing will also be covered.	15
ENGR 324	Computational Modelling	This course will motivate and develop the use of computer aided design in the development of engineering systems. Finite element analysis will be used to calculate the distribution of physical and thermal properties within complex mechanical parts.	15

ENGR 380	Engineering Project Fundamentals	During this course, students will undertake a complex engineering project using appropriate methods for managing the progress and outcomes of the project. The course includes consideration of the financial, environmental and societal impacts of the chosen solution, as well as the technical implementation and evaluation.	15
MECA 330	Robotics	This course will discuss the design and implementation of the software components of modern robotic systems. Software approaches to path planning, localisation and motion control will be covered. These components will then be deployed on a real robot for evaluation.	15
MECA 335	Materials and Manufacturing	This course will cover how mechanical parts and assemblies are designed so that they can be manufactured using contemporary techniques. Consideration will be given to the requirements that this places on design and material selection, but also to the implications for sustainability, manufacturability and maintainability of the resulting structures.	15
ENGR 480	Industrial Research Topic	In this course, students research an advanced or emerging technological topic of interest, and discuss its possible application to New Zealand and international engineering practice.	15
MECA 430	Advanced Robotics	This course will examine the real-world application of robotic systems. Advanced sensors and modern AI approaches will be examined, along with societal aspects of robotic system design and deployment.	15

Existing courses required in core of the major

Course	Title	Prescription	Pts
ENGR 121	Engineering Mathematics Foundations	An introduction to the range of mathematical techniques employed by engineers, including functions, calculus, linear algebra, vector geometry, set theory, logic and probability. This course emphasises engineering applications and modelling.	15
ENGR 122	Engineering Mathematics with Calculus	Further mathematical techniques employed by electrical and electronic engineers, with a focus on methods of calculus, differential equations, and linear algebra. There is an emphasis on engineering applications and use of software.	15
EEEN 104 Previously ENGR 142	Electrical Circuits	Physics theory and practice relevant to electronics and computer systems engineering. Topics covered will include electrostatics (charge, force, field, potential), magnetic field and force, DC and AC circuits, electromagnetic induction and other selected topics. Lectures, assignments and laboratory work will all focus on the application of physics to engineering situations.	15

MATH 142	Calculus 1B	Integration looks at summing continuous variables, providing a way to define and compute areas and volumes, which are essential for many applications. This course develops integral calculus, including the view of integration as anti-differentiation, leading to the Fundamental Theorem of Calculus. Sequences and series are introduced, and functions are approximated using their Taylor polynomials. Techniques of integration are developed, including substitution and integration by parts. Differential equations are introduced, many of which arise from physical systems, and the course also introduces basic methods for solving them.	15
MATH 151	Algebra	Linear algebra is central to mathematics, and essential in science and engineering. This course introduces linear algebra, motivated by some of these applications, and maintaining a practical approach using fundamental mathematical objects such as matrices and vectors. Methods to solve systems of linear equations using matrices are introduced, as are eigenvectors, which can be used to characterise matrices amongst many other applications. The concept of an algebraic structure is introduced, as are complex numbers, which allow the solution of many equations that did not previously have solutions.	15
EEEN 301	Computer Architecture and Embedded Systems	The course develops an understanding of the structure of computers, how they execute programmes and how they interface to the real world. The course first covers ARM assembly language programming, data representation, computer arithmetic, microprocessor architecture at the hardware level and a comparison with GPU, DSP and FPGA architectures. The course then explores the design flow and application of embedded computers in real-world engineering problems. Practical experience is gained using microprocessors, techniques to interface them with the physical world, development tool chains, debugging and embedded Linux operating systems.	15
EEEN 315	Control and Instrumentation	The course shows how models can be used to analyse, describe and predict the behaviour of mechanical and electrical systems. The use of feedback to alter the properties of these systems to meet desired specifications is presented. A variety of methods are developed for designing control systems, including the use of a PID controller.	15
ENGR 141	Engineering Science	ENGR 141 deals with scientific topics relevant to Engineering. Topics will include forms and use of energy, Newton's laws of motion, gravity, waves, thermodynamics and required math concepts (limits, derivatives, functions). Students will obtain an appreciation for quantitative scientific reasoning and the role of fundamental physical laws in governing human energy use.	15

EEEN 104 Previously ENGR 142	Electrical Circuits	Physics theory and practice relevant to electronics and computer systems engineering. Topics covered will include kinematics and dynamics, electrostatics (charge, force, field, potential), magnetic field and force, DC and AC circuits, electromagnetic induction and other selected topics. Lectures, assignments and laboratory work will all focus on the application of physics to engineering situations. ~~Calculus-based physics~~	15
EEEN 204	Electronic Devices	This course introduces fundamental electronic devices and their circuit applications. Topics include semiconductor fundamentals, diodes, transistors and operational amplifiers and the operation and application of special function diodes such as light emitting diodes and solar cells. Prototyping and testing of practical circuits using these electronic devices will be addressed in the laboratory sessions.	15
ENGR 222	Computational Algebra and Calculus	This course covers fundamental concepts in linear algebra and multivariable calculus, with an emphasis on their applications to physical and engineering problems. Topics covered include linear transformations, matrix decomposition including the singular value decomposition, Taylor series, calculus of vector-valued functions, multivariate functions and vector fields. Mathematical software will be used extensively.	15
AIML 232	Techniques in Artificial Intelligence	This course introduces various concepts and techniques of broad applicability to artificial intelligence and machine learning. It includes an introduction to common machine learning paradigms such as neural networks and evolutionary learning; gradient-based and gradient-free optimisation techniques; dimensionality reduction; reasoning under uncertainty including Bayesian networks; and an introduction to AI planning. The course covers how these concepts can be used to solve important AI/ML tasks such as classification, regression, clustering and sequential decision making.	15
SWEN 326	Safety-Critical Systems	This course addresses the concepts, techniques and tools required for developing computer systems that are applicable where safety and reliability is paramount. Topics include: the concepts and principles underlying safety-critical systems & standards (e.g. DO178C and IEC61508); techniques for design validation (e.g. model checking); and implementation techniques for ensuring software correctness (e.g. coding guidelines, testing, static analysis, etc). Practical work will involve the design, implementation, and analysis of simple safety critical applications (e.g. for industrial, embedded and healthcare systems).	15
AIML 425	Neural Networks and Deep Learning	Uncover the fundamentals of neural network-based deep learning. In this course you will learn the state-of-the-art methods for classification, regression, and generative modelling, giving you the building blocks for designing your own chatbots as well as image and video generation.	15

AIML 429	Probabilistic Machine Learning	This course teaches the ideas, algorithms and techniques of probabilistic machine learning. Topics include Bayesian inference, discriminative and generative classifiers, the EM algorithm, Gaussian processes, Markov Chain Monte Carlo, hidden Markov models, belief nets and other graphical models, and causal modelling.	15

A13 Assessment and moderation procedures

All the new and revised courses will be subject to the standard Faculty and University moderation procedures. The 400-level courses will be audited every third year by an external auditor from another NZ University, as a continuation of our current practice in this regard.

Engineering NZ will assess the majors as part of accreditation procedures under the Washington Accord, which will be every six years once we reach steady state.

A14 Resources

Professor Dave Harper, then Dean of Engineering, submitted a business case to Te Hiwa in the middle of 2024. This was subsequently revised. The Faculty then received an indication from Te Hiwa that we were to progress with the academic components of this proposal. The business case has not been formally approved, but has been sighted, discussed and a request made by Te Hiwa that we submit this CUAP proposal in 2025 Round 1 (ideally) or Round 2 (at the latest).

Professor Harper led discussions with Property Services and received a memo from Property Services on 6 December 2024 that indicates there is a workable solution for the Mechatronics Workshop, which is the most technically challenging space to accommodate on Kelburn Campus.

There are currently twelve academic staff and two technical staff in the combined disciplines of electrical and electronic engineering and renewable energy systems. The business case includes provision for three more academics and two more technical staff, to cover the new academic areas added into the degree. Noting the concerns the Faculty has about very limited number of Māori academics and PhD students in mechatronics across the country, and especially within our own pre-existing ranks, candidates with knowledge of relevant mātauranga will be prioritised in the hiring process.

The School of Engineering and Computer Science has a range of undergraduate and postgraduate laboratory facilities that have been designed for a range of purposes. There are traditional computer labs that are used particularly for 100- and 200-level scheduled lab sessions (COMP 102, MECA 130) and electrical and electronics labs at 200-, 300- and 400- level.

The School of Engineering and Computer Science will require additional lab space and equipment. This is currently being actively discussed with Facilities Management, and a solution has been provisionally identified. Specifically, there is: one additional teaching lab required for the rollout of the Mechatronics undergraduate programme; and one mechatronics workshop for technical staff. Existing EEEN labs can also be repurposed and reused for the new major's other lab needs.

However, there will be a second research-oriented lab required for the Chair of the Programme, and this is part of the agreement for the programme being supported during its initial years via a generous multimillion dollar gift by Sir Mark Dunajtschik (KNZM).

The new courses will also need time in the centrally managed lecture theatres, with most of the new courses being under 100 enrolments.

There will need to be additional support from marketing to advertise the new major and to generate a profile in our target catchment areas.

A15 Plans for monitoring programme

There will be a Programme Director assigned to both the new MECA and the revised EEEN majors. They will assist the Deputy Head of School (Teaching) in monitoring the courses in the programmes (grade distributions, student evaluations, retention rates, etc) and the Programme Director and Deputy Head of School (Teaching) will liaise with relevant units of the University monitor and react to student success rates, especially from our core equity groups of women, Māori and Pacific Peoples. These staff will then monitor and use the information provided to propose the necessary changes to any identified issues or opportunities.

There will also be mechatronics industry professionals added to the existing Engineering Advisory Board (along with existing professionals from the other three major disciplines) that will meet a minimum of three times a year to provide input on the programme and to help further assess and resolve any identified issues or opportunities.

A16 Review of the programme

The new Mechatronics major and the revised Electrical and Electronics Engineering major will be reviewed as part of the regular cycle of academic reviews in the University. The next scheduled review is for 2025, which will be too early for these majors, so the next review that will cover these majors will likely be 2032.

The University will also seek accreditation from Engineering NZ for both of these majors under the Washington Accord. A provisional accreditation visit by Engineering NZ would be scheduled for 2028, while a full accreditation visit by Engineering NZ would likely be scheduled for around 2030 – 2031, once a cohort has graduated.

A17 Statement regarding Section B

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

A18 EFTS value

The BE(Hons) is a 4 EFTS programme.

A19 Statement regarding funding

Not applicable as this is an undergraduate qualification.

A20 Information about the agreement

n/a.

Section B

B1 Learning objectives and assessment for each new course

Please refer to the Course Descriptions (Appendix 1).

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

Please refer to the Course Descriptions (Appendix 1).

B3 Availability of teaching and support staff

Academic staff

There are currently 10 academic staff in the Electrical and Electronics Engineering (7) and Renewable Energy Systems (3) group contributing to a mix of specialist technical and core degree courses. A further 3 academic staff are contributing to the delivery of electronics and computer systems in a joint-teaching initiative with Xiamen University of Technology.

Three additional academic positions will be appointed for the delivery of this major, including a professor (Sir Mark Dunajtschik Chair in Mechatronics) and two senior lecturers.

Teaching support staff

Many of the courses will be using existing materials and laboratories, although two new labs (one teaching, one research) and a new workshop will be required. The Faculty will appoint two new technical staff positions to support these new labs and courses.

The online delivery of these courses will be similar to the delivery of our existing Electrical and Electronics Engineering courses, for which we have a lot of experience in the existing staff group.

The Faculty will also fund sub-lecturer pool (tutor) staff to support the academic staff in the delivery of labs and tutorials, and marking some of the assessment in the courses.

Administration support

Greg Ambrose has been consulted. There is work to be done to make the transition from Part 1 to Part 2 more sustainable on administrative staff workload, as this is currently a manual job. This is especially critical as some students may only pass Part 1 after T1 of their second year in time for the course in T2 of their second year that requires them to have passed Part 1.

Greg noted that: Transitional arrangements only exist for 1st year – as 300 level courses won't exist until 2028 there is no transition available at higher levels.

Website, marketing and publications

(*Confirm that the Manager, Student Academic Services (of the relevant faculty) and/or Communications and Marketing have been consulted about implications for websites and printed publications.*)

This major will need a new web presence to describe the AI major in the BE(Hons) and will also require changes to the Faculty's pages and publications describing the BE(Hons) offerings. As well as this, the major will require marketing to create an awareness amongst prospective students and the wider community.

Cathy Powley has provided feedback on the proposal.

Potential Market Demand

The Future Students team supports the introduction of a Mechatronics major in the BE(Hons). We believe the new Mechatronics major has the potential to have a greater demand from prospective students than the existing Electrical and Electronics Engineering, as it is a term that is more familiar to most school-leavers.

Effective Recruitment, Marketing and Communications

In order to promote this programme effectively, the Future Students team will need clear and strong messaging around:

- the advantages or differences between doing the existing Electrical and Electronics Engineering and the new Mechatronics major, including the differences between potential career pathways from both majors.
- The accreditation process – obviously an accredited programme will be a more attractive proposition for prospective students, but our team recognises that this is an established and necessary process. We would request some training on the process, so that we can provide key messaging and a thorough explanation of this process to our prospective students.

Other considerations that will ensure a successful recruitment campaign include:

- Inclusion of a recruitment plan in the "marketing and communication strategy". The Senior Student Recruitment Adviser for your Faculty can provide recruitment support for this.
- Availability of a small pool of staff within the faculty who can talk to/promote this new programme in the early stages at recruitment events (and not just reliant on one staff member)
- Enough lead-in time to promote this programme prior to its first intake. To gain enough awareness and momentum for a new programme, the Future Students team will need a minimum of 9-10 months to promote a new programme. Initial promotion can be "subject to approval". Ideally new programmes are confirmed prior to Open Day, as this is our biggest recruitment event of the year and where most students decide their study options.

Programme Structure

We believe that it is an advantage that the first two years of the MECA major are the same as the EEEN major. This allows students a bit more time and space to make a firm decision about their study pathway, compared to the other majors.

B4 Availability of teaching space and other required facilities

Facilities

The new courses will require standard lecture theatre facilities. Courses are expected to be generally under 100 students each.

The new courses will place additional demands on the school computing and lab resources, and timetabling will also be important. While accreditation requirements means that the Mechatronics and Electrical and Electronics Engineering majors are tightly structured programmes, the Faculty does not assume all students in a cohort will progress through the same set of courses at the same rate, and the timetabling of labs will need to take this into account. In situations where lecture timetable clashes occur, lecture recordings will be available, and alternate arrangements will be made to replace in-class assessment for those students unable to attend.

IT implications

The Mechatronics major will use the IT resources of the School of Engineering and Computer Science, consistent with other BE(Hons) majors. The impact on the University's general IT systems and facilities will be minimal, other than a small impact on demand for accounts and wireless services caused by additional students being on campus.

Some additional licenses for specialised software may need to be purchased by the School of Engineering and Computer Science.

The additional use of Computer Aided Design (CAD) software may require some more powerful desktop computers in the future.

Equipment

There will be need for new capital expenditure to fit out two labs (one teaching, one research) and one workshop. This will be mostly funded in the first instance by a donation from Sir Mark Dunajtschik (KNZM), with depreciation and future replacements being covered by EFTS revenue.

Should the programme exceed initial enrolment expectations, some further expansion to first year computing labs may be necessary. An additional 50 Mechatronics students at first year represents a growth of approximately 12.5% growth in that year group.

The workshop will need to be on a reinforced floor due to the weight of some of the equipment, and having a firm basis will also minimise noise disruption. This will be particularly true of the workshop. This would be similar to some of the equipment/space needs that the School of Chemical and Physical Sciences has.

The exact equipment fitout of the research lab is not yet known as the Sir Mark Dunajtschik Chair in Mechatronics has not yet been hired and the new hire would need to have input into this.

B5 Availability of library resources

Subject Librarian Nicola Atkinson has provided feedback on this proposal. Nicola's feedback is as follows:

The Library is well-placed to support this proposed Mechatronics major using existing library staff, budget, and processes. No significant implications for the Library are anticipated from the proposed new courses, the predicted increase of around 50 students, or the proposed three new academic staff members.

Existing collection and services

Due to existing University courses and research specialties, and because mechatronics is a combination of topics from physics, engineering, and computer science, the Library already has resources in appropriate subject areas, and at the correct academic levels, to support the proposed new BE(Hons) major and academic staff members. Existing Library access to relevant resources includes:

- 4,600 books published since 2015 on the subjects of mechatronics or robotics. Content ranges from fundamentals, to applications, to research developments.
- 67 subscription journals specific to mechatronics or robotics.
- Compendex and Inspec databases, hosted on Engineering Village. The most comprehensive engineering and physics indexes.

- Scopus. Multidisciplinary index.
- Dimensions. Multidisciplinary index.
- ACM Digital Library. Full-text journals and conference proceedings.
- IEEE Xplore. Full-text journals, conference proceedings, and standards.
- IET Digital Library. All full-text journals, and books published pre-2024.
- JoVE. Streaming video. JoVE Science Education and JoVE Core cover engineering and physics fundamental principles.
- O'Reilly. Full-text ebooks and interactive multimedia.
- ScienceDirect. Full-text journals and selected Elsevier ebooks.
- Springer Nature Link (formerly SpringerLink). Full-text journals and ebooks.

The Library is actively expanding access to content in relevant subject areas. For example, the Library recently made available the Wiley Physics and Engineering ebook collection, which includes the latest editions of several textbooks relevant to engineering mathematics, statics, and dynamics. Relevant new book titles will continue to be purchased through existing library acquisition processes and within the existing library budget. Upon the request of an academic, or a student, older publications can be purchased, using existing library processes and budget.

Given the breadth of scope of journals that are relevant to mechatronics, the following is a crude analysis but may be considered as representative of the Library's existing journal coverage. Of the journals indexed in Scopus with a 2023 CiteScore, 56 titles contain either mechatronics or robotics (see Excel spreadsheet). 19 of these titles are available open access, leaving 37 subscription/hybrid titles for the Library to purchase. Of these 37, the Library has:

- 22 titles with complete coverage.
- 8 titles with current content but incomplete archives.
- 1 title with selected archived content only.
- 6 titles with no access.

The Engineering Subject Librarian actively monitors for new journal titles relevant to mechatronics. Additional titles identified by academic staff are also considered for purchase. Existing processes for acquiring new journals are deemed adequate to support the new major and academic staff members.

Existing library support services relevant to this proposal include the Engineering Subject Librarian contributing to ENGR 201, teaching information literacy skills to support a literature search assignment. Library guides are available for Assignment Research Help. Subject-specific library guides are available for Engineering, Physics, and Computer Science – these are a gateway into the most relevant literature.

The proposal indicates insignificant additional demand on other library services:

- Course reading lists. Most reading material is available online, either freely on the internet, or through online library resources. Minimal increase is anticipated in the demand for digitisation requests through the Talis Aspire reading list management system. Training of new academic staff members in the use of the Talis system can be delivered by existing subject librarians. Existing Talis list and course reserves processes are adequate for managing course readings.
- Distance students. The proposal indicates all courses are delivered on campus, face-to-face, indicating no increase in demand for the Library to support distance students. Should any of the proposed courses evolve for online delivery then the Library would need to be consulted and give consideration to the anticipated number of distance students.

- Interloan service. Minimal increase in demand on the inter-library loan service is anticipated to support the proposed, optional, ENGR 480 Industrial Research Project, and the proposed three new academic staff members. This can be accommodated by existing processes.
- Research support for new academic staff. It is anticipated that research support services, such as strategic publishing, research impact analysis, author profile management, and research data management, can be provided by existing library staff.

New resources and services

Although no new resources or services have been identified at this time, the following are included for consideration. Contact the Engineering Subject Librarian to discuss further.

It is anticipated that any additional books, journal subscriptions, and databases to support this proposed new major can be accommodated within existing library budget and processes.

- Journals. Of the seven Scopus journal titles for which the Library provides no access to current content (see Excel spreadsheet) the Engineering Subject Librarian suggests that there are only two that are worth considering for new subscriptions:
- Science Robotics, published by American Association for the Advancement of Science (AAAS). Scopus 2023 CiteScore 30.6. https://www.science.org/journal/scirobotics
- Journal of Mechanisms and Robotics, published by American Society of Mechanical Engineers (ASME). Scopus 2023 CiteScore 5.6. https://asmejmr.org/
- IET Ebooks. IET sells annual ebook collections. The Library has purchased these pre-2024 but is not currently purchasing new annual collections. These titles are not available as individual books and are not published outside the IET Ebook collection. The books cover many topics relevant to mechatronics and are aimed at industry application and research development. https://go.openathens.net/redirector/wgtn.ac.nz?url=https%3A%2F%2Fdigital-library.theiet.org%2F
- It is anticipated that additional support services can be delivered using existing processes and library staff.
- Library guides. There is potential to develop a topic page identifying important literature resources in mechatronics. For example, topic pages can link to reference resources for definitions, introductory level textbooks and videos, key journals, and/or essential databases. The Engineering Subject Librarian will collaborate with academic staff to develop such a topic page if it is deemed desirable.
- Te Waharoa curated Collections. The library search tool, Te Waharoa, can host curated collections of resources as an easy gateway into the literature. The Engineering Subject Librarian can develop, in conjunction with academic staff, a curated Mechatronics Collection. This may be deemed beneficial due to the interdisciplinary nature of mechatronics. See https://tewaharoa.victoria.ac.nz/discovery/collectionDiscovery?vid=64VUW_INST:VUWNUI&lang=en
- Nuku Library Resources section. This content is automatically populated based on the Nuku course code. For the new MECA course code, Course Coordinators may need to work with the Engineering Subject Librarian to refine which key resources are displaying.
- Literature search support for new ENGR 480 Industrial Research Project. Given that all students will have taken ENGR 201 a foundation of literature search skills should be in place and only topic-specific literature search advice should be needed to support ENGR 480. Depending on the number of students who take this optional course, individual consultations with the Engineering Subject Librarian could be provided to those students that need it. If many students take ENGR 480 then group support may be more suitable. This group support may be provided as pre-recorded video tutorials, preparation of practices exercises and activities, or

delivery of a live presentation as a guest lecture. If the Engineering Subject Librarian provides support in this way, then existing library staff and resources will be adequate.

B6 Timetabling arrangements

(*Confirm Student Academic Services support and provide any relevant advice received.*)

B7 Memorandum of understanding

n/a

Course Description: ENGR 143 (2026,T2)

Course title	Introductory Mechanics		
Short title	Introductory Mechanics	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	P ENGR 121, 141		
Prescription	The course expands on the theory underpinning the physical behaviour and properties of mechanical systems. Newton's laws of motion will be used to study linear and rotational mechanics, as well as providing a tool to explain oscillatory motion. The properties of common materials will also be discussed.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
The technical component of the course will be delivered with the support of weekly tutorial sessions and a series of laboratories. Laboratories are intended to support technical material, but also to teach handling of experimental data.		**Tutorials**	12
		Seminars	
		Labs/Studios	30
		TOTAL	66

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Use Newton's laws of motion to solve problems of linear motion of rigid bodies in multiple dimensions and of rotational motion in circular paths.
2	Apply Newton's laws of motion to solve practical problems in statics.
3	Describe simple and damped harmonic motion in oscillatory systems and calculate the characteristics of the resulting motion.
4	Explain the stress-strain relationships of common materials.
5	Make laboratory measurements of properties of physical systems, including handling of measurement uncertainty.
6	Describe experimental results in written form.

Assessment items and workload per item		**%**	**CLO(s)**
1	Laboratories x 10, 3 hours ea, plus 3 hours for two lab writeups	40%	2, 5, 6
2	Tests x 4, 1 hour each	60%	1, 2, 3, 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
	None

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: MECA 130 (2026,T2)

Course title	Introductory Mechatronics		
Short title	Introductory Mechatronics	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	(P) COMP 102		
Prescription	This course introduces mechanical, electronic and software considerations in building mechatronic systems. Previous programming skills will be extended to allow computing devices to interact with the physical world, including consideration of how to connect sensors and actuators. Students will then use these skills to design and test a controller for a real-world mechatronic device.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	36
The course content will be delivered primarily through a series of lectures covering extension of previous programming knowledge to the domain of embedded systems. The role of that programming, along with simple mechanical and electronic devices in the design of mechatronic and robotic systems will be considered in lectures, and reinforced through a series of related laboratory exercise culminating in a simple project.		**Tutorials**	
		Seminars	
		Labs/Studios	30
		TOTAL	66

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Incorporate a variety of sensors and actuators with an embedded computing platform.
2	Use data structures and algorithms that are suitable for use in embedded systems having limited hardware resources.
3	Use state machines to model and implement software suitable for real-world control applications.
4	Integrate electronics, mechanical and software subsystems to satisfy a specified mechatronic design task.

Assessment items and workload per item		**%**	**CLO(s)**
1	Test, 2 hours	30	1, 2, 3
2	Final Exam, 2 hours	30	1, 2, 3
3	Laboratory Work, see contact hours (no additional work expected outside the specified hours).	40	1 – 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None.	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: ENGR 220 (2027,T2)

Course title	Signals and Systems		
Short title	Signals and Systems	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	(P) ENGR 122; (X) EEEN 220		
Prescription	This course will explore the use of frequency to understand the properties and operation of systems commonly encountered in engineering and science. The Fourier transform will be used as the basic tool to study both fundamental and applied system behaviour.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This is primarily a lecture-based course, including weekly supporting tutorials. A short series of laboratories will be used to motivate and support the learning.		**Tutorials**	12
		Seminars	
		Labs/Studios	12
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Analyse continuous-time signals and linear time-invariant systems.
2	Derive continuous-time Fourier transforms and use them in the characterisation of systems and signals.
3	Use the frequency domain to predict the effect of systems on applied signals.
4	Describe common techniques used to modulate, demodulate and characterise signals in communication engineering applications.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignments x 4, 6 hours each	20	1, 2, 3, 4
2	Laboratories x 4, 3 hours each (see contact hours)	20	3, 4
3	Tests x 2, 2 hours each	60	1, 2, 3, 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None.	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: ENGR 224 (2027,T2)

Course title	Mathematical Modelling		
Short title	Mathematical Modelling	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	(P) ENGR 122, 143 (or ENGR 110 before 2026)		
Prescription	The course will examine the ways in which a variety of mechanical, electrical, thermal and hydraulic can be understood using a common set of mathematical tools. Differential equations via the Laplace transform and computational tools will be examined to predict and characterise the various physical systems.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
The course will consist of series of lectures and associated tutorials covering circuit analysis and driven mechanical systems (including thermal and fluid systems) along with their unifying treatment as ordinary differential equations or systems of such equations. Laboratory sessions will be used to support the material through the development of models in Matlab and/or Simulink (or other similar tools) to determine the performance of physical systems computationally.		**Tutorials**	12
		Seminars	
		Labs/Studios	30
		TOTAL	66

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Analytically determine the response of electric circuits containing passive components when driven by dc, ac or arbitrary inputs.
2	Analyse the response of mechanical systems when subjected to external forces, including consideration of vibration.
3	Describe the ways in which electric, mechanical, thermal, biological and fluid systems can be modelled using a common mathematical framework.
4	Solve ordinary differential equations using the Laplace transform.
5	Use modern modelling software to characterise a variety of physical and electrical systems and make predictions about their performance.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignments x 2, 8 hours each	40	1, 2, 3, 4, 5
2	Test, 2 hours	30	1, 2, 3, 4
3	Exam, 2 hours	30	1, 2, 3, 4

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

- Submit at least 8 of the ten laboratory exercises.

The laboratory exercises are intended to be largely mastery based, and it makes little sense to assess them in detail. However, they will enable students to develop critical skills needed for subsequent courses. Those skills will be tested indirectly though application in the two course assignments, but that will not be sufficient to ensure that the necessary skills have been gained.

Major/Programme attribute		**CLO(s)**
1		

Course Description: ENGR 280 (2027,T2)

Course title	Engineering Design and Prototyping		
Short title	Engineering Design Prototyping	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons)		
Prerequisites, corequisites, restrictions	(P) MECA 225, Completion of part one of the BE(Hons) (X) ENGR 301, EEEN 201		
Prescription	This course is concerned with the principled design and development of a novel electromechanical system. The appropriate use of prototyping and simulation to manage risk in engineering work will be discussed, as will common methods of doing such work. Consideration of the creative process in engineering design will be included, as will aspects of effective group work.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	12
The course will consist predominantly of the students working in groups to design, prototype and test a working electromechanical device. There will be weekly design meetings to monitor progress. Lecture content will be focussed on structures and procedures to support effective group work, including group dynamics and conflict resolution, roles within project teams and fostering of creative and productive work environments.		**Tutorials**	12
		Seminars	
		Labs/Studios	36
		TOTAL	60

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Configure microcontrollers to interface with a variety of sensors and actuators to implement data acquisition and control
2	Collaboratively design of electromechanical products.
3	Use a variety of rapid prototyping techniques and tools to produce electromechanical prototypes.
4	Apply engineering design processes to achieve project outcomes.
5	Prepare and deliver project progress reports orally and in writing.

Assessment items and workload per item		**%**	**CLO(s)**
1	Preliminary Design Review, 8 hours (partially group assessment)	25	1, 2, 3, 4, 5
2	Critical Design Review, 8 hours (partially group assessment)	50	1, 2, 3, 4, 5
3	Final Project Delivery, 4 hours (partially group assessment)	25	5

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
Take part in both design reviews.	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: MECA 225 (2027,T1)

Course title	Mechanical and Electrical System Design		
Short title	Mechanical Electrical System	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	(P) ENGR 143, EEEN 104 or ENGR 142		
Prescription	This course presents a broad range of components used in electromechanical design and construction. It covers both theoretical and practical aspects of integrating mechanical, electronic and software components to form a coherent engineering system.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	36
The course is taught primarily through a series of lectures with tutorial activities included. Laboratory activities will be used to support the learning of the technical material, as well as building laboratory skills.		**Tutorials**	
		Seminars	
		Labs/Studios	30
		TOTAL	66

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe the operation of a variety of sensors and actuators and understand how these might be implemented in a system to complete a specific task.
2	Use microcontrollers to collect, process and display experimental data.
3	Analyse and select appropriate mechanisms to convey mechanical power between parts of a system.
4	Decompose complex engineering systems into constituent mechanical, electrical and software components, while considering design trade-offs between the subsystems.
5	Use common CAD tools to design mechanical and electronic systems.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignments x 3, 8 hours each	33	1, 2, 3, 4
2	Quizzes x 8 (15 minutes each)	5	1, 2, 3
3	Tests x 2 (1 hour each)	30	1, 2, 3
4	Laboratory Work	32	5

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: ENGR 320 (2027,T2)

Course title	Signal Processing		
Short title	Signal Processing	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons)		
Prerequisites, corequisites, restrictions	(P) ENGR 220, (X) EEEN 320		
Prescription	This course presents a variety of tools that can be used to understand, transform and characterise data. Both continuous and discrete time signals will be studied, as will the conversion between the two domains. Extension of the techniques to image processing will also be covered.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This is primarily a lecture-based course, including weekly supporting tutorials. A short series of laboratories will be used to support the material. These will be based on the use of Matlab to implement the most important algorithms discussed in the course. Some implementation using real microcontroller systems will also be covered.		**Tutorials**	12
		Seminars	
		Labs/Studios	12
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Design filters in both continuous and discrete time.
2	Apply sampling theory for conversion between continuous and discrete time signals.
3	Calculate frequency spectra of experimental data.
4	Use signal processing techniques to understand image and image-like data.
5	Use statistical methods to characterise uncertainty in data.
6	Use computational tools to perform common signal processing tasks.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignments x 2 8 hours each	20	1, 2, 3, 4, 5
2	Laboratories x 4, 3 hours each	20	6
3	Tests x 2, 2 hours each	60	1, 2, 3, 4, 5

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None.	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: ENGR 324 (2028,T2)

Course title	Computational Modelling		
Short title	Computational Modelling	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	(P) MECA 224		
Prescription	This course will motivate and develop the use of computer aided design in the development of engineering systems. Finite element analysis will be used to calculate the distribution of physical and thermal properties within complex mechanical parts.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course is primarily aimed at students developing fluency with the range of modern computer aided design tools. Students will work on a series of design tasks, resulting in a design portfolio covering the various aspects of CAD and FEA capability. Supporting lectures will cover the underlying computational theory used by the tools, as well as presenting the physical and thermal behaviour of simple engineering structures that can be used as benchmarks.		**Tutorials**	
		Seminars	
		Labs/Studios	30
		TOTAL	54

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe the properties and evolution of temperature distributions and mechanical deformation on simple mechanical structures such as beams and shells.
2	Use computer aided drafting tools to build abstract models of mechanical parts for simulation and manufacturing.
3	Use computational tools, including finite element analysis, to find the mechanical, thermal and electromagnetic performance of modelled components.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignments x2, approx 8 hours each	20	1
2	Design Portfolio, 40 hours	80	2, 3

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: ENGR 380 (2028,T2)

Course title	Engineering Project Fundamentals		
Short title	Engineering Project Fundamentals	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons)		
Prerequisites, corequisites, restrictions	(P) ENGR 280, (X) ENGR 302		
Prescription	During this course, students will undertake a complex engineering project using appropriate methods for managing the progress and outcomes of the project. The course includes consideration of the financial, environmental and societal impacts of the chosen solution, as well as the technical implementation and evaluation.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	12
The course will consist predominantly of the students working in groups to design, prototype and test a working electromechanical device. There will be weekly design meetings to monitor progress. Lecture content will be focussed on the introduction of the financial, environmental and societal considerations required during engineering project work, including aspects of cultural sensitivity, sustainability, ethics, safety and finance.		**Tutorials**	12
		Seminars	
		Labs/Studios	36
		TOTAL	60

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Apply project management methodologies and practices suitable to engineering projects containing physical hardware.
2	Design, prototype and evaluate electromechanical products.
3	Use appropriate system engineering tools to support product development projects.
4	Include appropriate environmental, societal and financial consideration in project execution.
5	Prepare and deliver project progress reports orally and in writing.
6	Work in a team and manage group dynamics.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Preliminary Design Review (Partially Groupwork) 8 hours Preparation of design documents (group) Review of design (individual)	25 (10) (15)	1, 2, 3, 4, 5
2	Critical Design Review (Partially Groupwork) 8 hours Preparation of final design documents and report (group) Review of design (individual)	50 (30) (20)	1, 2, 3, 4, 5
3	Project Management Reflection, 4 hours	25	1, 6

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
Participate in both design reviews.	

	Major/Programme attribute	**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: MECA 330 (2028,T2)

Course title	Robotics		
Short title	Robotics	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	(P) EEEN 202		
Prescription	This course will discuss the design and implementation of the software components of modern robotic systems. Software approaches to path planning, localisation and motion control will be covered. These components will then be deployed on a real robot for evaluation.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	36
The course will start with a section examining high level issues in the design of robotic systems, including both high level architectural issues, and related societal concerns, particularly that of safety. A second series of lectures will then introduce the fundamental software components of modern robotic systems. Some of the lecture sessions will be used as tutorials. A series of structured laboratory exercises will collectively develop a complex robotic system.		**Tutorials**	30
		Seminars	
		Labs/Studios	
		TOTAL	66

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Discuss alternative software architectures for robot operation.
2	Include safety in the design of robotic systems.
3	Use modern techniques to specify motion of a robotic system.
4	Programme robots to navigate structured environments.
5	Use simultaneous localisation and mapping to manage robot operation.
6	Demonstrate use of ROS in a real robotic application

Assessment items and workload per item		**%**	**CLO(s)**
1	Test (wk 5) 2 hours	30	1, 2
2	Assignments x2, approx 12 hours each. (wk 8, assessment period)	40	3, 4, 5
3	Laboratory Demonstration (1 hour)	30	6

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: ENGR 480 (2029,T2)

Course title	Industrial Research Topic		
Short title	Industrial Research Topic	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	BE(Hons)		
Prerequisites, corequisites, restrictions	(P) 60 points of 300 level MECA, EEEN or ENGR 303-370		
Prescription	During this subject, students research an advanced or emerging technological topic of interest and discuss its possible application to New Zealand and international engineering practice.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	6
This subject is primarily intended for students to research a topic of current industrial relevance. There will be a short set of lectures outlining how to effectively use a variety of information sources, and related tools (including AI based tools). Students will attend weekly workshops to describe their progress.		**Tutorials**	10
		Seminars	
		Labs/Studios	
		TOTAL	16

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Draw on a variety of information sources, including the research literature, trade publications, patents and engineering standards to summarise and critique a selected technical topic of current or emerging industrial relevance.
2	Outline the operation, relevance and outlook for the chosen technology in the form of a white paper..
3	Present a seminar on the operation of the chosen technology.

Assessment items and workload per item		**%**	**CLO(s)**
1	Topic Proposal (4 hours)	20	1, 2
2	White Paper (20 hours)	40	1, 2
3	Research Seminar (12 hours)	40	1, 3

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

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: MECA 430 (2029,T2)

Course title	Advanced Robotics		
Short title	Advanced Robotics	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	BE(Hons)		
Prerequisites, corequisites, restrictions	(P) MECA 330, (X) EEEN 430		
Prescription	This course will examine the real-world application of robotic systems. Advanced sensors and modern AI approaches will be examined, along with societal aspects of robotic system design and deployment.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
Lectures cover a variety of technical and social aspects of real robotic system implementation. Case studies of robot use in NZ and elsewhere will be discussed. Students will also use the advanced technical material to design and test a robotic system in the laboratory.		**Tutorials**	10
		Seminars	
		Labs/Studios	30
		TOTAL	64

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Incorporate ethical, legal and sustainability concerns when planning the operation of robotic systems in a New Zealand context.
2	Use machine learning and other AI tools in the design and implementation of robotic systems.
3	Critically evaluate and select advanced sensors for use in robotic systems.
4	Contrast a variety of computational methods for localisation and path planning.
5	Create robotic systems that can manipulate their environments to achieve specified tasks.

Assessment items and workload per item		**%**	**CLO(s)**
1	Test (week 8) 2 hours	30	1, 2, 3, 4
2	Design Review (week 6) (1 hour, 6 hours preparation)	20	1, 2, 3, 4, 5
3	Final Project Demonstration (1 hour)	50	1, 2, 3, 4, 5

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None.	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: MECA 335 (2028,T1)

Course title	Materials and Manufacturing		
Short title	Materials and Manufacturing	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	(P) MECA 225		
Prescription	This course will cover how mechanical parts and assemblies are designed so that they can be manufactured using contemporary techniques. Consideration will be given to the resulting constraints on design and material selection, but also to the implications for sustainability, manufacturability and maintainability of the resulting structures.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will include a series of lectures covering technical material, along with a series of CAD/CAM based exercises where students design parts suitable for different manufacturing approaches.		**Tutorials**	
		Seminars	
		Labs/Studios	30
		TOTAL	54

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe and contrast the major contemporary methods of manufacturing mechanical parts, including their impact on the design process.
2	Use Geometric Dimensioning and Tolerancing practices that are suitable for various manufacturing techniques.
3	Incorporate consideration of sustainability, waste minimisation and recyclability into engineering designs, as well as related concerns in manufacturability and maintainability.
4	Choose materials for the construction of mechanical parts considering their physical and thermal properties and the manufacturing consequences of the choices.
5	Use modern CAD/CAM software to support the design of parts and assemblies for manufacture.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignments (2 x approx 10 hours)	40	1–3
2	Design Portfolio (40 hours)	60	1–5

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None.	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: EEEN 403 (2026,T1)

Course title	Advanced Electronics Instrumentation		
Short title	Advanced Electronics Instrumentation	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	BE(Hons), BSc(Hons)		
Prerequisites, corequisites, restrictions	(P) EEEN 344		
Prescription	This course develops a deeper understanding of electronic systems and the underlying models and methodologies used in electronic design. Topics covered include the characteristics and limitations of electronic devices, dealing with their imperfections, managing noise and consideration of high frequency effects.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will include a series of lectures covering technical material, along with a series of laboratory based design and measurement exercises.		**Tutorials**	12
		Seminars	
		Labs/Studios	18
		TOTAL	54

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Design electronic subsystems for use in measurement and instrumentation tasks.
2	Select appropriate electronic components with an understanding of their limitations and tradeoffs
3	Describe, analyse and measure high frequency effects in electronic circuits,
4	Use appropriate EMC practices in the design of printed circuit boards and electronic subsystems.
5	Use laboratory equipment to complete a set of electronic measurement tasks.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignments (2, approximately 8 hours each)	20	1 – 4
2	Laboratories (6 x 3 hours)	20	3, 5
3	Tests (2 x 2 hours)	60	1 – 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: EEEN 344 (2026,T1)

Course title	Electromagnetism and its Applications		
Short title	Electromagnetism and its Applications	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	(P) ENGR 222		
Prescription	This course will address the fundamentals and engineering applications of electromagnetism, including topics such as the operation of motors, generators and transformers, the propagation of signals, radio waves, antennas and EMC.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
The course will consist of a series of lectures with supporting tutorials. Laboratory sessions will be used to gain practical experience using specialised EM test equipment and will support the teaching through practical demonstration of some of the key concepts.		**Tutorials**	12
		Seminars	
		Labs/Studios	18
		TOTAL	54

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Use fundamental electromagnetic theory to describe and to calculate field distributions in real engineering devices.
2	Describe qualitatively the operation of electrical machines, transformers, transmission lines and antennas.
3	Use appropriate computational tools to find field distributions in real structures.
4	Demonstrate good electromagnetic compatibility (EMC) design practices
5	Competently use specialised EM test equipment.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignments (2, approximately 6 hours each)	20	1–4
2	Laboratories (6 x 3hr labs)	20	3–5
3	Tests (2 x 2 hour tests)	60	1–2

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
Achieve at least 50% for the laboratory component of the course. (This ensures mastery of CLO 5, which is not covered in other assessment items.)	

Major/Programme attribute		**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Course Description: EEEN 104 (2026,T2)

Course title	Electrical Circuits		
Short title	Electrical Circuits	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	7
Qualification schedule:	BE(Hons), BSc		
Prerequisites, corequisites, restrictions	(P) ENGR 141 and (ENGR 121 or MATH 141)		
Prescription	Physics theory and practice relevant to electronics and computer systems engineering. Topics covered will include electrostatics (charge, force, field, potential), magnetic field and force, DC and AC circuits, electromagnetic induction and other selected topics. Lectures, assignments and laboratory work will all focus on the application of physics to engineering situations.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	36
The material will be presented primarily through lectures, with supporting tutorial work in some of the sessions nominally denoted as lectures. A series of laboratories will support the material.		**Tutorials**	
		Seminars	
		Labs/Studios	12
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe the application of a broad range of physics concepts to electronic and computer system engineering systems.
2	Explain how the electronic properties of materials differ between conductors, semiconductors and insulators and how these properties can be utilised in different electronic components and devices.
3	Explain the theoretical behaviour of fundamental electronic components such as resistors, capacitors and inductors and to be able to analyse and design electronic circuits based on these components.
4	Describe the operating principle of non-linear semiconductor devices such as diodes and how these devices can be utilised in different circuit applications.
5	Construct and test electronic circuits using various components and measurement equipment
6	Consistently demonstrate safe laboratory practice and conduct experiments in a safely.

Assessment items and workload per item		**%**	**CLO(s)**
1	Weekly Assignments (5 assignments, approx 3 hours each)	20%	1, 2, 3, 4
2	Laboratory Work and Reports (15 hours)	30%	5, 6
3	In-term Test (2 hours)	20%	1, 2, 3, 4
4	Exam (2 hours)	30%	1, 2, 3, 4

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must: • Achieve an average mark of at least 40% over the in-term test and the final exam. • Complete the laboratory safety training sessions and conduct practical work in a safe manner.

Course Description: MECA 425 (2026,T1)

Course title	Advanced Robotic Engineering		
Short title	Advanced Robotic Engineering	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	BE(Hons)		
Prerequisites, corequisites, restrictions	(P) MECA 335 or EEEN 325, (X) ECEN 425, EEEN 425		
Prescription	This course presents advanced principles of mechatronic design, prototyping, construction and control. It covers both the theoretical and practical aspects of integrating the mechanical, electronic and software components.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course is a combination of theoretical material and the practical applications of that material. The main mode of delivery will be 24 face-to-face lectures. The material will be reinforced by practical assignments where groups and individuals will be expected to consult with the lecturer on an appointment basis (expect approximately 12 hours of such individualised tutorial engagement during the course).		**Tutorials**	12
		Seminars	
		Labs/Studios	
		TOTAL	36

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Demonstrate an understanding of the integration of the inter-dependent electronic, mechanical and software components of a mechatronic design.
2	Interact with a client to fully specify a complex robotic engineering design.
3	Design functional bespoke components using 3D design software.
4	Use a variety of embedded tools, including relevant machine learning techniques, to control a complex robotic device.
5	Apply an understanding of the issues involved in high power switching to design power switching solutions for battery-powered mechatronic devices.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Formative client focussed robotic design assignment (10 hours)	10	1, 2, 4
2	Summative complex robotic design assignment (25 hours)	25	1, 2, 4
3	Robotic design and implementation exercise (20 hours)	20	1, 4
4	Solidworks practical assignment (15 hours)	15	1, 3
5	Mechanical engineering assignment (10 hours)	10	3
6	Test (1 hour)	20	1, 5

Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:
None.	

	Major/Programme attribute	**CLO(s)**
1		
2	(*insert extra rows if necessary*)	

Appendix: Consultation

Proposal name	Create a new Mechatronics (MECA) major in the BE(Hons)

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

Consultation	**Response to feedback**
[Person consulted, including role and organisation (external); role and/or School/CSU (internal).]	[Summary of feedback and how it has been or will be incorporated.]

New programme cover sheet

Proposal name	Bachelor of Construction	
Proposer	Robyn Phipps	
Faculty	Architecture and Design Innovation	
Summary	To introduce a new programme Bachelor of Construction	
Proposal year	2024	
Start year	2026	
Reference	BConst/1	
CONSULTATION	**Person consulted**	**Summary and reference**
Academic Office	Linda Roberts	Feedback incorporated
Associate Dean	Bruno Marques	Feedback incorporated
CAD	CAD-Contact@vuw.ac.nz	Feedback provided
Careers & Employment (Work-integrated Learning)	Alice Hodder	No issued identified
Course Admin.	Teresa Schischka	No issued identified
Titoko Student Success	Greg Ambrose	Feedback incorporated
Library	Juliet Aabryn	No issued identified
Comms & Mktg (WFADI)	Liisa Tervinen	No issued identified
PAMI	info-unit@vuw.ac.nz	No issued identified
Toihuarewa	Meegan Hall	No issued identified
School Admin.	Anne Keogh	No issued identified
Future Students	Cathy Powley	Feedback incorporated
Student Finance	Paige Jarman	Feedback provided. CONM will need VUW Council fee approval through the 2026 fee paper.
Student Learning	Louise Falepau	No issued identified
Students	Joseph Habgood	Feedback incorporated
Vic. International	Matthew Eglinton	No issued identified
Other Faculties	Engineering, Sciences and Health	Feedback incorporated

APPROVAL	Authority	Date	Recorded by
Concept proposal	SLT	31-07-2024	Yang Liu
Head of School	Rod Barnett	04-12-2024	Yang Liu
Fac. Acad. Cttee.	Bruno Marques	05-12-2024	Yang Liu
Faculty Board	Robyn Phipps	12-12-2024	Yang Liu
Acad. Prog. Committee	Robyn Longhurst	11-02-2025	Carol Morris
SLT*			
Academic Board			
CUAP			

** SLT will not approve any proposal without a business case. Contact the relevant faculty finance advisor for assistance.*

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

New programme

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

Section A

A1 Purpose

The primary purpose of this proposal is to introduce a new degree, the Bachelor of Construction / Te Tohu Paetahi o te Hanganga. In establishing this degree, new majors and minors are developed, which this proposal introduces to the new degree and into other existing qualifications, such as the Bachelor of Building Science / Te Tohu Paetahi o te Mātai Hanganga, alongside other subsequent changes. A Graduate Certificate in Construction and Architectural Technology / Te Pōkaitahi Paetahi Mātai Waihanga and a Graduate Diploma in Construction and Architectural Technology / Te Pōkairua Paetahi Mātai Waihanga are also introduced to better align with the proposed Bachelor of Construction and the existing Bachelor of Building Science.

1. To introduce a new bachelor's degree, the Bachelor of Construction (BConst), that will include two new majors:
    a. Construction Management / Whakahaere Hanganga (CMGT)
    b. Sustainable Construction and Health and Safety / Hanganga Toitū, Hauora me te Haumaru (SCHS)

2. To add the following new majors to the Bachelor of Building Science (BBSc):
    a. Building Surveying / Aromātai Hanganga (BSUR)
    b. Built and Natural Heritage Conservation / Te Whāomotanga o te Hanga ā-Ringa me te Hanga ā-Taiao (BNHC)
    c. Smart Cities and Digital Built Environments / Tāone Atamai me ngā Whaitua Hanga Matihiko (SDBE)

3. To revise the existing majors from the Bachelor of Building Science (BBSc):
    a. Project Management / Whakahaere Kaupapa (PROJ)
    b. Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (SSEG)

4. To specify content for seven new minors in the Bachelor of Construction (BConst) and the Bachelor of Building Science (BBSc):
    a. Building Surveying / Aromātai Hanganga (BSUR)
    b. Built and Natural Heritage Conservation / Te Whāomotanga o te Hanga ā-Ringa me te Hanga ā-Taiao (BNHC)
    c. Construction Management / Whakahaere Hanganga (CMGT)
    d. Project Management / Whakahaere Kaupapa (PROJ)
    e. Smart Cities and Digital Built Environments / Tāone Atamai me ngā Whaitua Hanga Matihiko (SDBE)
    f. Sustainable Construction and Health and Safety / Hanganga Toitū, Hauora me te Haumaru (SCHS)
    g. Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (SSEG)

5. To introduce a Graduate Certificate and Diploma in Construction and Architectural Technology (GCertCAT and GDipCAT), with seven subject requirements:
    a. Building Surveying / Aromātai Hanganga (BSUR)
    b. Built and Natural Heritage Conservation / Te Whāomotanga o te Hanga ā-Ringa me te Hanga ā-Taiao (BNHC)
    c. Construction Management / Whakahaere Hanganga (CMGT)
    d. Project Management / Whakahaere Kaupapa (PROJ)
    e. Smart Cities and Digital Built Environments / Tāone Atamai me ngā Whaitua Hanga Matihiko (SDBE)
    f. Sustainable Construction and Health and Safety / Hanganga Toitū, Hauora me te Haumaru (SCHS)
    g. Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (SSEG)

6. To modify 3 existing courses and introduce 15 new standard courses

7. To modify the prerequisites and restrictions for a number of courses in the Schedule to the new degree. Modifications are made to reflect the introduction of the new degree, changes in the courses being offered, and removing outdated prerequisites or restrictions.

8. To amend the regulations of the Bachelor of Building Science, the Bachelor of Architectural Studies, Graduate Certificate and Diploma in Designed Environments, and the Master of Architectural Science to account for the introduction of this new degree.

A2 Justification

Executive summary justification statement for external audience

The construction sector in Aotearoa New Zealand faces critical challenges, including a housing shortage, significant infrastructure deficit, and low productivity. It has been identified that Aotearoa New Zealand needs to invest $200 billion in the next 15 years to catch up on essential infrastructure underspend and invest $1 trillion in infrastructure projects in the next 30 years to meet the OECD's expected standards. Aotearoa New Zealand has a dire housing shortage and needs to double the number of houses constructed yearly. Population growth is predicted to increase, and an estimated 700,000 new homes will need to be built in the next 30 years to address the current housing shortage. There will be a corresponding demand for schools, healthcare facilities, transport, retail, roads, water, and other fundamental infrastructure. Adaption to climate change will also require the construction of new communities for households relocated from flood-prone zones. The shortage of skilled construction experts has exacerbated high construction costs, low productivity, delays, cost overruns, and compromised quality in construction projects.

These issues necessitate a skilled workforce equipped with expertise in project management, innovative construction technologies, and sustainable practices to increase productivity, scale and pace of construction and sustainability of the sector. The proposed Bachelor of Construction / Te Tohu Paetahi o te Hanganga (BConst) programme at Te Herenga Waka—Victoria University of Wellington aims to address these challenges by producing graduates who can effectively contribute to the sector's growth and transformation, grounded in an appreciation of our context in Aotearoa New Zealand. The degree seeks to offer a unique and comprehensive educational experience, combining theoretical knowledge with practical skills and industry engagement. In addition, the existing issues also pose an opportunity to review the existing Bachelor of Building

Science / Te Tohu Paetahi o te Mātai Hanganga (BBSc) to ensure it keeps catering to the demands of the industry.

To provide a structure and foundation providing students with the knowledge and skills required to manage complex construction projects, implement advanced technologies and promote sustainable practices while addressing the specialised knowledge of the discipline and the critical skills shortage in the sector, this named degree comprises two key components:

1) A compulsory core of set courses providing a broad foundation across the areas of sustainability in the built environment, built environment technologies, building materials and construction, structural systems and code compliance. These courses will be jointly delivered across the Bachelor of Construction and the Bachelor of Building Science, fostering cross-disciplinarity and enhancing teamwork, communication and work-integrated learning skills.
2) Students will choose at least one inside major from a prescribed set of options within the BConst or the BBSc. A second major can be taken from inside the degree schedule or other concurrent degree schedules, allowing students to specialise in a key subject and develop a deeper understanding of their chosen field/s. Alternatively, students can decide to take two minors instead of a second major.

Consultation, as outlined in Section A4, reveals that both industry and government strongly prefer graduates equipped with a diverse skill set that combines broad knowledge with specialised expertise in construction. Employers in the construction sector are actively seeking graduates who possess critical thinking and problem-solving skills, technological proficiency, understanding of regulatory frameworks and cultural competency. These skills reflect the evolving needs of the construction industry, which demands professionals who can navigate the complexities of modern construction projects, leverage technological advancements, and contribute to sustainable and culturally sensitive development.

To address the current needs of the industry, the Bachelor of Construction will include two new majors: Construction Management and Sustainable Construction and Health and Safety. The BConst degree will run alongside the Bachelor of Building Science (BBSc), allowing for flexibility and diverse study options. Students in either degree can select a first major from the options offered in each degree schedule. A second optional major (or two minors) can be selected across the options offered in the BConst or the BBSc. For example, a BConst student can take a second optional major in Project Management or Sustainable Engineering Systems, which are existing majors in the BBSc. Conversely, BBSc students can take a second optional major in Construction Management or Sustainable Construction and Health and Safety, which are housed in the new BConst. In addition, three new majors will be added to the BBSc degree: Building Surveying, Built and Natural Heritage Conservation, and Smart Cities and Digital Built Environments. These majors are designed to address the growing skills shortage in specialised areas of building science and architectural technologies and align with the increasing demand for professionals with knowledge and skills in sustainable building practices, building performance analysis, and the integration of advanced technologies in the built environment. This cross-programme availability of majors and minors aims to foster interdisciplinary studies and a collaborative learning environment.

The BConst and the BBSc degrees are designed to be distinct yet complementary programmes that cater to different aspects of the construction and built environment sectors. The BConst focuses on the broader construction sector, with core courses covering construction management, innovative technologies, health and safety, and sustainable practices. These courses provide graduates with a

versatile skill set applicable to various construction domains and expertise in managing complex projects. In contrast, the BBSc is meticulously structured to provide a strong foundation in the scientific and technical facets of the built environment. Its core courses focus on sustainability, technologies, materials, structural systems, and code compliance, equipping graduates with specialised expertise in building design, construction, and performance.

Both degrees allow majors from the other degree to be optionally taken as a second, outside, major. For example, students enrolled in the BBSc degree must select a major from the BBSc suite but can add a second major from either the BBSc or BConst. Equivalently, students enrolled in the BConst degree must have a major from the BConst suite and can select a second major from either the BConst or BBSc. While students in both degrees can major in subjects offered in either programme, the core courses ensure that each degree retains its unique focus and learning outcomes. This distinction allows students to tailor their education to their specific interests and career aspirations within the broader field of construction and architectural technologies.

The introduction of the BConst, its new majors and minors, and the proposed changes to the BBSc are accompanied by a sizeable change in the courses offered. Consequently, the proposal introduces 15 new courses and modifies 3 existing courses from the BBSc schedule. The modifications to courses require a small number of consequential changes to major regulations and course prerequisites in the BBSc and the BAS. These changes will prepare majors within the BConst and the BBSc to be accredited by the Royal Institution of Chartered Surveyors (RICS) and the Chartered Institute of Architectural Technologists (CIAT). We are also using this proposal as an opportunity to make several minor adjustments, including updating out-of-date course prerequisites and exclusions.

It also proposed a new Graduate Certificate and Diploma in Construction and Architectural Technology, reflecting the subject areas proposed as part of the BConst and BBSc. The introduction of these qualifications is driven by the increasing professional demand for specialised skills in construction and architectural technology. They provide pathways for graduates from diverse backgrounds, such as engineering, architecture, and environmental science, to gain expertise in construction management, health and safety, building performance, sustainability, and digital technologies. The GCertCAT will serve as an entry-level qualification, allowing students to build foundational knowledge in construction and architectural technology, particularly in areas such as building science, sustainable design, and building performance analysis. The GDipCAT extends this knowledge further, providing students with advanced skills in areas such as in-depth research and analysis of building performance, innovative design solutions for sustainable and high-performance buildings, and the application of advanced simulation and analysis tools. The GCertCAT and the GDipCAT will run alongside the BConst and the BBSc as a pathway to continuous education at the postgraduate level.

Justification statement for internal audience

The Bachelor of Construction / Te Tohu Paetahi o te Hanganga (BConst) programme aligns with multiple facets of the University's vision and strategic plan, particularly our position as a global civic university and our dedication to providing exceptional education and equitable outcomes.

Vision: Leading Thinking on Major Issues

The BConst programme directly addresses the University's vision to lead thinking on significant challenges, specifically those affecting the environmental, societal, cultural, and economic well-being of Aotearoa New Zealand. It tackles critical issues such as the housing shortage, infrastructure deficit, and the need for sustainable construction practices that support health and well-being as well as safety. By producing graduates equipped to address these challenges, the programme enhances the quality of life for communities nationwide.

Providing an Unrivalled Student Experience

The BConst programme is designed to provide an unparalleled student experience, fostering a transformative learning environment. It achieves this through:

- A Focus on Real-World Challenges: The programme's core courses, majors and minors delve into the complexities of the construction sector, ensuring students gain a deep understanding of the challenges and opportunities affecting the industry.
- Work-Integrated Learning: Students will engage in hands-on projects and real-world case studies, collaborating with peers from various disciplines within the built environment. This approach fosters teamwork, communication, and problem-solving skills, preparing graduates for the demands of the professional world.
- Industry Collaboration and Research Opportunities: The programme will establish strong partnerships with industry leaders, providing students access to internships, co-op placements, and cutting-edge research opportunities. This collaboration ensures that the curriculum remains relevant and provides students with invaluable professional experiences.

Education Preparing Students for an Extraordinary Life

The BConst programme aligns with the University's strategic goal of preparing students for extraordinary lives. It achieves this by:

- Equipping Students with In-Demand Skills: The programme focuses on practical skills and industry-relevant knowledge, ensuring graduates are work-ready and can contribute effectively to the sector's growth and development.
- Fostering Critical Thinking and Problem-Solving: The curriculum challenges students to analyse complex situations, evaluate information from diverse sources, and develop innovative solutions to construction challenges.
- Promoting Lifelong Learning: The programme instils a passion for continuous learning and professional development, enabling graduates to adapt to the ever-evolving construction landscape and remain at the forefront of their field.

Equitable Outcomes for All

The BConst programme is committed to fostering diversity and inclusion in the construction sector. It actively encourages the participation of Māori and Pasifika students and women, who are currently underrepresented in the industry. By providing targeted support and creating a culturally inclusive learning environment, the programme aims to create a more equitable and representative workforce.

Learning and Teaching Strategy Te Rautaki Maruako

The BConst programme aligns with the key principles of Te Rautaki Maruako:

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

The Bachelor of Construction is deeply connected to the University's vision and strategic plan as it produces graduates who are skilled construction professionals and also globally minded, civically engaged, and culturally competent leaders. The programme addresses critical societal needs, provides an unparalleled student experience, and promotes equitable outcomes that contribute to a more prosperous, sustainable, and inclusive Aotearoa New Zealand.

A3 Qualification

The proposed Bachelor of Construction / Te Tohu Paetahi o te Hanganga (BConst) meets the CUAP definition of a bachelor's degree, having a total value of not less than 360 points (3 EFTS) and containing a minimum of 72 credits (0.6 EFTS) at NZQF level 7 (300-level).

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

A4 Acceptability of the programme and consultation

Extensive consultation has been conducted with various stakeholders, including industry professionals, government agencies, and Māori communities, to ensure the proposed Bachelor of Construction (BConst) is relevant and responsive. The feedback received has been carefully considered and incorporated into the programme design, ensuring its relevance, responsiveness, and cultural inclusivity. The programme's alignment with industry needs, Māori aspirations, and professional standards positions them for success in attracting students, producing work-ready graduates, and contributing to the advancement of the construction sector in Aotearoa New Zealand.

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

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

Professional Bodies: The BConst programme will seek accreditation from the Pacific Association of Quantity Surveyors (PAQS) and the Royal Institute of Chartered Surveyors (RICS). Consultation with these professional bodies has been initiated to ensure the programme meets their rigorous standards and produces graduates who are eligible for professional registration.

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

Transitional arrangements

The introduction of the Bachelor of Construction (BConst) necessitates careful consideration of transitional arrangements to ensure a smooth transition for existing students and staff, such as:

- Phasing in of New Courses: The new courses for the BConst will be introduced gradually, starting with first-year courses in 2026 and progressing to higher-level courses in subsequent years until 2028. This phased approach allows for the development of new course materials, recruitment of additional staff, and adjustment of existing programs.
- Student Transfers: Current students enrolled in related programmes, such as the Bachelor of Building Science (BBSc) and Bachelor of Architectural Studies (BAS), will be allowed to transfer into the BConst programme if they meet the entry requirements. This will be communicated to students through various channels, including emails, information sessions, and one-on-one advising.
- Staff Redeployment and Upskilling: Existing staff members whose expertise aligns with the new programme will be offered opportunities for redeployment and upskilling. This may involve training in new construction technologies, sustainable practices, or culturally appropriate development. Consultation with faculty and academic services managers will ensure a smooth transition for staff and maintain the quality of teaching and research.
- Curriculum Review and Adjustment: The introduction of the BConst programme may necessitate adjustments to existing programmes, such as the BBSc and BAS, to avoid duplication and ensure a cohesive curriculum. A better alignment between the BBSc and the BConst is currently being proposed, which involves a review of course offerings, prerequisites, and programme structures.

Anticipated Effects on Related Programmes

Bachelor of Building Science (BBSc): The BConst programme is expected to attract some students who would have otherwise enrolled in the BBSc. However, the BBSc will benefit from the new construction-related courses, which will provide additional elective options and enhance the programme's relevance to the industry. Conceived to run alongside, the BConst will support the BBSc and vice-versa. As such, we anticipate an increase of student intake in our first year.

Bachelor of Architectural Studies (BAS): The new construction courses will also benefit the BAS programme, offering students a broader understanding of the construction process and its relationship to architectural design.

Consultation with Student and Academic Services Managers

Consultation with Student and Academic Services managers has been ongoing throughout the programme development process. Their feedback has been instrumental in shaping the transitional arrangements and ensuring adequate support for students and staff during the implementation phase. They have also provided valuable insights into potential impacts on related programmes and the need for curriculum adjustments.

The transitional arrangements are designed to minimise disruption and ensure a smooth transition for all stakeholders. The phased introduction of new courses, clear communication with students, and support for staff redeployment and upskilling will facilitate the successful implementation of the BConst programme.

A5 Te Tiriti o Waitangi

The proposed Bachelor of Construction (BConst) and the Graduate Certificate (GCertCAT) and Diploma (GDipCAT) in Construction and Architectural Technology are deeply committed to upholding the principles and obligations of Te Tiriti o Waitangi that specifically relate to land, construction and property as well as promoting Māori success in the construction sector. This commitment is manifested in several ways:

Curriculum Design

The programme will accommodate mātauranga Māori (Māori knowledge) and tikanga (Māori customs and protocols) into the curriculum, particularly reflected in the major of Sustainable Construction and Health and Safety / Hanganga Toitū, Hauora me te Haumaru. Courses like HLWB 101, CONM 112, CONM 222, BILD 362, BILD 364, CONM 311 and CONM 322 will cover topics such as Māori land law, resource management, customary development models, cultural heritage protection, and community engagement. This will emphasise the protection of Māori cultural heritage, values, and intellectual property and will also address the legal and ethical considerations related to construction on Māori land, including the Resource Management Act 1991, Te Ture Whenua Māori Act 1993, and relevant case law. Students will learn to navigate the complexities of cultural heritage assessments and develop strategies for protecting wāhi tapu (sacred sites) and other taonga (treasures). Students will obtain an in-depth understanding of the unique legal, cultural, and economic considerations involved in Te ao Māori, ensuring graduates will be equipped to engage effectively with Māori communities and contribute to culturally appropriate development.

Māori Staff Involvement

The programme will actively seek to recruit and involve Māori academics and professionals in teaching, research, and advisory roles. This will ensure that Māori perspectives and knowledge are

embedded throughout the programme and that Māori students receive culturally relevant support and mentorship. In addition, the programme will build and maintain strong partnerships with iwi and hapu. These partnerships will inform the curriculum, provide research opportunities, and ensure that the programme remains relevant and responsive to the needs of Māori.

Māori Research Opportunities

The programme will create opportunities for research that explores the intersection of construction practices and mātauranga Māori. This research will contribute to the development of culturally sensitive and sustainable construction approaches that benefit Māori communities.

Student Support

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

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

The BConst and the GCert/GDipCAT align with the key outcomes outlined in Mai i te Iho ki te Pae:

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

These principles are incorporated into the design and implementation of the BConst programme to contribute to the University's commitment to Te Tiriti o Waitangi and create meaningful outcomes for Māori students and communities. Further discussions will be conducted with Te Kawa a Māui—The School of Māori Studies to explore a suite of specialisations, minors and majors related to Māori construction capacity development.

A6 Goals of the Programme

The Bachelor of Construction aims to cultivate graduates equipped with the knowledge, skills and attributes essential for thriving in the dynamic construction industry. These graduates should demonstrate critical thinking, be able to assess information from diverse sources, navigate problem-solving within the construction sector, and recognise the foundational importance of Te Tiriti o Waitangi and te ao Māori in construction decision-making in Aotearoa New Zealand.

The core courses that form the degree will centre graduates on the main themes that characterise the construction sector, fostering innovation and productivity, promoting sustainable development and providing them with expertise in project management, innovative construction technologies, and sustainable practices. In addition, the core courses also emphasise interdisciplinary

collaboration, enabling students to work effectively with professionals from other built environment disciplines. Additionally, a variety of assessment methods and regular feedback will be utilised to support student learning and development.

The Bachelor of Construction introduces two new majors: Construction Management and Sustainable Construction and Health and Safety. The major in Construction Management aims to equip graduates with the comprehensive knowledge and skills necessary to manage complex construction projects effectively. This includes proficiency in project planning, scheduling, cost estimation, risk management, and the use of digital technologies and artificial intelligence. This major aims to produce graduates who can step into leadership roles and drive efficiency, productivity, and sustainability in the industry by providing students with a solid foundation in construction management principles and practices. Due to the growing importance of sustainability and safety in the construction sector, the major in Sustainable Construction and Health and Safety aims to provide students with a solid understanding of sustainability and health and safety principles and their application in the construction industry. This major will equip graduates with the knowledge and skills to evaluate and implement sustainable construction practices, contributing to environmentally responsible and socially conscious projects. As the industry faces increasing pressure to reduce its environmental impact and contribute to a more sustainable future, there is a rising demand for professionals who can integrate sustainable principles into construction practices.

The Bachelor of Building Science currently presents two majors: Project Management and Sustainable Engineering Systems. Project Management focuses on graduates with expertise in project planning, scheduling, budgeting, risk management, and stakeholder communication. Graduates gain the skills to effectively manage construction projects, ensuring they are delivered on time, within budget, and to the required quality standards. Sustainable Engineering Systems prepares students with a comprehensive understanding of sustainable engineering principles and their application in building design and construction. Graduates are able to develop skills in building performance analysis, renewable energy integration, and the optimisation of building systems to create environmentally responsible and high-performing structures.

In addition to these two majors, it is proposed that three new majors be introduced as part of the Bachelor of Building Science programme: Building Surveying, Built and Natural Heritage Conservation, and Smart Cities and Digital Built Environments. The major in Building Surveying aims to develop expertise in building codes and regulations, sustainable building practices, and the diagnosis and remediation of building defects. Graduates will contribute to the creation of safe, efficient, and environmentally responsible buildings. The major in Built and Natural Heritage Conservation provides graduates with a deep understanding of heritage conservation principles and practices. Students will develop skills in the preservation and management of built and natural heritage sites, integrating traditional knowledge with modern techniques to ensure their long-term protection. Lastly, the major in Smart Cities and Digital Built Environments explores the application of digital technologies in the creation of sustainable and resilient urban environments. Graduates will gain expertise in BIM, mixed realities, and data analytics to optimise the design, construction, and operation of smart buildings and infrastructure.

To provide greater flexibility and cater to diverse interests, the Bachelor of Construction and the Bachelor of Building Science will share a selection of majors, allowing students to choose two majors or a major and two minors. This cross-programme availability of majors allows students to

tailor their studies to their specific career aspirations and interests, fostering a more interdisciplinary and collaborative learning environment.

The proposed Graduate Certificate in Construction and Architectural Technology (GCertCAT) and Graduate Diploma in Construction and Architectural Technology (GDipCAT) aim to provide students with specialised, advanced knowledge and skills in the fields of construction and architectural technologies. These programmes will focus on the application of scientific and engineering principles to the design, construction, and performance of buildings, with an emphasis on sustainability, resilience, and occupant well-being. The programmes will also cater to the increasing demand for professionals with expertise in building performance analysis, sustainable design, health and safety, and integrating advanced technologies in the built environment. The Graduate Certificate and Diploma in Construction and Architectural Technology will provide specialised skills for practising professionals in building surveying, built and natural heritage, construction management, project management, smart cities, digital built environments, sustainable construction, health and safety and sustainable engineering systems. The GCertCAT and the GDipCAT will run alongside the BConst and the BBSc as a pathway to continuous education at the postgraduate level, leading into the Master of Architectural Science, the Master of Construction or the Master of Construction Law.

A7 Outcome statements

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

Graduate profile (qualification)

For the Bachelor of Construction / Te Tohu Paetahi o te Hanganga degree

Graduates of the Bachelor of Construction / Te Tohu Paetahi o te Hanganga (BConst) will have the knowledge, skills, and attributes necessary to excel in the dynamic and demanding construction industry. They will have a strong foundation in construction management principles, sustainable practices, and advanced technologies, enabling them to contribute effectively to the planning, design, and execution of construction projects. Graduates will demonstrate critical thinking, problem-solving, and communication skills and will be able to navigate the complexities of the construction industry, including regulatory frameworks and cultural considerations. BConst graduates will be work-ready professionals equipped to manage projects, implement innovative solutions, and promote sustainable development in Aotearoa New Zealand and beyond. They will be ethical, adaptable, collaborative, and innovative leaders who can drive positive change in the construction sector.

Graduates who have completed the new majors will have the following additional specialised knowledge and skills:

Construction Management / Whakahaere Hanganga, graduates will be able to:

Subject Expertise:

- Demonstrate a comprehensive understanding of construction management principles, processes, and techniques.
- Apply knowledge of building codes, regulations, and standards to ensure project compliance.
- Utilize digital technologies to enhance project efficiency and collaboration.
- Implement sustainable construction practices and contribute to environmentally responsible development.

- Engage effectively with Māori communities and incorporate mātauranga Māori into construction practices, particularly in projects involving Māori land development.

Societal Impact:
- Contribute to the successful delivery of construction projects that meet societal needs, such as housing, infrastructure, and community facilities.
- Promote sustainable development and environmental stewardship in the construction sector.
- Enhance the productivity, efficiency, and resilience of the construction industry.
- Foster culturally appropriate and sensitive development that respects Māori values and aspirations.

Teamwork:
- Work effectively in multidisciplinary teams, collaborating with architects, engineers, and other construction professionals.
- Demonstrate leadership skills to motivate and guide project teams towards successful outcomes.

Communication:
- Communicate complex construction concepts and project information clearly and concisely to diverse audiences, including clients, contractors, and community stakeholders.

Sustainable Construction and Health and Safety / Hanganga Toitū, Hauora me te Haumaru
Graduates will be able to:

Subject Expertise:
- Demonstrate a comprehensive understanding of sustainability and health and safety principles and frameworks, including ecological design, life cycle assessment, and circular economy principles.
- Apply knowledge of sustainable building materials, construction techniques, and technologies to minimise environmental impact and enhance building performance.
- Evaluate and implement strategies for energy efficiency, water conservation, and waste reduction in building design, construction, and operation.
- Assess the environmental and social impacts of construction projects and develop mitigation strategies.
- Integrate Māori perspectives and knowledge into sustainable construction practices.

Societal Impact:
- Contribute to the development of a more sustainable built environment that minimises its ecological footprint and enhances the well-being of communities.
- Promote the adoption of innovative and sustainable technologies and approaches in the construction industry.
- Educate and engage with clients, colleagues, and the public about the importance of sustainable construction practices and health and safety.

Teamwork:
- Collaborate effectively with architects, engineers, and other construction professionals to integrate sustainability into building projects.

Communication:

- Communicate complex sustainability concepts and technical information clearly and concisely to diverse audiences.

For the Bachelor of Building Science / Te Tohu Paetahi o te Mātai Hanganga degree

Graduates of the existing Bachelor of Building Science / Te Tohu Paetahi o te Mātai Hanganga (BBSc) will have the professional, technical and scientific skills to meet the changing needs of the building industry. They will have a strong foundation in building processes, structures, environmental science, sustainability, energy efficiency, digital craft, project management, and building performance.

Graduates who have completed the new or existing majors will have the following additional specialised knowledge and skills:

Building Surveying / Aromātai Hanganga (new major), graduates will be able to:
Subject Expertise:

- Demonstrate a comprehensive understanding of building codes, regulations, and standards in New Zealand.
- Apply knowledge of construction methods, materials, and technologies used in various building types.
- Evaluate and implement sustainable building practices in building design, construction, and operation.
- Identify and assess common building defects and propose appropriate remedial solutions.
- Interpret and apply contract administration principles in building projects.
- Prioritize health and safety considerations in all aspects of building surveying and project management.

Societal Impact:

- Contribute to the safety and compliance of buildings, ensuring they meet regulatory requirements and protect occupant well-being.
- Promote sustainable building practices and contribute to the development of a more environmentally responsible built environment.
- Provide expert advice and support to clients, colleagues, and other stakeholders on building-related matters.

Teamwork:

- Collaborate effectively with architects, engineers, builders, and other construction professionals in multidisciplinary project teams.

Communication:

- Communicate technical information clearly and concisely to diverse audiences, including clients, contractors, and regulatory authorities.

Built and Natural Heritage Conservation / Te Whāomotanga o te Hanga ā-Ringa me te Hanga ā-Taiao (new major), graduates will be able to:
Subject Expertise:

- Demonstrate a comprehensive understanding of heritage conservation principles, theories, and practices.
- Identify, document, and assess the significance of built and natural heritage sites.

- Develop and implement conservation plans and strategies for the protection and management of heritage sites.
- Understand and apply building conservation techniques and materials.
- Integrate sustainability principles into heritage conservation practice.
- Understand the cultural heritage of Māori communities.

Societal Impact:

- Contribute to the preservation and enhancement of Aotearoa New Zealand's built and natural heritage for present and future generations.
- Promote public awareness and appreciation of heritage values.
- Advocate for the sustainable management of heritage sites.

Teamwork:

- Collaborate effectively with architects, engineers, archaeologists, historians, and other professionals in heritage conservation projects.

Communication:

- Communicate effectively with diverse audiences, including clients, communities, and regulatory authorities, about heritage conservation issues.

Project Management / Whakahaere Kaupapa (existing major), graduates will be able to:
Subject Expertise:

- Demonstrate a comprehensive understanding of project management principles, processes, and methodologies.
- Apply project management tools and techniques to effectively plan, schedule, and budget construction projects.
- Identify, analyse, and manage project risks to minimise their impact on project objectives.
- Effectively communicate and collaborate with diverse project stakeholders, including clients, contractors, and community members.
- Understand and apply ethical principles and professional standards in project management practice.
- Integrate sustainability considerations into project planning and execution.

Societal Impact:

- Contribute to the successful delivery of construction projects that meet societal needs and contribute to the well-being of communities.
- Promote efficient and sustainable project management practices that minimise environmental impact and maximise resource utilisation.
- Enhance the productivity and effectiveness of project teams through effective leadership and collaboration.

Teamwork:

- Work effectively in multidisciplinary teams, coordinating tasks, sharing information, and resolving conflicts constructively.
- Lead and motivate project teams to achieve shared objectives.

Communication:

- Communicate project plans, progress, and challenges clearly and effectively to diverse audiences.

- Effectively negotiate and mediate between project stakeholders to achieve consensus and resolve conflicts.

Smart Cities and Digital Built Environments / Tāone Atamai me ngā Whaitua Hanga Matihiko (new major), graduates will be able to:

Subject Expertise:

- Demonstrate a comprehensive understanding of smart city concepts, principles, and technologies.
- Apply artificial intelligence, digital technologies, digital twins, and virtual reality to optimise the design, construction, and operation of buildings and infrastructure.
- Analyse and interpret data from various sources to inform decision-making in the planning, design, and management of smart-built environments.
- Integrate sustainability principles into the design and operation of smart buildings and infrastructure.
- Understand the ethical and social implications of smart city technologies and contribute to the development of responsible and inclusive built environments.

Societal Impact:

- Contribute to the development of sustainable, resilient, and efficient smart cities that enhance the quality of life for communities.
- Promote the adoption of digital technologies in the construction industry to improve productivity, safety, and sustainability.
- Analyse and address the social and ethical implications of smart city technologies to ensure equitable and inclusive urban development.

Teamwork:

- Collaborate effectively with architects, engineers, urban planners, and other built environment professionals in the design and development of smart built environments.

Communication:

- Communicate complex technical information clearly and concisely to diverse audiences, including clients, policymakers, and the public.

Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (existing major), graduates will be able to:

Subject Expertise:

- Demonstrate a comprehensive understanding of sustainable engineering principles and their application in building design, construction, and operation.
- Apply engineering principles and analytical tools to evaluate and optimise the performance of building systems.
- Utilize digital technologies to design and analyse sustainable building systems.
- Assess the environmental impacts of building materials and construction practices and select sustainable alternatives.
- Consider the social and economic dimensions of sustainable engineering, including occupant comfort, health, and well-being.

Societal Impact:

- Contribute to the design, construction, and operation of sustainable buildings and infrastructure that minimise environmental impact and enhance human well-being.
- Promote the adoption of sustainable engineering practices and technologies in the construction industry.
- Analyse and address the environmental, social, and economic implications of engineering decisions in the built environment.

Teamwork:

- Collaborate effectively with architects, construction managers, and other professionals in the design and development of sustainable building projects.

Communication:

- Communicate complex technical information clearly and concisely to diverse audiences, including clients, policymakers, and the public.

For the Graduate Certificate in Construction and Architectural Technology / Te Pōkaitahi Paetahi Mātai Waihanga and Graduate Diploma in Construction and Architectural Technology / Te Pōkairua Paetahi Mātai Waihanga degrees:

Graduates of the GCertCAT will have gained a solid foundation in the core principles of construction and architectural technology, focusing on sustainable design, building performance and integrating technology in the built environment. They will be able to:

Subject Expertise:

- Apply building science principles to analyse and evaluate building performance in relation to energy efficiency, thermal comfort, and indoor environmental quality.
- Utilise building simulation software and other digital tools to model and predict building performance.
- Interpret and apply building codes and standards to ensure compliance with regulatory requirements.

Societal Impact:

- Contribute to the design and construction of buildings that meet occupant needs and societal expectations for sustainability and performance.

Teamwork:

- Collaborate effectively with architects, engineers, and other building professionals.

Communication:

- Communicate technical information effectively to diverse audiences, including architects, engineers, and clients.

Graduates of the GDipCAT will have advanced knowledge and skills in construction and architectural technologies, with a specialisation in a chosen area of focus. They will be able to:

Subject Expertise:

- Conduct in-depth research and analysis of building performance issues.
- Develop and evaluate innovative design solutions for sustainable and high-performance buildings.
- Apply advanced simulation and analysis tools to optimise building design and operation.

- Critically evaluate building codes and standards and contribute to their development.

Societal Impact:

- Lead the development and implementation of sustainable and high-performance building practices.
- Contribute to the advancement of construction and architectural technology through research and innovation.

Teamwork:

- Collaborate effectively with architects, engineers, and other building professionals on complex building projects.

Communication:

- Communicate complex technical information effectively in written and oral formats to diverse audiences.

Content

The Bachelor of Construction degree consists of a core of courses supplemented by construction-related majors. In addition, students can take additional majors, minors, or elective courses. The core of the degree introduces fundamental concepts of sustainability in the built environment, built environment technologies, building materials and construction, structural systems, and code compliance. The degree will introduce a variety of perspectives on understanding the construction process and its impact on society and the environment, with a focus on Te Ao Māori, and how these perspectives influence the construction sector. The core allows students to explore ways of understanding, critically analysing, researching, and explaining construction practices through methodologies relevant to their chosen major.

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

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

Education pathways

During their undergraduate studies, students in the BConst can transfer into the BBSc, in which other majors are housed.
Upon graduation, the following standard postgraduate pathways within Te Herenga Waka—Victoria University of Wellington are envisaged for both BConst and GCert and GDipCAT graduates:

- Master of Architectural Sciences, Master of Construction (new programme for 2026), Master of Construction Law, Master of Urban and Regional Planning; or appropriate postgraduate certificates and diplomas in these subjects.

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

Employment pathways

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

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

Upon completing a major and potentially pursuing further postgraduate qualifications, graduates will be equipped to take on specialised roles within the industry. The BConst programme's emphasis on diverse construction perspectives will give graduates a unique advantage, enabling them to contribute meaningfully to projects considering the wider social and environmental context.

Potential career pathways for BConst graduates include:

- Construction Management: Construction manager, construction supervisor, project manager, site engineer, estimator, contract administrator.
- Building Surveying: Building surveyor, building inspector, building code consultant, compliance officer.
- Built and Natural Heritage Conservation: Heritage consultant, heritage policy analyst, conservation advisor, heritage planner, heritage policy analyst.
- Project Management: Project manager, project coordinator, project planner, project scheduler, risk manager, procurement specialist.
- Smart Cities and Digital Built Environments: BIM manager, data analyst, digital construction specialist, sustainability consultant.
- Sustainable Construction and Health and Safety: Sustainable consultant, circular economy specialist, environmental compliance officer, waste management coordinator, materials specialist, health and safety officer, site safety supervisor, risk management consultant, well-being officer.
- Sustainable Engineering Systems: Sustainability engineer, building performance analyst, energy consultant, green building advisor, renewable energy consultant.

The Graduate Certificate and Diploma in Construction and Architectural Technology offer graduates the following career pathways:

- Building Scientist: entry-level positions in building science consulting firms, assisting with building performance assessments, energy audits, and sustainable design recommendations.

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

Entry requirements

Bachelor of Construction: A New Zealand university entrance qualification or equivalent.

Graduate Certificate and Diploma in Construction and Architectural Technology: A completed undergraduate degree or an equivalent qualification.

Assessment

A combination of assignments, including online exercises and activities, essays, laboratory and field assessments, in-class tests, examinations, oral presentations, work-integrated learning opportunities, individual and group research, and a team-based capstone project.

A8 Graduate profile

Scholarly attributes developed through the formal curriculum

For the Bachelor of Construction / Te Tohu Paetahi o te Hanganga degree:

Scholarly attribute for the qualification / subject	Discipline knowledge	Critical & Creative Thinking	Commu-nication	Intellectual autonomy	Intellectual integrity
Understanding of a discipline or professional area relevant to the construction sector, including its core concepts and theories	✓				
Capacity to describe and debate current issues related to the construction sector, including economic, ecological, cultural and social impacts on local, regional, national and global scales		✓	✓		
An ability to apply the methodological, research or professional approaches of a specialised field of study to construction issues	✓	✓		✓	✓
A capacity for rigorous analysis, critique and reflection to efficiently and effectively manage construction processes across diverse contexts, using independent judgement	✓	✓			✓
An ability to create solutions for complex construction challenges, considering constructability, resources, compliance, ethics and sustainability		✓		✓	✓
Competence in summarising and communicating construction solutions to specialist and non-specialist stakeholders through various professional communication methods	✓		✓		
A capacity to critically appraise the sources and validity of information and consider issues relating to construction from different perspectives and practices	✓	✓		✓	
Exemplify responsibility and accountability for personal learning and professional practice				✓	✓
Awareness and responsiveness to obligations under Te Tiriti o Waitangi, particularly in relation to social and cultural impacts in the construction sector while developing sustainable solutions	✓	✓			✓

For the Graduate Diploma in Construction and Architectural Technology / Te Pōkairua Paetahi Mātai Waihanga degree:

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

For the Graduate Certificate in Construction and Architectural Technology / Te Pōkaitahi Paetahi Mātai Waihanga degree:

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

Personal qualities

For the Bachelor of Construction / Te Tohu Paetahi o te Hanganga degree:

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

For the Graduate Diploma in Construction and Architectural Technology / Te Pōkairua Paetahi Mātai Waihanga degree:

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

For the Graduate Certificate in Construction and Architectural Technology / Te Pōkaitahi Paetahi Mātai Waihanga degree:

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

A9 Programme overview

For the Bachelor of Construction degree:

Core (approx. 120 points) Students will complete a set of core courses that define the degree. These will ensure graduates have a set of skills and knowledge that can be tailored to meet discipline-specific approaches on the main themes that characterise the construction sector, fostering innovation and productivity, promoting sustainable development and providing them with expertise in project management, innovative construction technologies, and sustainable practices. In addition, the final year core courses will emphasise interdisciplinary collaboration, enabling students to work effectively with professionals from other built environment disciplines.

Major (approx. 120 points) In addition to the core courses, students must take one of the majors specified for the degree.

As the core of the degree and the majors are designed to have overlap, the total points requirement of the core plus a major is up to approximately 240 points (approx. 80 at 100-level, 80 at 200-level, 80 at 300-level, depending on the specific major chosen). This provides students with the option of enriching their studies through elective courses, up to two minors, or potentially a second major. Minors and majors can be taken from the Bachelor of Construction (BConst) or the Bachelor of Building Science (BBSc). Outside majors and minors from other degrees within Victoria University of Wellington may be possible, subject to approval to be taken under the BConst. Additionally, students may select elective courses drawn from the Schedule to the degree, which have been chosen to reflect major themes of environment and society.

For the Graduate Certificate and Diploma in Construction and Architectural Technology degrees:

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

A10 Proposed regulations

Proposed Regulations for the Bachelor of Construction

After the Master of Architectural Science (Research) regulations (p 221 of the 2024 Calendar), add the following:

Bachelor of Construction / Te Tohu Paetahi o te Hanganga
BConst (360 points)

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

General Requirements

1. (a) The personal course of study of a candidate for the BConst degree shall, except as provided in the Credit Transfer and Recognition of Prior Learning Regulations, consist of courses from the BConst Schedule or the schedules of other first degrees of this university worth at least 360 points, of which:

(i) at least 180 points shall be from courses above 100-level, including at least 120 points from the BAS, BBSc and BConst schedules;

(ii) at least 75 points shall be from courses numbered 300–399 in the BBSc and BConst schedules.

(b) Every personal course of study of a candidate completing the BConst shall include:

(i) SARC 121, 131, 161;

(ii) BILD 222, 251, SARC 221;

(iii) SARC 321, 362;

Major subject requirements

2. (a) A candidate shall satisfy the requirements for at least one major subject selected from the list below.

(b) With approval of the programme director, 15 points from the 200- or 300-level requirements for any of the majors listed below may be replaced with a relevant course at the same level.

(c) Notwithstanding the General Programmes of Study Regulations 6.2(a)(ii) whereby no course numbered 300–399 may be counted towards more than one major or minor subject, BILD 362 and 364 can be shared between major subjects, minor subjects and the degree requirements.

Construction Management / Whakahaere Hanganga (CMGT)

(a) CONM 111, 121, 122

(b) BILD 251, 262, CONM 211

(c) BILD 362, 364, CONM 321

Sustainable Construction and Health and Safety / Hanganga Toitū, Hauora me te Haumaru (SCHS)

(a) CONM 112; one of (HLWB 101, 102)

(b) CONM 212, 222; one of (HLWB 207, PAAH 202)

(c) CONM 311, 322; HLWB 307

Minor requirements

3. (a) A candidate may satisfy the requirements for up to two minor subjects listed in (b), as described in section 3.7 in the General Programmes of Study Regulations.

(b) The following minors must include 60 points at 200-level or above from the corresponding majors from the regulations of the BConst and BBSc degrees, including the courses listed:

Building Surveying / Aromātai Hanganga (BSUR) — BILD 301, 302

Built and Natural Heritage Conservation / Te Whāomotanga o te Hanga ā-Ringa me te Hanga ā-Taiao (BNHC) — SARC 252, 354

Construction Management / Whakahaere Hanganga (CMGT) — CONM 211, 321; one of (BILD 362, 364)

Project Management / Whakahaere Kaupapa (PROJ)— BILD 361, 362; one of (BILD 261, 262)

Smart Cities and Digital Built Environments / Tāone Atamai me ngā Whaitua Hanga Matihiko (SDBE) — Two of (MDDN 222, 242, 333, 342, SARC 301, 315, 351, 363)

Sustainable Construction and Health and Safety / Hanganga Toitū, Hauora me te Haumaru (SCHS) — CONM 311, 322, HLWB 207
Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (SSEG)— Two of (BILD 231, 321, 322, SARC 223, 232, 331)

Outside majors and minors

4. (a) A candidate may add one major or two minors from the regulations of the BBSc to the BConst degree by including in their course of study the requirements for that major or minor as set out in the relevant degree regulations. A candidate may, with approval of the Associate Dean (Students), present an additional major or minor for the BConst by satisfying the major or minor requirements as specified in the regulations for any other first degree of this university or in section 3.7 in the General Programmes of Study Regulations.
(b) Students taking any major from the BBSc Schedule must also take SARC 122 from the BBSc core.

Conjoint requirements

5. The overall course of study for a candidate for a conjoint programme involving the Bachelor of Construction and another Te Herenga Waka—Victoria University of Wellington degree shall satisfy the requirements of sections 1–3 of these regulations and section 6.3.2 of the General Programmes of Study Regulations.

Proposed Regulations for the Graduate Certificate and Diploma in Construction and Architectural Technology

Before the Postgraduate Certificate and Diploma in Construction and Architectural Technology regulations (p 219 of the 2024 Calendar), add the following:

Graduate Certificate in Construction and Architectural Technology / Te Pōkaitahi Paetahi Mātai Waihanga GCertCAT (60 points)
Graduate Diploma in Construction and Architectural Technology / Te Pōkairua Paetahi Mātai Waihanga GDipCAT (120 points)

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

Entry requirements

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

General requirements

2. (a) The personal course of study for the GCertCAT shall consist of a coherent programme of study approved by the Associate Dean (Students) of the Faculty of Architecture and Design Innovation on the recommendation of the Head of School. Except as provided in (c), it shall include at least 60 points from courses listed on the BAS, BBSc, BConst, MArchSc, MArch(Prof), MConsLaw, MIA, MLA or MURPlan schedules, of which at least 45 points shall be in courses numbered 300 or above.

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

Subject requirements

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

Building Surveying / Aromātai Hanganga (BSUR)

For GDipCAT: BILD 301, 302, SARC 301; one of (SARC 321, 362)
For GCertCAT: 30 points from the above courses

Built and Natural Heritage Conservation / Te Whāomotanga o te Hanga ā-Ringa me te Hanga ā-Taiao (BNHC)

For GDipCAT: BILD 361, SARC 354, one of (BILD 322, 362, 363, 364, SARC 331, 363); one of (SARC 321, 362)
For GCertCAT: 30 points from the above courses

Construction Management / Whakahaere Hanganga (CMGT)

For GDipCAT: BILD 362, 364, CONM 321; one of (SARC 321, 362)
For GCertCAT: 30 points from the above courses

Project Management / Whakahaere Kaupapa (PROJ)

For GDipCAT: BILD 361, 362, 364; one of (SARC 321, 362)
For GCertCAT: 30 points from the above courses

Smart Cities and Digital Built Environments / Tāone Atamai me ngā Whaitua Hanga Matihiko (SDBE)

For GDipCAT: MDDN 333, 342, one of (GEOG 315, MDDN 314, NWEN 301, SARC 301, 315, 351, 363); one of (SARC 321, 362)
For GCertCAT: 30 points from the above courses

Sustainable Construction and Health and Safety / Hanganga Toitū, Hauora me te Haumaru (SCHS)

For GDipCAT: CONM 311, 322, one of (HLWB 207, 202, 307); one of (SARC 321, 362)
For GCertCAT: 30 points from the above courses

Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (SSEG)

For GDipCAT: BILD 321, 322, SARC 331; one of (SARC 321, 362)
For GCertCAT: 30 points from the above courses

Changes to the Combined Undergraduate Schedule for the BConst

Individual course requirements

To be read in conjunction with the relevant degree regulations: BA, BAS, BBmedSc, BBSc, BC, BCom, BConst, BDI, BEd(Tchg)EC, BE(Hons), BEnvSoc, BHlth, BMid, BMus, BPM, BPsyc, BSc, GCertRJP, GDipTchg (ECE), GDipTchg(Primary), GDipTchg(Secondary), LLB, LLB(Hons).

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X), Double labelling (D)	Degree Schedule
AIML 131	Introduction to Artificial Intelligence	15	X COMP 307, 309	BSc, BE(Hons), BBSc, BConst
ARCI 251	History and Theory of Architecture / Ngā Kōrero Tuku Iho	15	P SARC 151	BAS, BBSc, BConst
BILD 101	Introduction to Surveying / Ruritanga - He tīmatanga	15		BAS, BBSc, BConst
BILD 202	Building Pathology / Mātai Tōrōkiri ā-Hanganga	15	P SARC 221 and 30 100-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
BILD 222	Structural Systems for Building Science / Te Whakamahinga o ngā Rauemi mō Hanga Pūtaiao	15	P SARC 121~~, 122~~; X ARCI 222	BAS, BBSc, BConst
BILD 231	Environmental Design / Hoahoa Taiao	15	P SARC 122	BAS, BBSc , BConst
BILD 251	~~History of Building Technology / Ngā Whanaketanga a te Ao Hangahanga~~ Contemporary Building Technologies / Hangarau Hanganga o Nāianei	15	P SARC 121 or 151	BAS, BBSc , BConst
BILD 261	Building Project Management Economics / Te Whakahaere i te Ōhanga o ngā Mahi Waihanga Whare	15	P 30 100-level BILD/CONM/SARC pts	BAS, BBSc , BConst
BILD 262	Building Project Management Cost Planning / Te Whakahaere me te Whakamahere ā-utu i ngā Mahi Waihanga Whare	15	P SARC 121	BAS, BBSc, BConst
BILD 301	Cladding Systems and Weathertightness / Pūnaha Papa Ukutea me te Pītongatonga	15	P BILD 202 and 15 200-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
BILD 302	Building Simulation Systems / Pūnaha ā-Whaihanga Hanganga	15	P 30 200-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
BILD 321	Sustainable Engineering Systems Design / Ngā Punaha Whakarauora i te Taiao	15	P BILD 231, SARC ~~(or BILD)~~ 232	BAS, BBSc, BConst

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X), Double labelling (D)	Degree Schedule
BILD 322	Structures / Ngā Āhuatanga Whare	15	P BILD 222	BAS, BBSc , BConst
BILD 361	Project Management / Ngā Kaupapa Whakahaere	15	P 30 200-level ~~ARCI/BILD/ INTA/LAND/SARC pts~~ pts from the BAS, BBSc, or BConst schedules	BAS, BBSc , BConst
BILD 362	Construction Law and Contracts / Ngā Ture ~~Waihanga~~ Hanganga me ngā Kirimana	15	P 30 200-level ~~ARCI/BILD/ INTA/LAND/SARC~~ pts from the BAS, BBSc, or BConst schedules	BAS, BBSc , BConst
BILD 364	Building Code Compliance / Ngā Ture Whakaruruhau	15	P one of LAND 221/SARC 221; X SARC 364, 464	BAS, BBSc , BConst
BIOL 132	Biodiversity and Conservation	15		BSc, BBSc, BConst
COMP 102	Introduction to Computer Program Design	15	X COMP 112	BE(Hons), BSc, BHlth, BBSc, BConst
COMP 103	Introduction to Data Structures and Algorithms	15	P COMP 102 or 112	BE(Hons), BSc, BHlth, BBSc, BConst
COMP 132	Programming for the Natural and Social Sciences	15		BSc, BBSc, BConst
CONM 111	Introduction to Construction Management / Whakahaere Hanganga - He tīmatanga	15		BAS, BBSc, BConst
CONM 112	Construction Health and Safety / Hauora me te Haumaru ā-Hanganga	15		BAS, BBSc, BConst
CONM 121	Infrastructure Construction / Hanganga Tūāhuanga	15		BAS, BBSc, BConst
CONM 122	Digital Tools for Construction / Taputapu Matihiko mō te Hanganga	15		BAS, BBSc, BConst
CONM 211	Construction Project Administration and Procurement / Hinonga Hanganga ā-Whakahaerenga, ā-Whiwhinga	15	P 30 100-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
CONM 212	Building Services / Ratonga Hanganga	15	P 30 100-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
CONM 222	Māori Land Development / Whakawhanake Whenua Māori	15	P 30 100-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
CONM 311	Innovative Construction Practices / Tikanga ā-Hanganga Auaha	15	P 30 200-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
CONM 321	Construction Costs, Planning and Scheduling / Utu Hanganga, Whakamahere me te Hōtaka	15	P 30 200-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
CONM 322	Construction Waste and Circular Economy / Para Hanganga me te Ōhanga Āmiomio	15	P 30 200-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
CYBR 171	Cybersecurity Fundamentals	15		BE(Hons), BSc, BBSc, BConst

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X), Double labelling (D)	Degree Schedule
DSDN 142	Creative Coding and AI I / Waehere ā-Auaha me te Atamai Hangahanga I	15		BAS, BBSc, BConst, BDI
EHUM 101	Green Humanities: Humanities and the Land	20		BA(A), BEnvSoc, BBSc, BConst
EHUM 201	Blue Humanities: Humanities and the Sea	20	P EHUM 101 and 20 further 100-level pts	BA(A), BEnvSoc, BBSc, BConst
GEOG 114	Environment and Resources: The Foundations	15		BSc, BA(B), BBSc, BConst, BEnvSoc
GEOG 115	Digital Worlds: Environmental and Social Insights Through Data Analysis	15		BSc, BEnvSoc, BBSc, BConst
GEOG 214	Environment and Resources: New Zealand Perspectives	20	P GEOG 114 or GLBL 101 or 15 approved pts	BSc, BA(B), BBSc, BConst, BEnvSoc
GEOG 215	Introduction to Geographic Information Systems (GIS) and Science	20	P 60 100-level pts	BSc, BA(B), BBSc, BConst
GEOG 315	Advanced GIS: Spatial Data Science	20	P GEOG 215	BSc, BA(B), BBSc, BConst, BEnvSoc
GEOS 101	Our Dynamic Earth and Environment	15	X ESCI 111	BSc, BBSc, BConst, BEnvSoc,
HLWB 101	Introduction to Health and Wellbeing	15		BHlth, BBSc, BConst, BEnvSoc
HLWB 102	Hauora – Population and Community Approaches to Health and Wellbeing	15		BHlth, BBSc, BConst, BEnvSoc
HLWB 207	Managing workplace risk, health and safety: Decision-making amidst ambiguity	15		BHlth, BSc, BBSc, BConst, BEnvSoc
HLWB 307	Occupational Health Strategy	15	P HLWB 207	BHlth, BBSc, BConst
LAND 251	Landscape Architecture History and Theory / Te Tātari Kōrero i ngā Mahi Pokepoke, Whakarākei hoki i a Papa-tūā-nuku	15	P SARC 151	BAS, BBSc, BConst
MDDN 222	Virtual Reality Design / Taupuni Ao Hoahoa	15	P 75 p~~oin~~ts including 30 p~~oin~~ts from the BDI, ~~or~~ BAS, BBSc, or	BAS, BBSc, BConst, BDI

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X), Double labelling (D)	Degree Schedule
			BConst schedules; X MDDN 321	
MDDN 242	Creative Coding and AI II / Waehere ā-Auaha me te Atamai Hangahanga II	15	P 75 pts including 30 pts from the BDI, ~~or~~ BAS, BBSc, or BConst schedules and including one of (DSDN 142, COMP 102, 112)	BAS, BBSc, BConst, BDI
MDDN 314	Audio-Visual Space / Whaitua Ataata-Rongo	15	P 60 200-level pts including 30 pts from the BDI, ~~or~~ BAS, BBSc, or BConst schedules	BAS, BBSc, BConst, BDI
MDDN 333	Data Driven Design / Hoahoa Ānga ā-Raraunga	15	P DSDN 142 and 60 200-level pts including 30 pts from the BDI, ~~or~~ BAS, BBSc, or BConst schedules or from DATA/COMP courses	BAS, BBSc, BConst, BDI
MDDN 342	Creative Coding and AI III / Waehere ā-Auaha me te Atamai Hangahanga III	15	P 60 200-level pts including MDDN 242	BAS, BBSc, BConst, BDI
NWEN 241	Systems Programming	15	P COMP 103	BSc, BE(Hons), BHlth, BBSc, BConst
NWEN 243	Clouds and Networking	15	P COMP 103	BSc, BE(Hons), BBSc, BConst
NWEN 301	Operating System Design	15	P NWEN 241	BSc, BE(Hons), BBSc, BConst
PAAH 202	Physical Activity and the Physical Environment / Kori Tinana me te Taiao	15	P 30 pts from HLWB, PAAH or permission of the course coordinator	BHlth, BBSc, BConst
SARC 121	Introduction to Built Environment Technology / He Timatanga Kōrero mō Ngā Whare Hangahanga	15		BAS, BBSc, BEnvSoc, BConst
SARC 131	Introduction to Sustainability in the Designed Environment / He Timatanga Kōrero mō Te Whakaora i Te Taiao Hangahanga	15		BAS, BBSc, BEnvSoc, BConst
SARC 151	Introduction to Design History and Theory / He Timatanga Kōrero mō Ngā Kōrero Tuku Iho i te ao Whakarākei	15		BAS, BBSc, BConst
SARC 161	Introduction to Design Communication / He Timatanga Kōrero mō Te Mahi Ngātahi i Te Ao Whakarākei	15		BAS, BBSc, BConst
SARC 221	Building Materials and Construction / Te Waihanga me ngā Momo Rauemi	15	P SARC 121, 131	BAS, BBSc, BConst

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X), Double labelling (D)	Degree Schedule
SARC 223	Human Environmental Science / Te Āhurutanga o te Taiao	15	P SARC 122	BAS, BBSc, BEnvSoc, BConst
SARC 224	Fire Safety Design / Te Tinihanga a Mahuika	15	P SARC 221	BAS, BBSc, BConst
SARC 232	Sustainable Architecture/Ngā Whare Toitū	15	P 60 100-level SARC pts; X BILD 232	BAS, BBSc, BEnvSoc, BConst
SARC 252	Building Heritage Conservation / Te Tiaki i ngā Whare Toitū	15	P SARC 151	BAS, BBSc, BConst
SARC 301	Robotic Fabrication and Drone Technologies / Hanga Karetao me te Hangarau Matatopa	15	P 30 200-level pts from the BAS, BBSc, or BConst schedules; X SARC 401	BAS, BBSc, BConst
SARC 315	Critical Urbanism Aotearoa New Zealand / Tātari Kāinga Rua	15	P 60 points at 200-level from the BAS, ~~or~~ BBSc, or BConst schedules or permission of head of school	BAS, BBSc, BEnvSoc, BConst
SARC 321	Construction / Te Mahi Waihanga	15	P SARC 221	BAS, BBSc, BConst
SARC 331	Sustainable and Regenerative Design / Te Whakarauoratanga o ngā Mahi Whakarākei	15	P SARC ~~(or BILD)~~ 232; X BILD 331	BAS, BBSc, BEnvSoc, BConst
SARC 351	Urban Design Theory and Practice / Te Mahi me Ngā Kōrero o te Ao Kikokiko	15	P ~~one of ARCI/INTA/LAND 251~~ SARC 151 and 60 200-level pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BEnvSoc, BConst
SARC 352	Pacific Designed Environments / Ngā Taiao o Te Moana-nui-a-Kiwa	15	P one of ARCI/BILD/INTA/ LAND 251 or GLBL 201	BAS, BBSc, BEnvSoc, BConst
SARC 354	Heritage Conservation / Ngā Mahi Tiaki i Ngā Whare Whakaniko	15	P 30 200-level ~~ARCI/INTA/LAND/ SARC pts~~ pts from the BAS, BBSc or BConst schedules; X SARC 454	BAS, BBSc, BConst
SARC 362	Introduction to Practice and and Management / He Timatanga Kōrero mō Te Mahi me Te Whakahaere	15	P 60 200-level ~~ARCI/BILD/INTA/ LAND/SARC~~ pts from the BAS, BBSc, or BConst schedules	BAS, BBSc, BConst
SARC 363	Digital Representation and Documentation / Te Mahi a te Ao Hangarau	15	P 60 200-level pts from the BAS, BBSc, BConst, or BDI schedules; X SARC 463	BAS, BBSc, BConst
SIDN 271	Design in Transition / Hoahoa hai Kaupapa Whakawhiti	15	P 75 pts including 30 pts from the BDI, ~~or~~ BAS, BBSc, or BConst schedules; X CCDN 271	BAS, BBSc, BConst, BEnvSoc, BDI

Subsequent Changes to the Bachelor of Building Science (BBSc) Regulations

In the Bachelor of Building Science regulations (p 216 of the 2024 Calendar), make the following changes:

Bachelor of Building Science / Te Tohu Paetahi o te Mātai Hanganga
BBSc (360 points)

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

General requirements

1. The personal course of study for the BBSc degree shall, except as provided for in the Credit Transfer and Recognition of Prior Learning Regulations, consist of courses from the ~~BAS, and~~ BBSc schedule or the schedules of other first degrees of this university having a total value of 360 points, of which:

(i) at least 270 points shall be from courses listed in the BAS, ~~and~~ BBSc and BConst schedules;
(ii) at least 210 points shall be from courses numbered 200–300, including at least 180 points from courses listed in the BAS, ~~and~~ BBSc, and BConst schedules;
(iii) at least 90 points shall be from courses numbered 300–399 in the BAS, ~~and~~ BBSc, and BConst schedules.

2. (a)Except as provided in (b), the course of study shall include:

(i) SARC ~~111,~~ 121, 122, 131, ~~151,~~ 161, ~~162~~;
(ii) BILD 222, ~~231, 251,~~ SARC 221~~, 223~~;
(iii) ~~BILD 322, 364,~~ SARC 321, 362;
(b) Candidates with a suitable background may, at the discretion of the Associate Dean (Students), be permitted to substitute some or all 2 (a)(i) and 2 (a)(ii) courses.

Major requirements

3. (a) A candidate shall meet the requirements of at least one major as listed below.
(b) With approval of the programme director, 15 points from the 200- or 300-level requirements for any of the majors listed below may be replaced with a relevant course at the same level.
(c) Notwithstanding General Programmes of Study Regulations 6.2(a)(ii) whereby no course numbered 300–399 may be counted towards more than one major or minor subject, BILD 362 and 364 can be shared between major subjects, minor subjects and the degree requirements.

Building Surveying / Aromātai Hanganga (BSUR)

(a) BILD 101; 15 further points from 100-level BILD/CONM/SARC
(b) BILD 202, SARC 224; 15 further points from 200-level BILD/CONM/SARC
(c) BILD 301, 302, SARC 301

Built and Natural Heritage Conservation / Te Whāomotanga o te Hanga ā-Ringa me te Hanga ā-Taiao (BNHC)

(a) One from (EHUM 101, BIOL 132, GEOG 114, 115, GEOS 101, SARC 151)
(b) BILD 261, 262, SARC 252; one from (ARCI 251, BILD 202, 251, EHUM 201, LAND 251, GEOG 214, SARC 232)
(c) BILD 361, SARC 354; one from (BILD 322, 362, 363, 364, SARC 331, 352, 363)

Project Management / Whakahaere Kaupapa (~~BILD~~ PROJ)

(a) SARC 121 and 15 further points from 100-level BILD/CONM/SARC
(~~i~~b) BILD 251, 261, 262
(~~ii~~c) BILD 361, 362, 364

Smart Cities and Digital Built Environments / Tāone Atamai me ngā Whaitua Hanga Matihiko (SDBE)

(a) Two from (AIML 131, COMP 102, 103, 132, CYBR 171, DSDN 142, SARC 151)
(b) MDDN 222, 242; one from (ARCI 251, GEOG 215, LAND 251, NWEN 241, 243, SIDN 271)
(c) MDDN 333, 342; one from (GEOG 315, MDDN 314, NWEN 301, SARC 301, 315, 351, 352, 363)

Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (SSEG)

(a) 30 points from 100-level BILD/CONM/SARC
(~~i~~b) BILD 231, SARC ~~(or BILD)~~ 223, 232
(~~ii~~c) BILD 321, 322, SARC ~~(or BILD)~~ 331

~~*Note: If a student taking any other degree of the University wished to take Project Management or Sustainable Engineering Systems as a major, it would involve at least one additional year of study. For this reason, it is discouraged. Any student wishing to extend their study into another discipline should consult the Associate Dean (Students) about the possibility of a graduate diploma or other suitable alternative.*~~

Minor requirements

4. (a) A candidate may satisfy the requirements for up to two minor subjects ~~obtain a minor for the BBSc degree in an undergraduate subject area~~ listed in (b), as described in section 3.7 in the General Programmes of Study Regulations.
(b) The following minors must include 60 points 200-level or above from the corresponding majors from the regulations of the BConst and BBSc degrees, including the courses listed: ~~The following minors are available to non-BBSc students only:~~
Building Surveying / Aromātai Hanganga (BSUR)—BILD 301, 302
Built and Natural Heritage Conservation / Te Whāomotanga o te Hanga ā-Ringa me te Hanga ā-Taiao (BNHC)—SARC 252, 354
Construction Management / Whakahaere Hanganga (CMGT)—CONM 211, 321; one of (BILD 362, 364)
Project Management / Whakahaere Kaupapa (PROJ~~-BILD~~)~~—At least 60 points selected from (BILD 261, 262, SARC 221, BILD 361, 362, 364)~~ BILD 361, 362; one of (BILD 261, 262)
Smart Cities and Digital Built Environments / Tāone Atamai me ngā Whaitua Hanga Matihiko (SDBE)—Two of (MDDN 222, 242, 333, 342, SARC 301, 315, 351, 363)
Sustainable Construction and Health and Safety / Hanganga Toitū, Hauora me te Haumaru (SHCP)—CONM 311, 322, HLWB 207
Sustainable Engineering Systems / Pūnaha Pūhanga Toitū (SSEG)—Two of ~~At least 60 points from~~ (BILD ~~222,~~ 231, 321, 322, SARC ~~(or BILD)~~ 223, 232, ~~SARC (or BILD)~~ 331

Outside majors and minors

4. (a) A candidate may add one major or two minors from the BConst Schedule to the BBSc degree by including in their course of study the requirements for that major or minor as set out in the relevant degree regulations. A candidate may, with approval of the Associate Dean (Students), present an additional major or minor for the BBSc by satisfying the major or minor requirements as specified in the regulations for any other first degree of this university or in section 3.7 in the General Programmes of Study Regulations.

Conjoint requirements

5. The overall course of study for a candidate for a conjoint programme involving the BBSc and another Te Herenga Waka—Victoria University of Wellington degree shall satisfy the requirements of sections 1–3 of these regulations and section 6.3.2 of the General Programmes of Study Regulations.

Subsequent Changes to the Bachelor of Architectural Studies (BAS) Regulations

In the Bachelor of Architectural Studies General Requirements (p 203 of the 2024 Calendar), make the following changes:

Bachelor of Architectural Studies
BAS (360 points)
These regulations are to be read in conjunction with the General Programmes of Study Regulations and the Combined Undergraduate Schedule.

General requirements

1. (a) The personal course of study for the BAS degree shall, except as provided for in the Credit Transfer and Recognition of Prior Learning Regulations, consist of courses from the BAS, BBSc, BConst and BDI Schedule or the schedules of other first degrees of this university having a total value of 360 points, of which:

(i) at least 270 points shall be from courses listed in the BAS BBSc, BConst and BDI Schedule;
(ii) at least 210 points shall be from courses numbered 200–399, including at least 180 points from courses listed in the BAS BBSc, BConst and BDI Schedule;
(iii) at least 75 points shall be from courses numbered 300–399 in the BAS, BBSc, BConst and BDI Schedule.

Subsequent Changes to the Graduate Certificate and Diploma in Designed Environments (GCertDE, GDipDE) Regulations

In the Graduate Certificate and Diploma in Designed Environment regulations (p 214 of the 2024 Calendar), make the following changes:

Graduate Certificate and Diploma in Designed Environments

GCertDE (60 points), GDipDE (120 points)
These regulations are to be read in conjunction with the General Programmes of Study Regulations and the Combined Undergraduate Schedule.

Entry requirements

1. (a) Before enrolment, a candidate for the GDipDE or the GCertDE shall have:

(i) completed a BAS, ~~BArch,~~ BBSc, BConst or ~~BDes~~ BDI degree or an equivalent qualification; and
(ii) been accepted by the Head of School as capable of proceeding with the proposed course of study.

(b) Requirement (a)(i) may be waived by the head of school for a candidate who has practical, professional, or scholarly experience that provides equivalent preparation.

General requirements

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

Subject requirements

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

Architecture (ARCH)

For GDipDE: ARCI 311 or SARC 313, ARCI 312 and one of SARC 321, 351
For GCertDE: 30 points from the above courses

Interior Architecture (INTA)

For GDipDE: INTA 311 or SARC 313, INTA 312 and one of INTA 321, SARC 323
For GCertDE: 30 points from the above courses

Landscape Architecture (LAND)

For GDipDE: LAND 311 or SARC 313, LAND 312, 321
For GCertDE: 30 points from the above courses

Architecture History and Theory (AHTY)

For GDipDE: Three of SARC 351, 352, 353, 354
For GCertDE: 30 points from the above courses

~~**Project Management (BILD)**~~

~~For GDipDE: BILD 361, 362 and one of BILD 322, 364, SARC 321, 362~~
~~For GCertDE: 30 points from the above courses~~

~~**Sustainable Engineering Systems (SSEG)**~~

~~For GDipDE: BILD 321, SARC 331 and one of BILD 322, 364, SARC 321, 362~~
~~For GCertDE: 30 points from the above courses~~

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

In the Master of Architectural Science regulations (p 217 of the 2024 Calendar), make the following changes:

Master of Architectural Science
MArchSc (180 points)

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

Entry requirements

1. (a) Before enrolment, a candidate for the MArchSc degree shall have:
   (i) completed a BBSc, BConst or BAS degree or an equivalent qualification, with an average grade of at least B; and
   (ii) been accepted by the head of school as capable of proceeding with the proposed course of study.

(b) Requirement (a)(i) may be waived by the Associate Dean (Students) of the Faculty of Architecture and Design Innovation for a candidate who has practical, professional, or scholarly experience that provides equivalent preparation.

A11 Proposed teaching/delivery methods

Organisation of teaching

Most courses in the BConst will be taught with a mixture of laboratories, tutorials, and lectures. Courses may also have a field trip component.

Mode of teaching

Predominantly face-to-face. Content delivery will be supplemented by online content, delivered through the Te Herenga Waka—Victoria University of Wellington student learning platform, Nuku.

Formative feedback

Some assessments are scaffolded and specifically designed to support future assessment tasks. Tutorials, laboratory classes, field trips, help sessions, workshops, and related forums provide feedback as students prepare for later assessments.

Interaction

The teaching format is predominantly face-to-face. Smaller workshops, studios, laboratories, tutorials, and field trip classes will provide opportunities for academic staff, tutors, and students to interact in discussions and group exercises. The final year core courses of the degree will bring students together across the different major cohorts and provide a point of interaction with academic staff and tutors to address construction-related research and project design. The common core making up the Bachelor of Construction will stimulate a strong cohort and encourage cross-disciplinary interaction across the range of majors, while firmly establishing a home School for the degree.

Independent study

All courses require independent study to prepare for laboratories, studios, workshop, tutorials, lectures and assessments. Skills associated with the successful independent study will be developed over the first foundation courses and practised throughout the degree.
Refer to Appendix 1 for detailed information on teaching/delivery methods for individual courses.

A12 Prescriptions for courses

This section presents courses that are required in the degree major requirements, all courses for the new majors, and new or significantly modified courses for already approved majors. For brevity, courses listed from a long list of optional courses are omitted from this section. These can be found in the degree Schedule in the proposal.

Following the guidance notes for this section, prescriptions are required only for the new or significantly modified courses, however we have also included prescriptions for courses that are required by the core of the degree.

New Courses

Code	Title and Prescription	Pts
BILD 101	Introduction to Surveying / Ruritanga - He tīmatanga *This course provides a foundational understanding of surveying principles and techniques used in the construction and built environment sectors.*	15
BILD 202	Building Pathology / Mātai Tōrōkiri ā-Hanganga *This course explores the causes, diagnosis, and remediation of common building defects.*	15
BILD 301	Cladding Systems and Weathertightness / Pūnaha Papa Ukutea me te Pītongatonga *This course examines the principles, design, and construction of cladding systems, with a focus on achieving weathertightness in buildings.*	15
BILD 302	Building Simulation Systems / Pūnaha ā-Whaihanga Hanganga *This advanced course explores the application of simulation software to model heat and moisture transfer in building components and assemblies, assess the risk of condensation and mould growth, and evaluate the effectiveness of different design and construction strategies for achieving weather tightness and energy efficiency.*	15
CONM 111	Introduction to Construction Management / Whakahaere Hanganga - He tīmatanga *This course provides a foundational overview of the construction industry, including project phases, key stakeholders, and fundamental management principles.*	15
CONM 112	Construction Health and Safety / Hauora me te Haumaru ā-Hanganga *This course equips students with knowledge of hazard identification, risk assessment, and safety regulations to ensure a safe working environment.*	15
CONM 121	Infrastructure Construction / Hanganga Tūāhuanga *This course delves into the unique challenges and processes of infrastructure projects, including roads, bridges, and utilities.*	15
CONM 122	Digital Tools for Construction / Taputapu Matihiko mō te Hanganga *This course introduces students to software and technologies used in construction, project management tools, and digital collaboration platforms, emphasising planning and decision-making within the digital built environment.*	15
CONM 211	Construction Project Administration and Procurement / Hinonga Hanganga ā-Whakahaerenga, ā-Whiwhinga *This course focuses on contract administration, procurement methods, tendering, project delivery and quality assurance processes.*	15

CONM 212	Building Services / Ratonga Hanganga *This course explores the design and installation of building systems, including sustainable and energy-efficient technologies.*	15
CONM 222	Māori Land Development / Whakawhanake Whenua Māori *This course explores the cultural and legal considerations governing Māori land in Aotearoa New Zealand, examining contemporary challenges in construction and its impact on future development.*	15
CONM 311	Innovative Construction Practices / Tikanga ā-Hanganga Auaha *This course explores innovative construction techniques, such as prefabrication, modular construction, and 3D printing, focusing on their impact on sustainability and quality assurance.*	15
CONM 321	Construction Costs, Planning and Scheduling / Utu Hanganga, Whakamahere me te Hōtaka *This course introduces project planning techniques, scheduling methods, and cost control strategies.*	15
CONM 322	Construction Waste and Circular Economy / Para Hanganga me te Ōhanga Āmiomio *This course addresses sustainable construction practices, waste reduction, resource management principles, and the role of innovation in achieving sustainability goals.*	15
SARC 301	Robotic Fabrication and Drone Technologies / Hanga Karetao me te Hangarau Matatopa *This course introduces students to digital concepts, tools and methods in robotic fabrication, 3D scanning and drone technologies. It investigates through practice the relationship between technology and design, focusing on the development of skills as part of the preparation for the construction industry of the future.*	15

Existing Courses Required as part of the Degree

Edits in red indicate changes to the 2024 prescriptions.

Code	Title and Prescription	Pts
BILD 251	Contemporary Building Technologies / Hangarau Hanganga o Nāianei *The historical, social and economic development of construction methods, materials and systems. The impact, relevance and importance of the scientific, industrial and information technology revolutions. Trends in the international development of building technology, with a primary focus on New Zealand.*	15
BILD 362	Construction Law and Contracts / Ngā Ture Hanganga me ngā Kirimana *The New Zealand legal system relating to land, buildings and the construction industry, including the law of torts, copyright, property, contracts, professional liability and arbitration.*	15

Other Existing Courses (titles and point values)

Code	Title and Prescription	Pts
SARC 401	~~Introduction to~~ Advanced Robotic Fabrication and Drone Technologies / Ngā Tikanga Whatutoto o ngā Hanga Karetao me te Hangarau Matatopa *This ~~studio-based~~ course introduces students to advanced concepts, tools and methods ~~used~~ in robotic fabrication ~~practices~~, 3D scanning and drone technologies. It investigates through practice the relationship between technology and design, focusing on the development of skills ~~related to robotic fabrication,~~ as part of the preparation for the construction industry of the future.*	15

A13 Assessment and moderation procedures

Assessment procedures will follow the rules and policies set out in Te Herenga Waka—Victoria University of Wellington's Assessment handbook.

A14 Resources

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

A15 Plans for monitoring programme

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

The BConst programme will be provisionally accredited with the Pacific Association of Quantity Surveyors (PAQS) and Royal Institute of Chartered Surveyors (RICS) in 2028 and fully accredited with PAQS and RICS in 2030.

A16 Review of the programme

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

A17 Statement regarding Section B

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

A18 EFTS value

The Bachelor of Construction is 3.0 EFTS.
The Graduate Diploma in Construction and Architectural Technology is 1.0 EFTS
The Graduate Certificate in Construction and Architectural Technology is 0.5 EFTS.

A19 Statement regarding funding

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

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

Domestic students enrolled in the Bachelor of Construction degree will be eligible for student loans and will be eligible for student allowances or living costs depending on their individual circumstances.

A20 Information about the agreement

N/A

Section B

B1 Learning objectives and assessment for each new course

Please refer to the Course Descriptions (Appendix 1).

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

Please refer to the Course Descriptions (Appendix 1).

B3 Availability of teaching and support staff

Academic staff

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

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

Teaching support staff

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

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

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

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

- Q3 2025: BILD 101, CONM 111, CONM 121, CONM 122
- Q2 2026: BILD 201, BILD 202, CONM 211, CONM 212, CONM 222
- Q2 2027: BILD 301, BILD 302, CONM 311, CONM 321, CONM 322, SARC 301

Administration support

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

- Greg Ambrose – Manager, Student Success, Faculties of Science, Health, Engineering, Architecture and Design Innovation.
- Eleonora Bello – Team Leader, Student Success, Faculty of Architecture and Design Innovation
- Marita Lotz – Faculty Operations Manager, Faculty of Architecture and Design Innovation
- Stephanie Hunter – Associate Director, Student Operations
- Cathy Powley – Director, Future Students
- Kirsty McClure – Director, Student Experience and Wellbeing and Director, Tītoko
- Paul Teesdale-Spittle – Associate Dean (Academic Programmes), Faculty of Sciences
- Stuart Marshall – Associate Dean (Academic Programmes), Faculty of Engineering
- Natalie Lindsay – Associate Dean (Academic Programmes), Faculty of Health

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

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

Website, marketing and publications

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

The following have been consulted in developing this proposal:

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

B4 Availability of teaching space and other required facilities

Facilities

The Bachelor of Construction programme will utilise a variety of teaching spaces and facilities, some under the direct control of the School of Architecture and others shared with other programmes within the Faculty of Architecture and Design Innovation. A dedicated construction teaching workshop will be established for hands-on learning experiences related to construction methods, materials, and technologies. This workshop will be established by upgrading an existing teaching workshop, which is currently unused due to outdated equipment. Once updated, it will be managed by the Faculty. The programme will also utilise existing lecture theatres within the Faculty, shared with other programmes, and existing computer labs equipped with standard software for

design, modelling, and analysis, commonly used in architecture and building science programmes. Some courses may utilise studio spaces within the Faculty, shared with other design-related programmes, and students will have access to the University's library resources, including online databases, journals, and books related to construction and the built environment.

The programme will include field trips to construction sites, manufacturing facilities, and other relevant locations to provide students with practical experience and exposure to real-world construction practices. Some courses within the programme may utilise specialised facilities in other faculties, such as the Faculty of Engineering or the Faculty of Science, depending on the selected courses, minors or majors.

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

IT implications

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

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

Equipment

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

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

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

B5 Availability of library resources

Existing collection and services

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

New resources and services

In addition to the substantial range of resources available in the Library which can support this proposal, acquiring new books related to undergraduate-level construction education would be beneficial. The Library has systems in place for teachers and researchers to make requests for new resources required for the courses. The existing Library services can support this proposal.

B6 Timetabling arrangements

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

B7 Memorandum of understanding

N/A

Appendix: Consultation

Proposal name	Bachelor of Construction

Consultation	**Response to feedback**
Adrienne McGovern-Faircloth – Associate Director, Student Success, Victoria University of Wellington	Feedback incorporated on workload concerns for the Tītoko team.
Alexis Watts – Senior Student Recruitment Advisor, Faculties of Science, Health, Engineering, Architecture, and Design Innovation	Feedback included strategies to address student recruitment and the future student team.
Brendon Dwyer – General Manager, Building Services, Beca	Feedback incorporated.
BBSc Undergraduate Students	Feedback was incorporated regarding double majors and minors.
Cathy Powley – Director, Future Students, Victoria University of Wellington	Feedback included strategies to address student recruitment and the future student team.
Fabricio Chicca – Programme Director, Building Science, School of Architecture	Feedback incorporated.
David Clifton – Director, New Zealand Institute of Building Surveyors	Feedback received on the proposed majors and degree.
Eleonora Bello – Team Leader, Student Success, Faculty of Architecture and Design Innovation	Feedback was incorporated regarding degree auditing and planning as well as course prerequisites.
Greg Ambrose – Manager, Student Success, Faculties of Science, Health, Engineering, Architecture and Design Innovation	Feedback regarding degree structure and majors was incorporated.
Guy Marriage – Programme Director, Architecture, School of Architecture	Feedback incorporated.
Jake Woolgar – Director, ASJ Property Consultancy	Feedback incorporated.
Kirsty McClure – Director, Student Experience and Wellbeing and Director, Tītoko	Feedback incorporated regarding the Tītoko team.
Liisa Maria – Senior Engagement Adviser, Faculties of Science, Health, Engineering, Architecture, and Design Innovation	Feedback was received about marketing campaigns, promotional materials, and other strategies for degree visibility.
Mark Shaw – Technical Services Manager, Faculty of Architecture and Design Innovation	Feedback received regarding space planning, IT requirements and teaching facilities at the Te Aro campus

Consultation	Response to feedback
Marita Lotz – Faculty Operations Manager, Faculty of Architecture and Design Innovation	Feedback received concerning the implementation of the programme and financials.
Natalie Lindsay – Associate Dean (Academic Programmes), Faculty of Health	Feedback incorporated about the HWLB courses as part of our majors in health and safety.
Nigel Riley – Director, Marketing, Victoria University of Wellington	Feedback was received about marketing campaigns, promotional materials, and other strategies for degree visibility.
Pamela Bell – CEO, New Zealand Institute of Building	Feedback incorporated about degree structure and majors.
Paul Teesdale-Spittle – Associate Dean (Academic Programmes), Faculty of Sciences	Feedback was incorporated concerning the science courses as part of our majors.
Stephanie Hunter – Associate Director, Student Operations, Victoria University of Wellington	Feedback received about student enrolments.
Stuart Marshall – Associate Dean (Academic Programmes), Faculty of Engineering	Feedback was incorporated into the engineering courses as part of our majors.

Course Description: CONM 111 (2026,T1)

Course title	Introduction to Construction Management / Whakahaere Hanganga - He tīmatanga		
Short title	Intro Construction Management	**Point value**	15
Course coordinator	TBC	**NZQF level**	5
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions			
Prescription	This course provides a foundational overview of the construction industry, including project phases, key stakeholders, and fundamental management principles. It also explores the impact of construction on society, the environment, and the economy, emphasising the importance of sustainability, ethics, and cultural competency in construction practices.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through a combination of lectures and tutorials. Lectures will introduce key concepts, industry practices, and the broader context of construction management. Tutorials will provide opportunities for students to apply their knowledge through case studies, group discussions, and activities designed to develop critical thinking and problem-solving skills. 2x 1-hour lecture per week 1x 2-hour tutorial per week		**Tutorials**	24
		Seminars	
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe the different phases of a construction project, from inception to completion.
2	Identify the key stakeholders involved in construction projects and their roles and responsibilities.
3	Explain the fundamental principles of construction management, including planning, scheduling, cost estimation, and risk management.
4	Analyse the impact of construction on society, the environment, and the economy.
5	Communicate effectively in written and oral formats, demonstrating the ability to present construction-related information clearly and concisely.

Assessment items and workload per item		**%**	**CLO(s)**
1	Case Study Analysis (1,500-word report) [27 hours]	30%	1, 2, 3
2	Construction Project Proposal (2,000-word report) [50 hours]	40%	2, 3, 4
3	Presentation (2x 10-minute presentations for Assignment 1 and 2) [25 hours]	30%	4, 5

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

Course Description: CONM 112 (2026,T2)

Course title	Construction Health and Safety / Hauora me te Haumaru ā-Hanganga		
Short title	Construction Health & Safety	**Point value**	15
Course coordinator	TBC	**NZQF level**	5
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions			
Prescription	This course equips students with knowledge of hazard identification, risk assessment, and safety regulations to ensure a safe working environment. It covers the legal and ethical responsibilities of individuals and organisations in promoting construction safety and practical strategies for managing and mitigating workplace hazards.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through a combination of lectures and tutorials. Lectures will introduce key concepts, legislation, and best practices in construction health and safety. Tutorials will allow students to apply their knowledge through case studies, group discussions, and practical exercises. 2x 1-hour lecture per week 1x 2-hour tutorial per week		**Tutorials**	24
		Seminars	
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Identify potential hazards in construction workplaces, including physical, chemical, biological, and ergonomic hazards.
2	Conduct risk assessments to evaluate the likelihood and severity of workplace hazards.
3	Explain relevant health and safety legislation, regulations, and codes of practice applicable to the New Zealand construction industry.
4	Develop and implement safe work practices and procedures to control and mitigate workplace hazards.
5	Communicate effectively about health and safety issues, demonstrating the ability to report hazards, provide safety training, and advocate for a safe working environment.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Hazard Identification and Risk Assessment (1,500-word report) [27 hours]	30%	1, 2
2	Assignment 2: Safe Work Procedures (2,000-word report) [50 hours]	40%	3, 4
3	Presentation (2x 10-minute presentations for Assignment 1 and 2) [25 hours]	30%	4, 5

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

Course Description: CONM 121 (2026,T2)

Course title	Infrastructure Construction / Hanganga Tūāhuanga		
Short title	Infra Construction	**Point value**	15
Course coordinator	TBC	**NZQF level**	5
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions			
Prescription	This course delves into the unique challenges and processes of infrastructure projects, including roads, bridges, and utilities. It examines the planning, design, construction, and maintenance of infrastructure, emphasising sustainability, resilience, and community impact.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures and tutorials. Lectures will cover key concepts in infrastructure planning, design, construction, and maintenance. Tutorials will provide opportunities for students to apply their knowledge through case studies, discussions, and problem-solving exercises related to real-world infrastructure projects. 2x 1-hour lecture per week 1x 2-hour tutorial per week		**Tutorials**	24
		Seminars	
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe the different types of infrastructure and their role in supporting society and the economy.
2	Explain the key phases and processes involved in infrastructure project delivery, from planning and design to construction and maintenance.
3	Analyse the unique challenges and considerations in infrastructure construction, including environmental impact, social impact, and regulatory compliance.
4	Evaluate the sustainability and resilience of infrastructure designs, considering factors such as climate change, resource efficiency, and community needs.
5	Communicate effectively in written and oral formats, demonstrating the ability to present infrastructure-related information and analysis.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Infrastructure Project Analysis (1,500-word report) [27 hours]	30%	1, 2, 3
2	Assignment 2: Sustainable Infrastructure Design (2,000-word report) [50 hours]	40%	3, 4
3	Presentation (2x 10-minute presentations for Assignment 1 and 2) [25 hours]	30%	4, 5

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

Course Description: CONM 122 (2026,T2)

Course title	Digital Tools for Construction / Taputapu Matihiko mō te Hanganga		
Short title	Digital Tools for Constr	**Point value**	15
Course coordinator	TBC	**NZQF level**	5
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions			
Prescription	This course introduces students to software and technologies used in construction, project management tools, and digital collaboration platforms, emphasizing planning and decision-making within the digital built environment. It explores the application of Building Information Modelling (BIM), virtual reality, augmented reality, and other digital tools to enhance construction processes and project outcomes.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures, tutorials, and lab sessions. Lectures will introduce key digital tools and technologies used in the construction industry. Tutorials will provide opportunities for students to discuss and analyse the application of these tools in construction projects. Lab sessions will provide hands-on experience with specific software and platforms, allowing students to develop practical skills in using digital tools for construction planning and management. 2x 1-hour lecture per week 1x 1-hour tutorial per week 1x 1-hour lab session per week		**Tutorials**	12
		Seminars	
		Labs/Studios	12
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Identify and describe the main digital tools and technologies used in the construction industry, including BIM, virtual reality, augmented reality, and project management software.
2	Explain the benefits and challenges of using digital tools in construction, considering factors such as efficiency, collaboration, and data management.
3	Apply BIM software to create and manage 3D models of buildings and infrastructure, demonstrating an understanding of BIM processes and workflows.
4	Utilise project management tools to plan, schedule, and track construction projects, demonstrating effective project management skills in a digital environment.
5	Collaborate effectively with project stakeholders using digital platforms, demonstrating effective communication and coordination skills in a digital environment.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: BIM Modelling Exercise (1,500-word report) [27 hours]	30%	1, 3
2	Assignment 2: Project Management Simulation (2,000-word report) [50 hours]	40%	2, 4
3	Presentation (2x 10-minute presentations for Assignment 1 and 2) [25 hours]	30%	5

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

Course Description: BILD 101 (2026,T2)

Course title	Introduction to Surveying / Ruritanga - He tīmatanga		
Short title	Intro to Surveying	**Point value**	15
Course coordinator	TBC	**NZQF level**	5
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions			
Prescription	This course provides a foundational understanding of surveying principles and techniques used in the construction and built environment sectors. Students will learn about measurement methods, data collection, and spatial analysis, gaining practical skills in using surveying equipment and interpreting spatial data.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through a combination of lectures, tutorials, and practical sessions. Lectures will introduce fundamental surveying principles and techniques. Tutorials will provide opportunities for students to discuss and analyse surveying data and calculations. Practical sessions will involve hands-on experience with surveying equipment and fieldwork exercises to develop essential surveying skills. 2x 1-hour lecture per week 1x 1-hour tutorial per week 1x 1-hour field work/practical sessions per week		**Tutorials**	12
		Seminars	
		Labs/Studios	12
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Explain the fundamental principles of surveying and their applications in the construction and built environment sectors.
2	Identify and describe different types of surveying equipment and their functions.
3	Conduct basic surveying measurements using appropriate techniques and equipment and apply error analysis and quality control procedures.
4	Process and analyse surveying data to produce maps, plans, and other spatial representations.
5	Communicate surveying information effectively in written and graphical formats.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Assignment 1: Surveying Calculations and Data Analysis (1,500-word report) [27 hours]	30%	3, 4
2	Assignment 2: Fieldwork Exercise and Report (2,000-word report) [50 hours] (*e.g. Design output, written description, oral presentation and 2-minute video*)	40%	2, 3, 5
3	Surveying Principles and Techniques Test (2-hour test) [25 hours] (*Insert extra rows if necessary*)	30%	1, 2

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

Course Description: CONM 211 (2027,T1)

Course title	Construction Project Administration and Procurement / Hinonga Hanganga ā-Whakahaerenga, ā-Whiwhinga		
Short title	Constr Admin & Procurement	**Point value**	15
Course coordinator	TBC	**NZQF level**	6
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P 30 100-level pts from the BAS, BBSc, or BConst schedules		
Prescription	This course focuses on contract administration, procurement methods, tendering, project delivery, and quality assurance processes in construction. It explores the legal and contractual framework of construction projects, different procurement strategies, and best practices for managing contracts, ensuring quality, and achieving successful project outcomes.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures and tutorials. Lectures will cover key concepts in contract administration, procurement methods, tendering, and quality assurance. Tutorials will provide opportunities for students to analyse case studies, participate in mock tendering exercises, and develop practical skills in managing construction contracts and ensuring project quality. 2x 1-hour lecture per week 1x 2-hour tutorial per week		**Tutorials**	24
		Seminars	
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe different procurement methods and their suitability for various construction projects based on the legal and contractual framework in Aotearoa New Zealand
2	Prepare and evaluate tender documents, including specifications, drawings, and bills of quantities.
3	Manage construction contracts effectively, including variations, claims, and dispute resolution.
4	Implement quality assurance and quality control procedures to ensure project quality and compliance with standards.
5	Communicate effectively with clients, contractors, and other stakeholders throughout the procurement and contract administration process.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Procurement Strategy Report (1,500-word report) [27 hours] (*e.g. 1,000-word essay; or Completed code and software file; or 2-hour test*)	30%	1, 2,
2	Assignment 2: Contract Administration Case Study (2,000-word report) [50 hours]	40%	3, 4
3	Presentation (2x 10-minute presentations for Assignment 1 and 2) [25 hours]	30%	5

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

Course Description: CONM 212 (2027,T1)

Course title	Building Services / Ratonga Hanganga		
Short title	Building Services	**Point value**	15
Course coordinator	TBC	**NZQF level**	6
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P 30 100-level points from the BAS, BBSc, or BConst schedules		
Prescription	This course explores the design and installation of building systems, including sustainable and energy-efficient technologies. It covers the principles of heating, ventilation, air conditioning, lighting, plumbing, and fire protection systems, emphasizing their integration into building design and their impact on occupant comfort, health, and safety.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures and tutorials. Lectures will cover the fundamental principles and design considerations for various building services. Tutorials will provide opportunities for students to analyse case studies, engage in design exercises, and evaluate the performance of building services in different contexts. 2x 1-hour lecture per week 1x 2-hour tutorial per week		**Tutorials**	24
		Seminars	
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Explain the fundamental principles of heating, ventilation, air conditioning, lighting, plumbing, and fire protection systems in buildings.
2	Analyse the factors influencing the design and selection of building services, including building type, climate, occupancy, and sustainability goals.
3	Evaluate the performance of building services in terms of energy efficiency, occupant comfort, health, and safety.
4	Apply building codes and standards related to the design and installation of building services.
5	Communicate effectively about building services, demonstrating the ability to interpret drawings, specifications, and technical documentation.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Building Services Design Report (2,000-word report) [50 hours]	40%	1, 2, 4
2	Assignment 2: Building Performance Analysis (1,500-word report) [27 hours]	30%	3, 5
3	Building Services Principles Test (2-hour test) [25 hours]	30%	1, 2

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

Course Description: CONM 222 (2027,T2)

Course title	Māori Land Development / Whakawhanake Whenua Māori		
Short title	Māori Land	**Point value**	15
Course coordinator	TBC	**NZQF level**	6
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P 30 100-level pts from the BAS, BBSc or BConst schedules		
Prescription	This course explores the cultural and legal considerations governing Māori land in Aotearoa New Zealand, examining contemporary challenges in construction and its impact on future development. It covers the historical context of Māori land ownership, the application of Te Tiriti o Waitangi, relevant legislation, and culturally appropriate construction practices that align with the values and aspirations of iwi and hapū.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures and tutorials. Lectures will cover the historical, legal, and cultural context of Māori land development. Tutorials will provide opportunities for students to engage in discussions, analyse case studies, and develop strategies for culturally appropriate and sustainable construction practices on Māori land. 2x 1-hour lecture 1x 2-hour tutorial		**Tutorials**	24
		Seminars	
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe the principles of Te Tiriti o Waitangi and their application in the context of Māori land development.
2	Analyse the legal framework governing Māori land, including relevant legislation and the role of the Māori Land Court.
3	Identify the cultural values and protocols associated with Māori land and their implications for construction projects.
4	Develop strategies for culturally appropriate and sustainable construction practices, considering environmental, social, and economic factors.
5	Communicate effectively with Māori landowners and communities, demonstrating respect for cultural values and protocols.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Research Report on Māori Land Legislation (1,500-word report) [27 hours]	30%	1, 2
2	Assignment 2: Case Study Analysis of Māori Land Development Project (2,000-word report) [45 hours]	40%	3, 4
3	Presentation (2x 10-minute presentations for Assignment 1 and 2) [25 hours]	30%	5

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

Course Description: CONM 311 (2028,T1)

Course title	Innovative Construction Practices / Tikanga ā-Hanganga Auaha		
Short title	Innov. Constr. Practices	**Point value**	15
Course coordinator	TBC	**NZQF level**	7
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P 30 200-level pts from the BAS, BBSc, or BConst schedules		
Prescription	This course explores innovative construction techniques, such as prefabrication, modular construction, and 3D printing, focusing on their impact on sustainability and quality assurance. It examines the principles, applications, and benefits of these techniques and their challenges and integration into traditional construction processes.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures, tutorials, and seminars. Lectures will introduce various innovative construction techniques and their underlying principles. Tutorials will provide opportunities for students to analyse case studies and discuss the application of these techniques in different contexts. Seminars will feature guest lectures from industry experts, site visits to innovative construction projects, or workshops on specific technologies. 2x 1-hour lecture per week 1x 1-hour tutorial per week 1x 1-hour seminar per week		**Tutorials**	12
		Seminars	12
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Describe the principles and applications of various innovative construction techniques, including prefabrication, modular construction, 3D printing, and robotics in construction.
2	Analyse the benefits and challenges of adopting innovative construction techniques in terms of sustainability, efficiency, quality, and cost.
3	Evaluate the suitability of different innovative construction techniques for various building types and project requirements.
4	Integrate innovative construction techniques into traditional and Māori-led construction processes, considering design, procurement, and construction management aspects.
5	Communicate effectively about innovative construction practices, demonstrating the ability to present technical information and advocate for their adoption.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Technology Review and Case Study (2,000-word report) [50 hours]	40%	1, 2, 3
2	Assignment 2: Innovative Construction Project Proposal (1,500-word report) [27 hours]	30%	3, 4
3	Seminar Presentation (10-minute presentation) [25 hours]	30%	5

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

Course Description: CONM 321 (2028,T2)

Course title	Construction Costs, Planning and Scheduling / Utu Hanganga, Whakamahere me te Hōtaka		
Short title	Constr. Costs, Planning & Sched.	**Point value**	15
Course coordinator	TBC	**NZQF level**	7
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P 30 200-level pts from the BAS, BBSc, or BConst schedules		
Prescription	This course introduces project planning techniques, scheduling methods, and cost control strategies essential for managing construction projects effectively. It covers various planning and scheduling tools, cost estimation methods, and strategies for monitoring and controlling project budgets and timelines.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures and tutorials. Lectures will cover key concepts and techniques in construction cost estimation, planning, and scheduling. Tutorials will provide opportunities for students to apply these concepts through practical exercises, case studies, and simulations, developing their skills in managing project budgets, timelines, and resources. 2x 1-hour lecture per week 1x 2-hour tutorial per week		**Tutorials**	24
		Seminars	
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Develop comprehensive project plans using various planning techniques, including work breakdown structures, Gantt charts, and critical path method
2	Estimate construction costs accurately using different methods, including elemental estimating, quantity surveying, and unit cost analysis.
3	Implement cost control strategies to monitor and manage project budgets, ensuring projects are delivered within budget constraints.
4	Analyse project performance, identify variances from planned costs and schedules, and take corrective actions to maintain project objectives.
5	Communicate effectively about project costs, plans, and schedules to various stakeholders.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Cost Estimation and Budgeting (1,000-word report plus budget calculations) [27 hours]	30%	2, 3
2	Assignment 2: Project Planning and Scheduling (2,000-word report plus scheduling) [50 hours]	40%	1, 4
3	Project Monitoring and Control Presentation (15-minute presentation) [25 hours]	30%	4, 5

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

Course Description: CONM 322 (2028,T2)

Course title	Construction Waste and Circular Economy / Para Hanganga me te Ōhanga Āmiomio		
Short title	Constr. Waste & Circular Econ	**Point value**	15
Course coordinator	TBC	**NZQF level**	7
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P 30 200-level points from the BAS, BBSc, or BConst schedules		
Prescription	This course addresses sustainable construction practices, waste reduction, resource management principles, and the role of innovation in achieving sustainability goals. It explores the environmental impacts of construction waste, waste minimisation strategies, and the principles of a circular economy in the construction industry.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures and tutorials. Lectures will cover key concepts in sustainable construction, waste management, and the circular economy. Tutorials will provide opportunities for students to analyse case studies, develop waste reduction strategies, and evaluate the environmental and economic benefits of circular economy principles in construction. 2x 1-hour lecture per week 1x 2-hour tutorial per week		**Tutorials**	24
		Seminars	
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Analyse the environmental impacts of construction and demolition waste, considering factors such as resource depletion, pollution, and landfill capacity.
2	Apply waste management principles, including waste prevention, reduction, reuse, recycling, and recovery, to minimize construction waste.
3	Explain the principles of a circular economy and its application in the construction industry, considering material lifecycle management and resource efficiency.
4	Evaluate the cultural, economic and environmental benefits of adopting circular economy principles in construction projects.
5	Develop and implement waste management plans for construction projects, considering site-specific factors and sustainability goals.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Assignment 1: Waste Audit and Analysis [30 hours] (*e.g. 1,000-word essay; or Completed code and software file; or 2-hour test*)	30%	1, 2
2	Assignment 2: Circular Economy Case Study [50 hours] (*e.g. Design output, written description, oral presentation and 2-minute video*)	40%	3, 4
3	Waste Management Plan Presentation [20 hours] (*Insert extra rows if necessary*)	30%	5

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

Course Description: BILD 202 (2027,T2)

Course title	Building Pathology / Mātai Tōrōkiri ā-Hanganga		
Short title	Building Pathology	**Point value**	15
Course coordinator	TBC	**NZQF level**	6
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P SARC 221 and 30 100-level pts from the BAS, BBSc, or BConst schedules		
Prescription	This course explores the causes, diagnosis, and remediation of common building defects. Students will develop a systematic approach to investigating building failures, analysing the underlying causes, and recommending appropriate repair strategies.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures, tutorials, and site visits. Lectures will cover the fundamental principles of building pathology, common building defects, and diagnostic techniques. Tutorials will provide opportunities for students to analyse case studies and practice applying diagnostic methods. Seminars and site visits will allow students to observe real-world examples of building defects and remediation strategies. 2x 1-hour lecture per week 1x 2-hour tutorial per week 1x 2-hour seminar/site visit per week		**Tutorials**	12
		Seminars	12
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Identify and describe common building defects, including those related to moisture ingress, structural issues, and material degradation.
2	Explain the causes of building defects, considering factors such as design flaws, construction practices, environmental conditions, and maintenance practices.
3	Apply diagnostic techniques and tools to investigate building defects and assess their severity.
4	Recommend appropriate remediation strategies for different types of building defects, considering cost-effectiveness, durability, and sustainability.
5	Communicate effectively about building pathology issues, demonstrating the ability to prepare technical reports and present findings to clients and stakeholders.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Building Defect Case Study Analysis (2,000-word report) [50 hours]	40%	1, 2, 3
2	Assignment 2: Remediation Plan (plan drawings plus 1,000-word explanation) [27 hours]	30%	4, 5
3	Site Visit Report (1,500-word report) [25 hours]	30%	3, 5

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

Course Description: BILD 301 (2028,T2)

Course title	Cladding Systems and Weathertightness / Pūnaha Papa Ukutea me te Pītongatonga		
Short title	Cladding & Weathertightness	**Point value**	15
Course coordinator	TBC	**NZQF level**	7
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P BILD 202 and 15 200-level-pts from the BAS, BBSc, or BConst schedules		
Prescription	This course examines the principles, design, and construction of cladding systems, with a focus on achieving weathertightness in buildings. Students will analyse different cladding types, their performance characteristics, and their appropriate applications in various building contexts.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through lectures, tutorials, and site visits/workshops. Lectures will cover the theoretical principles of cladding design, different cladding systems, and weathertightness considerations. Tutorials will provide opportunities for students to analyse case studies, evaluate cladding performance, and engage in design exercises. Seminars and site visits or workshops will allow students to observe real-world cladding applications and construction techniques. 2x 1-hour lecture per week 1x 2-hour tutorial per week 1x 2-hour seminar/site visit per week		**Tutorials**	12
		Seminars	12
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:	
1	Explain the principles of weathertightness and the factors that influence the performance of cladding systems.	
2	Analyse the characteristics, advantages, and limitations of different cladding types, including their suitability for various building applications.	
3	Design and detail cladding systems that comply with relevant building codes and standards.	
4	Evaluate the sustainability and durability of cladding systems, considering factors such as material selection, lifecycle costs, and maintenance requirements.	
5	Communicate effectively about cladding design and weathertightness considerations, demonstrating the ability to prepare technical reports and present design solutions.	

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Cladding System Analysis and Comparison (2,000-word report) [50 hours]	40%	1, 2, 4
2	Assignment 2: Cladding Design Project (plans and 1,000-word report) [27 hours]	30%	3, 5
3	Site Visit Report (1,500-word report) [25 hours]	30%	2, 3

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

Course Description: BILD 302 (2028,T2)

Course title	Building Simulation Systems / Pūnaha ā-Whaihanga Hanganga		
Short title	Building Sim. Systems	**Point value**	15
Course coordinator	TBC	**NZQF level**	7/
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P 30 200-level-pts from the BAS, BBSc, or BConst schedules		
Prescription	This advanced course explores the application of simulation software to model heat and moisture transfer in building components and assemblies, assess the risk of condensation and mould growth, and evaluate the effectiveness of different design and construction strategies for achieving weather tightness and energy efficiency.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	12
This course will be delivered through lectures, tutorials, and lab sessions. Lectures will provide the theoretical background on building physics, hygrothermal analysis, and simulation software. Tutorials will guide students in applying simulation software to analyse building performance. Lab sessions will involve hands-on experience with different simulation tools and case studies, allowing students to develop practical skills in building performance modelling and analysis 1x 1-hour lecture per week 1x 1-hour tutorial per week 1x 2-hour lab per week		**Tutorials**	12
		Seminars	
		Labs/Studios	24
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Explain the principles of heat and moisture transfer in building components and assemblies.
2	Describe the capabilities and limitations of different building simulation software.
3	Construct and analyse building simulation models to predict hygrothermal performance and assess the risk of condensation and mould growth.
4	Evaluate the effectiveness of different design and construction strategies for achieving weathertightness and energy efficiency using simulation tools.
5	Interpret and communicate simulation results to inform building design and construction decisions.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Building Simulation Model and Analysis (2,000-word report) [50 hours]	40%	1, 2, 3
2	Assignment 2: Comparative Analysis of Building Designs (plans and 1,000-word report) [27 hours]	30%	4, 5
3	Lab Reports (1,000-word report) [25 hours]	30%	3, 5

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

Course Description: SARC 401 (2026,T1)

Course title	Advanced Robotic Fabrication and Drone Technologies / Ngā Tikanga Whatutoto o ngā Hanga Karetao me te Hangarau Matatopa		
Short title	Adv Robotic Fab & Drone	**Point value**	15
Course coordinator	[Course Coordinator]	**NZQF level**	8
Qualification schedule:	MArch(Prof), ,		
Prerequisites, corequisites, restrictions	(P) 60 300-level pts from the BAS, BBSc, or BConst schedules; X SARC 301~~482 in 2017–2019~~		
Prescription	This ~~studio-based~~ course introduces students to advanced concepts, tools and methods ~~used~~ in robotic fabrication ~~practices~~, 3D scanning and drone technologies. It investigates through practice the relationship between technology and design, focusing on the development of specialised skills ~~related to robotic fabrication,~~ as part of the preparation for the construction industry of the future.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	12
This course will be delivered through lectures, tutorials, and lab sessions. Lectures will introduce the theoretical concepts behind robotic fabrication, 3D scanning, and drone technologies. Tutorials will provide a platform for discussion and analysis of these technologies in the context of construction and design. Lab sessions will provide hands-on experience with advanced software and equipment, enabling students to develop specialised skills in digital fabrication, data acquisition, and analysis. ~~This course will be taught on campus only. Teaching and learning in this course will be delivered through 1-hour tutorial per week and 2-hour lab sessions per week. The tutorials and lab sessions are used to discuss and work on the assignments.~~		**Tutorials**	12
		Seminars	
		Labs/Studios	24
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Apply advanced techniques in parametric modelling for complex digital fabrication processes and robotic control ~~Develop and adapt parametric models for use in digital fabrication and for the control of a robotic arm.~~
2	Develop comprehensive strategies for integrating robotic fabrication, 3D scanning, and drone technologies into design-to-production workflows. ~~Plan an effective strategy to create and use content in a design-to-production workflow.~~
3	Critically evaluate and optimize robotic environments for manufacturing in construction, considering factors such as efficiency, safety, and sustainability. ~~Distinguish the critical components of a robotic environment for manufacturing.~~
4	Produce complex physical outcomes using robotic fabrication, demonstrating advanced skills in robotic control and material manipulation ~~Produce, critically evaluate and document a physical outcome with the robotic arm.~~
5	Analyse and interpret data acquired through advanced 3D scanning and drone surveys, applying it to inform design and construction decisions.

Assessment items and workload per item		%	CLO(s)
1	Project 1 – Basic Training and Health and Safety [20 hours] Students will undertake basic training, health and safety practices, robotic control, and drone use. Submission requirement: A3 Digital submission, 1-minute video ~~Project 1 – Robotic Manufacturing Basics~~ ~~Students will undertake basic training, health and safety practices and robotic control use to produce a simple drawing.~~ ~~Submission requirement : A3 Digital submission, 20 second video~~	15%	1, 2 ~~4~~
2	Project 2 – Advanced Robotic Fabrication Project [42 hours] Produce a coherent body of work demonstrating the use of parametric models and application to a series of drawings produced using a robotic arm. Submission requirement: A3 Digital submission ~~Project 2 – Drawing with Light~~ ~~Produce a body of work demonstrating the use of parametric models and application to a series of drawings produced using a robotic arm.~~ ~~Submission requirement : A3 Digital submission~~	45% ~~35%~~	1, 2 ~~3~~, 4, 5
3	Project 3 – Advanced 3D Scanning and Data Processing [40 hours] Produce a coherent body of work demonstrating the use of 3D scanning tools and drone technology, including technology workflow and case study analysis. The submission will show the development of their skills through three design iterations. Submission requirement: A3 digital submission ~~Project 3 – Advanced Processes~~ ~~Project three builds on the skills learnt in the first two projects, students create their own brief, with their choice of one of the seven end effectors of the robot. The submission will show the development of their skills through three design iterations.~~ ~~Submission requirement: Video (max 4 minutes).~~	40% 15%	1, 2, 3, 5 ~~4~~
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
Complete specific workshop and health and safety training determined by the Course Coordinator to ensure safe working practices.			

Course Description: SARC 301 (2026,T1)

Course title	Robotic Fabrication and Drone Technologies / Hanga Karetao me te Hangarau Matatopa		
Short title	Robotic Fabrication & Drone	**Point value**	15
Course coordinator	TBC	**NZQF level**	7
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P 30 200-level pts from the BAS, BBSc, or BConst schedules; X SARC 401		
Prescription	This course introduces students to digital concepts, tools and methods in robotic fabrication, 3D scanning and drone technologies. It investigates through practice the relationship between technology and design, focusing on the development of skills as part of the preparation for the construction industry of the future.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	12
This course will be delivered through lectures, tutorials, and lab sessions. Lectures will introduce the theoretical concepts behind robotic fabrication, 3D scanning, and drone technologies. Tutorials will provide a platform for discussion and analysis of these technologies in the context of construction and design. Lab sessions will offer hands-on experience with relevant software and equipment, allowing students to develop practical skills in digital fabrication, data acquisition, and analysis.		**Tutorials**	12
		Seminars	
		Labs/Studios	24
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Explain the principles and applications of robotic fabrication, 3D scanning, and drone technologies in the construction and built environment sectors.
2	Operate relevant software and equipment for robotic fabrication, 3D scanning, and drone data acquisition.
3	Process and analyse spatial data acquired through 3D scanning and drone surveys.
4	Apply digital design and fabrication techniques to create building components or models using robotic fabrication.
5	Evaluate the potential benefits and challenges of integrating these technologies into construction workflows.

	Assessment items and workload per item	**%**	**CLO(s)**
1	Project 1 – Basic Training and Health and Safety [20 hours] Students will undertake basic training, health and safety practices, robotic control, and drone use. Submission requirement: A3 Digital submission, 1-minute video	15%	1, 2
2	Project 2 – Robotic Fabrication Project [42 hours] Produce a body of work demonstrating the use of parametric models and application to a series of drawings produced using a robotic arm. Submission requirement: A3 Digital submission	45%	1, 2, 4, 5

3	Project 3 – 3D Scanning and Data Processing [40 hours] Produce a body of work demonstrating the use of 3D scanning tools and drone technology. The submission will show the development of their skills through three design iterations. Submission requirement: A3 digital submission	40%	1, 2, 3, 5
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		
Complete specific workshop and health and safety training determined by the Course Coordinator to ensure safe working practices.			

Course Description: CONM 312 (2028,T1)

Course title	Construction Risk and Safety Management / Tūraru me te Haumaru ā-Hanganga		
Short title	Construction Risk & Safety	**Point value**	15
Course coordinator	TBC	**NZQF level**	7
Qualification schedule:	BAS, BBSc, BConst		
Prerequisites, corequisites, restrictions	P 30 200-level pts from the BAS, BBSc, or BConst schedules		
Prescription	This course provides students with a comprehensive understanding of risk and safety management within the construction industry. It covers legal obligations, risk identification, assessment, mitigation strategies, and the development of risk and safety management plans.		
Student workload hours	150	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
This course will be delivered through a combination of lectures and tutorials. Lectures will introduce key concepts, legislation, case studies and problem-solving scenarios in construction risk and safety management. Tutorials will allow students to apply their knowledge through case studies, group discussions, and practical exercises. 2x 1-hour lecture per week 1x 2-hour tutorial per week		**Tutorials**	24
		Seminars	
		Labs/Studios	
		TOTAL	48

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Apply principles and processes of risk and safety management to support analysis and decision-making in construction projects
2	Interpret and apply relevant health and safety legislation and regulations to construction projects.
3	Develop project Risk Management Plans and Safety Management Plans for construction projects.
4	Identify, assess, and evaluate risk factors affecting construction projects and develop appropriate mitigation strategies.
5	Analyse the main issues, perspectives, and challenges in risk and safety management and coherently communicate solutions to the construction industry.

Assessment items and workload per item		**%**	**CLO(s)**
1	Assignment 1: Risk Assessment and Mitigation Report (1,500-word report) [27 hours]	30%	1, 2,
2	Assignment 2: Risk and Safety Management Plan Development (2,000-word report) [50 hours]	40%	3, 4
3	Presentation (2x 10-minute presentations for Assignment 1 and 2) [25 hours]	30%	5

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

Programme amendment cover sheet

Proposal name	Deletion of references to PGCert/DipPA with an endorsement in Chartered Accounting		
Proposer	Christopher Cripps, MPA programme Director		
Faculty	Business and Government		
Summary	Removal of reference to an endorsement in Chartered Accounting from PGCertPA regulations		
Year	2024		
Reference	PGCertPA/1, PGDipPA/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Curriculum Quality team	No issues raised	
Associate Dean	John Randal	Feedback incorporated	
CAD	Kathryn Sutherland	No issues raised	
Careers & Employmt (WIL)	Alice Hodder	No issues raised	
Course Admin.	Teresa Schischka	Feedback provided	
Titoko	Tracey Wharakura	No issues raised	
Library	David Taine	No issues raised	
SAP	Info-unit@vuw.ac.nz	No issues raised	
Toihuarewa	Meegan Hall	Feedback incorporated	
School Admin.	Paula Westerby	No issues raised	
Student Finance	Paige Jarman	No issues raised	
Students	Via FB	No issues raised	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Urs Daellenbach	01/02/2024	Kim Hann
Fac. Acad. Cttee.	John Randal	09/10/2024	Kim Hann
Faculty Board	Name of Dean/PVC	22/10/2024	Kim Hann
Acad. Prog. Committee	Robyn Longhurst	19/11/2024	Carol Morris
Academic Board			
CUAP			

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

Programme amendment

Proposal name	Deletion of references to PGCert/DipPA with an endorsement in Chartered Accounting
Faculty	Business and Government
CUAP Category	NA
Year effective from	2025

A1 Purpose

1. Amend the regulations for the Postgraduate Certificate and Diploma in Professional Accounting by removing any reference to an endorsement in Chartered Accounting.

A2 Justification

The Postgraduate Certificate in Professional Accounting with an endorsement in Chartered Accounting is typically taken concurrently with or subsequent to the Master of Professional Accounting (MPA) programme. To date, very low numbers of students have enrolled in a PGCertPA with the endorsement in Chartered Accounting. Enrolments in several courses (MMPA534-536) taken later in the programme have regularly fallen below Course Minima. This is because as students move to employment after completing an MPA, they typically complete these with their employer or with CA ANZ directly. Thus, it was decided that three of the six 7.5 point courses required for this endorsement should no longer be offered after 2025, meaning that the endorsement could no longer be completed via VUW courses.

A3 Proposed amendments

On page 256 of the 2024 Calendar, amend the regulations for the Postgraduate Certificate and Diploma in Professional Accounting as follows:

Postgraduate Certificate and Diploma in Professional Accounting
PGCertPA (60 points), PGDipPA (120 points)

Entry requirements

1. (a) Before enrolment, a candidate for the PGCertPA or the PGDipPA shall have:
   (i) completed a Bachelor's degree; and
   (ii) been accepted by the MPA director as capable of proceeding with the proposed course of study.

~~(b) In addition, a candidate enrolling in the PGCertPA with an endorsement in Chartered Accounting shall have a MPA degree completed at this university.~~

(~~b~~c) Requirement (a)(i) may be waived by the Associate Dean (Students) of the Wellington School of Business and Government for a candidate who has had extensive practical, professional, or scholarly experience of an appropriate kind.

General requirements

2. (a) The course of study for the PGCertPA ~~with no endorsement~~ shall consist of courses worth at least 60 points from MMPA 501–520, including MMPA 501 and 502.

~~(b) The course of study for the PGCertPA with an endorsement in Chartered Accounting, shall consist of courses worth at least 60 points, including MMPA 531-536, and 15 further pts from MMPA 511, 516-520, GBUS 511-513, GOVT 512, 518, or an approved substitute.~~(~~b~~c) The course of study for the

PGDipPA shall consist of courses worth at least 120 points from MMPA 501–520, including MMPA 501 and 502 and 30 points from MMPA 506–509, 510, 512, 513.

A4 Implications and resources

Academic staff

There will be three fewer half courses offered each year, which will enable this teaching resource to be shifted to areas of growing enrolments in the School.

Library

NA

Teaching facilities and support

NA

Anticipated enrolments

It is not anticipated that only offering MMPA531-533 to VUW students will affect enrolments in these first three courses in the CA Pathway. As most students in the MPA programme are full fee, it is most convenient for them to begin the CA pathway within the university environment and systems. However, this changes over time, with external opportunities for completion being preferred.

Administrative implications

The Professional Programmes Office (Charlotte Deans) and Wellington University International (Roger Armstrong and Martin Quietzsch) have been consulted and are in agreement. New offers will reflect this change.

Programme or course limitations / selection criteria

NA

Fee implications

NA

Website and publication amendments

The qualification webpages, Calendar and printed marketing material will be amended as required.

Transitional arrangements and other consequential changes

Students who could potentially be impacted by this change have been advised of their opportunity to complete their PGCertPA with an endorsement in Chartered Accounting programme with VUW by end 2025. After 2025, students will be offered key initial courses in a pathway which will lead to an Australian GradDipCA.

Internships, field trips and other external arrangements

NA

A5 Te Tiriti o Waitangi

NA

A6 Consultation

Chartered Accountants Australia and New Zealand (General Manager, Member Admissions and Pathways - Tracy Gower) have been consulted. They are in agreement that having the School of Accounting &

Commercial Law offer an opportunity for students to start the Chartered Accounting program pathway is a viable option.

Programme amendment cover sheet

Proposal name	Amend Public Policy major requirements in BCom, BA, PGDipArts		
Proposer	Michael Macaulay, Undergraduate Programme Director, School of Government		
Faculty	Business and Government		
Summary	Remove PUBL 310 as mandatory for PUBL major		
Year	2024		
Reference	BCom/5, PGDipArts/2, BA/27		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Curriculum Quality team	Issues addressed	
Associate Dean	John Randal	Feedback incorporated	
CAD	Kathryn Sutherland	No issues raised	
Careers & Employmt (WIL)	Alice Hodder	No issues raised	
Course Admin.	Teresa Schischka	Feedback noted	
Titoko	Tracey Wharakura	No issues raised	
Library	Philip Worthington	No issues raised	
SAP	lnfo-unit@vuw.ac.nz	No issues raised	
Toihuarewa	Meegan Hall	Supportive of proposal	
School Admin.	Helen Hynes	No issues raised	
Student Finance	Paige Jarman	No issues raised	
Students	Via FB	No issues raised	
FHSS FB	Sarah Leggott	No issues raised (7/11/2024)	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Karl Lofgren	16/10/2024	Kim Hann
Fac. Acad. Cttee.	John Randal	22/10/2024	Kim Hann
Faculty Board	Jane Bryson	22/10/2024	Kim Hann
Acad. Prog. Committee	Robyn Longhurst	19/11/2024	Carol Morris
Academic Board			
CUAP			

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

Programme amendment

Proposal name	Amend Public Policy major requirements in BCom, BA, PGDipArts
Faculty	Business and Government
Year effective from	2025

A1 Purpose

1. To amend the 300-level requirements in the Public Policy major in the Bachelor of Commerce (BCom) and Bachelor of Arts (BA)
2. To amend the Public Policy subject requirements in the Graduate Diploma in Commerce (GDipCom).
3. To remove Public Policy from the Postgraduate Diploma in Arts (PGDipArts).

A2 Justification

The Public Policy major currently has a single compulsory 300-level course, PUBL 310 *Complexity and Collaboration in Public Policy*. The course has undergone a number of iterations over the years and while it has been well received, it does not have the consistency of content to warrant its compulsory status. The course was created approximately 10 years ago, and the School of Government agrees that it is not needed for students to complete their major. Indeed, removing its compulsory status will enable students to have more flexibility and choice in their 300-level course options. The course will be retained as an elective but it does not need to be compulsory for the major.

The PGDipArts regulations are being amended to reflect the deletion of Public Policy from the Bachelor of Commerce (Honours) in 2022.

A3 Proposed amendments

NB: The Public Policy major was amended in the BCom programme amendment approved by CUAP in October 2024 (VUW/24 – BCom/2, BA/10, BSc/4, BHlth/2) whereby FCOM 111 *Government, Law and Business* was removed from the BCom and BA regulations. The regulations below are the recently approved ones rather than those in the published 2024 Calendar.

On page 233 of the 2024 Calendar, in section 2 of the regulations for the Bachelor of Commerce, amend the entry for Public Policy, as follows:

Public Policy (PUBL)

(a) PUBL 113 or POLS 111

(b) PUBL 201, 210; one further course from PUBL 200–299

(c) Two ~~PUBL 310; one further~~ courses from PUBL 300–399

(d) One further course from PUBL 200–399.

On page 236 of the 2024 Calendar, in section 5(c)(i) of the regulations for the Graduate Certificate and Diploma in Commerce, amend the entry for Public Policy, as follows:

Public Policy (PUBL)

(a) PUBL 201, 210; and

(b) Four ~~PUBL 310, three further~~ courses from PUBL 300–399.

On page 322 of the 2024 Calendar, in section 2 of the regulations for the Bachelor of Arts, amend the entry for Public Policy, as follows:

Public Policy (PUBL)

(a) PUBL 113 or POLS 111

(b) PUBL 201, 210; one further course from PUBL 200–299

(c) Two ~~PUBL 310; one further~~ courses from PUBL 300–399

(d) One further course from PUBL 200–399

On page 341 of the 2024 Calendar, in the regulations for the PG Diploma in Arts, remove the entry for Public Policy:

~~**Public Policy (PUBL)**~~

~~(a) PUBL 401, 402, 403~~

~~(b) 75 points from (PUBL 404–488, MMCA 401~~

A4 Implications and resources

Academic staff

No implications at all. PUBL 310 will run next year and is already staffed. We do not wish to delete the course but simply to remove its compulsory status.

Library

No implications.

Teaching facilities and support

No implications.

Anticipated enrolments

The proposal may result in redistribution of students among the offered 300-level PUBL courses. The major may become more popular, but in any case, the effect on 300-level courses other than PUBL 310 should be positive.

Administrative implications

Programme administration will be marginally easier under the new regulations since students will have greater control over their programme of study.

Programme or course limitations / selection criteria

None.

Fee implications

None.

Website and publication amendments

The Public Policy subject webpages, Guide to Undergraduate Study and Banner will need to be updated accordingly.

Transitional arrangements and other consequential changes

The new regulations are more permissive than the old. If a student has completed PUBL 310 it will qualify as one of the required 300-level courses in the revised major (BCom and BA) or subject (GDipCom).

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

We are only seeking to remove the compulsory status of PUBL 310, and therefore the proposal has no effect on the courses' current commitment to Te Tiriti.

All our PUBL courses are designed in the principles of Tūhono, Whakaruruhau and Whai Waahitanga. PUBL 310 has always focused on innovative policy approaches, which includes co-governance perspectives and engaging with mātauranga Māori scholarship. The impact of policy interventions are not addressed as a blanket outcome, but looks specifically at the equitable nature of an interweaving basket of outcomes for different communities, with a focus on Māori communities. Māori students are encouraged to use cases and examples that directly reflect their understanding and experience of public policy in Aotearoa.

A6 Consultation

School of Government staff are supportive of the proposed amendment.

Programme amendment cover sheet

Proposal name	PGDipClinRes Internship		
Proposer	Elaine Dennison		
Faculty	Science		
Summary	Creating CLNR 590, *Internship*, and adding it to the PGDipClinRes		
Year	2024		
Reference	PGDipClinRes/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Academic-office@vuw.ac.nz	No issues identified	
Associate Dean	Paul Teesdale-Spittle		
CAD	cad-contact@vuw.ac.nz		
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	No issues identified	
Course Admin.	Course-administration@vuw.ac.nz	No issues identified	
Faculty Admin.	greg.ambrose@vuw.ac.nz	No issues identified	
Library	Hannah.Jenkin@vuw.ac.nz	No implications	
PAMI	info-unit@vuw.ac.nz	No issues identified	
Toihuarewa	Meegan Hall	No issues raised	
School Admin.	emily.brook@vuw.ac.nz	No issues identified	
Student Finance	Student-Finance@vuw.ac.nz	No issues identified	
Students	src@vuwsa.org.nz	No issues identified	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Janet Pitman	15/10/2024	Pam Green
Fac. Acad. Cttee.	Robin Fulton	09/10/2024	Grace Leask
Faculty Board	Nicky Nelson	24/10/2024	Pam Green
Acad. Prog. Committee	Robyn Longhurst	19/11/2024	Carol Morris
Academic Board			

Programme amendment

Proposal name	PGDipClinRes Internship
Faculty	Science
CUAP Category	N/A
Year effective from	2025

A1 Purpose

1. To create a new course, CLNR 590 *Internship,* in the Post Graduate Diploma in Clinical Research
2. Amend the regulations of the PGDipClinRes.
3. Amend the entry requirements for the Master of Clinical Research to include a requirement to evidence research preparation.

A2 Justification

This proposal provides the Diploma's students with the opportunity to choose between a research pathway, via a Research Preparation course (CLNR 580) or a professional pathway via an Internship (CLNR 590). Many of the students on the Diploma are taking the programme for professional development, rather than as a trajectory to research via the master's degree. The addition of the Internship course supports these students.

For those students who intend to follow a research pathway, the option of taking the CLNR 580 remains, and will be required for entry to the MClinRes.

A3 Proposed amendments

In the 2024 Calendar (pp. 446-447), amend the PGDipClinRes as below.

General requirements

2. The course of study for the PGDipClinRes shall consist of courses worth 120 points from CLNR 401, 402, 403, 404, 405, and (580 or 590).

3. (a) A candidate for the PGDipClinRes shall normally complete the diploma within four years of first enrolling in it.

   (b) The associate dean may extend the maximum period in (a) in special circumstances.

Schedule to the PGDipClinRes Regulations

Course	Title	Pts	Prerequisites (P)
CLNR 401	Introduction to Clinical Research and Clinical Trial Practice	15	
CLNR 402	Ethics and Research in Special Populations as Applied to Clinical Research	15	
CLNR 403	Biostatistics and Informatics	15	
CLNR 404	Qualitative Methods in Clinical Research	15	
CLNR 405	Advanced Clinical Research Design, Management and Analysis	30	P CLNR 401, 402, 403, 404
CLNR 580	Research Preparation	30	P CLNR 405
CLNR 590	Internship	30	P CLNR 405

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In the 2024 Calendar (pp. 447), amend the MClinRes as follow.

Entry requirements

1. (a) Before enrolment, a candidate for the MClinRes degree shall have:

(i) completed the PGDipClinRes or an equivalent qualification;

(ii) provided evidence of preparation for a research thesis via CLNR 580 or equivalent, such as through professional practice; and

(iii) been accepted by the Programme Director of Clinical Research as capable of proceeding with the proposed course of study.

A4 Implications and resources

Academic staff

Whilst there will be a small amount of extra work to manage students going into the internship course, this will be offset by students taking CLNR 590 not requiring individual support in CLNR 580.

Library

There are no library implications.

Teaching facilities and support

There are no implications for teaching facilities and support.

Anticipated enrolments

Providing for a professional pathway should modestly increase enrolments in the programme.

Administrative implications

Students on the internship will be logged through the University's system of recording of students in external placements.

Programme or course limitations / selection criteria

No new limitations.

Fee implications

We do not anticipate any implications. The new course will need to be reviewed by PAMI and Student Finance.

Website and publication amendments

Website and publications will need a minor update.

Transitional arrangements and other consequential changes

No transitional requirements needed.

Internships, field trips and other external arrangements

This proposal introduces a new optional internship pathway through the PGDipClinRes. The programme team have extensive contacts with the Clinical Research sector to organise placements,

and the students following this pathway will often be clinical research professionals who have their own contacts.

The workload for managing the placement, including development of the plan for activity, support of the student and placement partner, and oversight of the quality of the internship opportunity are all noted. Offsetting this workload is that the students in the CLNR 590 internship will no longer be in the CLNR 580 Research Preparation, which requires a similar level of individual support for students in the research preparation journey.

A5 Te Tiriti o Waitangi

The two pathways, via Research Preparation or via Internship will both provide excellent pathways for Māori students. For example, the new internship opportunity will allow ākonga to work within a health provider setting undertaking clinical research in areas of direct relevance to Māori communities.

Course Description: CLNR 590 (2025,T2)

Course title	Internship		
Short title	Internship	**Point value**	30
Course coordinator	TBA	**NZQF level**	9
Qualification schedule:	PGDipClinRes		
Prerequisites, corequisites, restrictions	(P) CLNR 405		
Prescription	This course enables students to gain professional work experience in clinical research. Each student is supervised by a host organisation involved in clinical research or applications in the public or private sectors. The placement allows students to further develop workplace skills, teamwork and communication. Please note that this is a pass/fail course. Students who pass the course will receive a P grade.		
Student workload hours	300	**Contact Hours**	
Teaching/learning summary		**Lectures**	N/A
Students will develop a Negotiated Work Learning Plan (NWLP) and Work Placement Agreement (WPA), prior to commencing the internship. The NWLP must include both a description of the activities to be completed in the internship, and their major milestones. To encourage reflective practice between theory and practice, students will submit and Interim Progress Report, and a final Internship Portfolio.		**Tutorials**	
		Seminars	
		Labs/Studios	
		TOTAL	

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Work effectively in a clinical research environment.
2	Apply clinical research processes.
3	Demonstrate transferable skills appropriate to the clinical research workplace.
4	Communicate effectively with others and present clinical results.

Assessment items and workload per item		**%**	**CLO(s)**
1	Interim Progress Report (up to 750 words).	25%	1, 3
2	Internship Portfolio (up to 1500 words).	75%	1, 2, 3, 4
3	Negotiated Work Learning Plan (NWLP) including a description of the project, its major milestones, and agreed on dates for the completion of a draft Progress Report and other assessment items.	Pass/Fail	1,3,4
4	Work Placement Agreement (WPA) signed by the intern, the host, and the course coordinator, prior to commencing the internship.	Pass/Fail	1,3,4
5	Health & Safety Assessment form, signed by the intern and the host, within a week of commencing the internship.	Pass/Fail	1

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

- Pass assessment items 3, 4, and 5.
- Successfully complete the professional practice, including completing the terms of the WPA, except where variations are agreed.
- Schedule and attend at least one meeting with the course coordinator.

Programme amendment cover sheet

Proposal name	Amend the BSMH Major		
Proposer	Maree Hunt		
Faculty	Science		
Summary	Make an amendment to the Brain Sciences and Mental Health major.		
Year	2024		
Reference	BPsyc/6		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Academic-office@vuw.ac.nz	No issues identified	
Associate Dean	Paul Teesdale-Spittle	No issues identified	
CAD	cad-contact@vuw.ac.nz	No issues	
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	No issues identified	
Course Admin.	Course-administration@vuw.ac.nz	No issues identified	
Faculty Admin.	greg.ambrose@vuw.ac.nz	No issues identified	
Library	Hannah.Jenkin@vuw.ac.nz	No adverse implications	
PAMI	info-unit@vuw.ac.nz	No issues identified	
Toihuarewa	Meegan Hall	No issues	
School Admin.	annaliese.ellis@vuw.ac.nz	No issues identified	
Student Finance	Student-Finance@vuw.ac.nz	No issues identified	
Students	src@vuwsa.org.nz	No issues identified	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Juan Canales	10/10/24	Grace Leask
Fac. Acad. Cttee.	Robin Fulton	09/10/24	Grace Leask
Faculty Board	Nicky Nelson	24/10/2024	Pam Green
Acad. Prog. Committee	Robyn Longhurst	19/11/2024	Carol Morris
Academic Board			

Programme amendment

Proposal name	Amend the BSMH Major
Faculty	Science
CUAP Category	Not CUAP
Year effective from	2025

A1 Purpose

1. To amend the Brain Sciences and Mental Health (BSMH) major for 2025.

A2 Justification

SCIE 105, *The Molecular Science of Life*, was included as an alternative option in case SCIE 107, *The Molecular Brain*, was not able to be stood up for the first year the major was going to be offered. While SCIE 105 was an acceptable alternative to SCIE 107, it was never ideal. Now that we have SCIE 107 established, we believe it is appropriate to remove SCIE 105 from the major. This will avoid any confusion over which of the courses is most appropriate for the major. The CHEM 121 option is retained. This is a higher-level chemistry course, and retaining it is useful for students who might take double majors with a chemistry requirement (e.g. Chemistry, Cell and Molecular Bioscience or Biotechnology) or for students who wish to take the Brain Science and Mental Health major inside the Bachelor of Biomedical Science.

A3 Proposed amendments

On page 438 of the 2024 Calendar, in section 2 of the regulations for the Bachelor of Psychology, amend the entry, as follows:

Brain Sciences and Mental Health (BSMH)

(a) HLWB 103 (or BIOL 114); HLWB 105 or HLWB 102; SCIE 107 (or CHEM 121~~ or SCIE 105~~), PSYC 122; STAT 193 (or QUAN 102)

(b) PSYC 201, 212, 242; one of HLWB 202, PSYC 213

(c) PSYC 327, 332, BIOL 333

A4 Implications and resources

Academic staff

There are no adverse implications for academic staff.

Library

There are no adverse implications for the library. Appropriate resources are available for SCIE 107 already.

Teaching facilities and support

There will be no impact to the current teaching facilities and support from this proposal.

Anticipated enrolments

We do not anticipate any impact on enrolments.

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Administrative implications

The proposal marginally simplifies the regulations for the major, and so might slightly reduce course advice requirements.

Programme or course limitations / selection criteria

Not applicable.

Fee implications

We do not anticipate any fee implications.

Website and publication amendments

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

Transitional arrangements and other consequential changes

Current students who have taken SCIE 105 and not SCIE 107 will be able to continue with the major, as these will be the regulations they first enrolled under.

Internships, field trips and other external arrangements

Not applicable.

A5 Te Tiriti o Waitangi

The Bachelor of Psychology was designed to support the success of Māori students in the programme. This has been achieved through redevelopment of the core curriculum to better reflect te ao Māori, requiring students to take a 100-level MAOR course (either MAOR 123 or 126) and the introduction of PSYC 213 (Te Kura Mātai Hinengaro and Western Psychology) and PSYC 313 (Māori Advancement in Industrial Psychology) to specifically address the issues where traditional western models of psychology can fail, compared to Māori psychological frameworks. Students in the Brain Sciences and Mental Health major are required to take either PSYC 213 or HLWB 203 (Health and Wellbeing in Aotearoa New Zealand), which also addresses different epistemological frameworks, health equity and opportunities for health improvement in Aotearoa New Zealand. The specific change described in this proposal removes the option of SCIE 105 (The Molecular Science of Life) and so promoting students to take SCIE 107 (The Molecular Brain). SCIE 107 was specifically designed for this major. In contrast, SCIE 105 was developed to support midwifery. Therefore, this change will generally support Māori student success within the major.

Programme amendment cover sheet

Proposal name	Amend the ESCI and CLIM majors		
Proposer	Paul Teesdale-Spittle		
Faculty	Science		
Summary	Making amendments to the Earth Science and Climate majors.		
Year	2024		
Reference	BSc/11, BEnvSoc/5		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Academic-office@vuw.ac.nz	No issues identified	
Associate Dean	Paul Teesdale-Spittle	No issues identified	
CAD	cad-contact@vuw.ac.nz	Spelling error fixed	
Careers & Employment (Work-Integrated Learning)	alice.hodder@vuw.ac.nz	No issues identified	
Course Admin.	Course-administration@vuw.ac.nz	No issues identified	
Faculty Admin.	greg.ambrose@vuw.ac.nz	No issues identified	
Library	Rohini.biradavolu@vuw.ac.nz	Feedback included	
PAMI	info-unit@vuw.ac.nz	No issues identified	
Toihuarewa	Meegan Hall	No issues	
School Admin.	emma.fisher@vuw.ac.nz	No issues identified	
Student Finance	Student-Finance@vuw.ac.nz	No issues identified	
Students	src@vuwsa.org.nz	No issues identified	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Monica Handler	10/10/2024	Grace Leask
Fac. Acad. Cttee.	Robin Fulton	09/10/2024	Grace Leask
Faculty Board	Nicky Nelson	24/10/2024	Pam Green
Acad. Prog. Committee	Robyn Longhurst	19/11/2024	Carol Morris
Academic Board			

Programme amendment

Proposal name	Amend the ESCI and CLIM majors
Faculty	Science
CUAP Category	Not CUAP
Year effective from	2025

A1 Purpose

1. To amend the Climate Science (CLIM) major in the Bachelor of Environment and Society.
2. To amend the Earth Science (ESCI) major in the Bachelor of Environment and Society.

A2 Justification

Both the Climate Science and Earth Science majors were approved through CUAP in 2024, and so have yet to have their first cohort of students. Both majors require 15 points that provide numeracy skills, through mathematics, physics, or statistics-based courses. Due to an oversight when the majors were set up, the ENGR-coded courses in these subjects were omitted. These courses (ENGR 121-142) served well as options in our current Geology and Geophysics majors. This amendment corrects the omission of ENGR 121-142 in the Climate Science and Earth Science majors.

The following courses sit in the ENGR 121-142 course range:
ENGR 121 Engineering Mathematics Foundations
ENGR 122 Engineering Mathematics with Calculus
ENGR 123 Engineering Mathematics with Logic and Statistics
ENGR 141 Engineering Science
ENGR 142 Engineering Physics for Electronics and Computer Systems

A3 Proposed amendments

On the relevant pages of the 2025 Calendar, in section 2 of the regulations for the Bachelor of Environment and Society amend the entry, as follows:

Climate Science (CLIM)

a) GEOS 101, GEOG 114, 115; 15 points from (100-level MATH/PHYS /QUAN/STAT or ENGR 121-142)
b) SCIS 213; 40 points from (GEOS 201, 203, 205, 206)
c) 60 points from (GEOS 301, 303, 305, 306, 311, SCIS 313, 317)

Earth Science (ESCI)

a) GEOS 101, 102; GEOG 115 (or 15 points from MATH, PHYS, QUAN, STAT, ENGR 121-142); COMP 132 (or 15 further points of BIOL/CHEM/COMP/ENGR/MATH/PHYS/SPCE)
b) 60 points from GEOS 201-205, 207-211
c) 60 points from (GEOS 301-310, GEOG 326)

A4 Implications and resources

Academic staff

There are no adverse consequences. This proposal, in effect, re-establishes the status quo with Earth Science-themed majors.

Library

There are no adverse consequences. This proposal, in effect, re-establishes the status quo with Earth Science-themed majors.

Teaching facilities and support

There are no adverse consequences. This proposal, in effect, re-establishes the status quo with Earth Science-themed majors.

Anticipated enrolments

There is no anticipated impact on enrolments.

Administrative implications

Allowing for the ENGR 121-142 courses in the Climate Science and Earth Science majors provides additional flexibility for students.

Programme or course limitations / selection criteria

n/a

Fee implications

Current students in Earth Science-related disciplines already have these courses in the options, meaning there is no change to the status quo for fees.

Website and publication amendments

Minor amendments will be required to website and publications.

Transitional arrangements and other consequential changes

As this broadens the options available to students, no transitional arrangements should be required.

Internships, field trips and other external arrangements

Not applicable.

A5 Te Tiriti o Waitangi

The inclusion of ENGR 121-142 will provide additional pathways for Māori students through the 100-level requirements of the Climate Science and Earth Science majors. The number of enrolments of Māori students in many of these courses is sufficiently low that it is not possible to predict with confidence whether the additional pathway through the ENGR courses is preferential. However, we are confident that across the full range of options in the regulations (15 points from MATH, PHYS, QUAN, STAT, ENGR 121-142) Māori students will find a route that reflects their interests, builds on their previous academic background and fits within timetable constraints. Therefore, we do expect the addition of these ENGR courses to contribute a little to enhanced success.

A6 Consultation

Engineering and Computer Science have also been consulted on this proposal.

Programme amendment cover sheet

Proposal name	Amend the Course Codes in the MPAH and BHlth Programmes		
Proposer	Justin Richards and Lara Andrews		
Faculty	Health		
Summary	Amend the AREC, PLAY and SPOR courses in the MPAH Schedule to have the PAAH code to align the courses under one umbrella code.		
Year	2024		
Reference	MPAH/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	Feedback provided	
Associate Dean	Natalie Lindsay	Feedback provided	
CAD	CAD-Contact@vuw.ac.nz	No issues identified	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	No issues identified	
Course Admin.	Course-admin@vuw.ac.nz	Feedback provided	
Faculty Admin.	Amy de Boer / Greg Ambrose	No issues identified	
Library	Marisa Jayna	No issues identified	
PAMI	Info-unit@vuw.ac.nz	No issues identified	
Toihuarewa	Meegan Hall	No issues identified	
School Admin.	Karen Foote Stella Watta	No issues identified	
Student Finance	Paige Jarman	No issues identified	
Future Students	Tessa Hope	No issues identified	
Students	Joseph Habgood	Feedback provided	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	[Head of School]		
Fac. Acad. Cttee.	Natalie Lindsay	1/11/2024	Yang Liu
Faculty Board	Helen Rook	7/11/2024	Yang Liu
Acad. Prog. Committee			
Academic Board			

Programme amendment

Proposal name	Amend the Course Codes in the MPAH and BHlth Programmes
Faculty	Health
CUAP Category	Non-CUAP
Year effective from	2025

A1 Purpose

1. Amend the AREC, PLAY, and SPOR codes in the MPAH Schedule to align the courses under one umbrella PAAH code
2. Recode PAAH 503, 513, 518 and 519 in the MPAH Schedule
3. Recode PAAH 219 and 319 in the BHlth Schedule
4. Amend the MPAH regulations where the recoded courses are mentioned.

A2 Justification

The proposal is being made for the following reasons:

1) to align the whakapapa of the courses with consistent naming and numbering embedding Mātauranga Māori within the core structure of the programmes MPAH and major/minor whilst acknowledging and planning for growth;

2) to more clearly convey course content and pathways to current and prospective students;

3) to embody and anchor Te Hau Kori kaupapa, core principles, under one umbrella which is essential to convey belonging and structure: Undergraduate: Tau – To Build, "ma te huruhuru te manu ka rere " ("it is with feathers birds fly"), Postgraduate: Rere – To Fly, "e rere taku manu, e rere ra" ("may our aspirations take flight"), and Doctoral: Topa – To soar, "Nau te rou rou, maku te rou rou" ("with my knowledge and your knowledge"). These principles incorporate development, growth and a movement to independence as one structure, the code, title and number adjustments will symbolise and communicate this relationship more effectively than the current structure.

The adjusted Te Reo Course Titles have been approved by Meegan Hall (AVC Mātauranga Māori) and Rawinia Higgin (DVC Mātauranga Māori).

A3 Proposed amendments

In the 2024 University Calendar, on page 312, please amend the general requirements as follows:

General requirements

2. (a) The course of study for the MPAH shall ~~cohesive course of study~~ be a coherent programme of study of at least 180 points approved by the Centre programme director(s) comprising:

Part 1: (i) HLWB 525, 526, PAAH 501, 502
(ii) HLTH 521 or 528
(iii) 15 further 400- or 500-level points from MPAH and MHlth schedules, or other approved courses

Part 2: ~~PAAH 513 or AREC 513 or PLAY 513 or SPOR 513~~ One of (PAAH 570, 571, 572, 574)

(b) Entry to Part 2 requires the completion of Part 1, with an average grade of at least B and acceptance by the programme directors.

(c) A candidate who successfully completes 60 or 120 points from courses specified for the MPAH will be eligible to be awarded a PGCertPAH or PGDipPAH respectively, in accordance with the PGCertPAH and PGDipPAH regulations.

(d) At the discretion of the Associate Dean, a candidate who holds a PGCertPAH or a PGDipPAH with an average grade of at least B may subsequently cross-credit those courses to the PGDipPAH or MPAH.

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

Major requirements

4. The MPAH may be awarded a major if the candidate's personal course of study meets the requirements listed below:

Ngā mahi a te rēhia/Active Recreation (AREC):
~~AREC 501 and 513~~ PAAH 511 and 571
Ngā mahi Tākaro/Play (PLAY):
~~PLAY 501 and 513~~ PAAH 512 and 572
Te Kori Tinana me te Hauora ā Hāpori/Physical Activity and Public Health (PAPH):
~~PAAH 503 and 513~~ PAAH 510 and 570
Ngā Hākinakina mō te whakawhanake/Sport for development (SPOR):
~~SPOR 501 and 513~~ PAAH 514 and 574

On page 313, please amend the degree regulations as follows:

Schedule to the MPAH Regulations

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X)
~~AREC 501~~ ***(Recoded as PAAH 511)***	~~Whakatairanga i Ngā Mahi a te Rēhia / Promoting Active Recreation~~	~~15~~	
~~AREC 513~~ ***(Recoded as PAAH 571)***	~~Kaupapa Rangahau / Research Project~~	~~60~~	~~P Part 1 of MPAH~~
HLTH 521	Research Methods	30	
HLTH 528	Evaluation for Health	30	
HLWB 513	Research Project	60	P Part 1 of MHlth or Part 1 of MPAH; X HLTH 520, HLTH 551
HLWB 525	Health Promotion Theory and Practice	15	X HLWB 505
HLWB 526	Emerging Issues of Health Promotion	15	X HLWB 505
PAAH 501	Ngā Take o ~~te Whakatairanga~~ Kori Tinana me te Hauora / Emerging issues in Physical Activity ~~Promotion~~ and Wellbeing	15	

PAAH 502	Kori Tinana me te Taiao / Physical Activity and the Environment	30	
~~PAAH 503~~ PAAH 510	Ngā Huarahi Auaha ki te ~~Whakatairanga~~ Kori Tinana me te Hāuora a Hāpori / Innovative approaches to Physical Activity ~~Promotion~~ and Public Health	15	X PAAH 503
PAAH 511	Ngā Mahi a te Rēhia / Active Recreation	15	X AREC 501
PAAH 512	Ngā Mahi Tākaro / Active Play	15	X PLAY 501
PAAH 514	Ngā mahi Hākinakina / Sport-for-Development	15	X SPOR 501
~~PAAH 518~~ PAAH 530	Kaupapa Rangahau Motuhake / Directed Individual Study	30	
~~PAAH 519~~ PAAH 531	Kaupapa Rangahau Motuhake / Directed Individual Study	15	
~~PAAH 513~~ PAAH 570	Kaupapa Rangahau / Physical Activity Research Project	60	P Part 1 of MPAH, X PAAH 513
PAAH 571	Kaupapa Rangahau / Active Recreation Research Project	60	P Part 1 of MPAH, X AREC 513
~~PLAY 501~~ ***(Recoded as PAAH 512)***	~~Whakatairanga i Ngā Mahi Tākaro / Promoting Active Play~~	~~15~~	
~~PLAY 513~~ PAAH 572	Kaupapa Rangahau / Play Research Project	60	P Part 1 of MPAH, X PLAY 513
~~SPOR 501~~ ***(Recoded as PAAH 514)***	~~Whakatairanga i Ngā mahi Hākinakina / Promoting Sport-for- Development~~	~~15~~	
~~SPOR 513~~ PAAH 574	Kaupapa Rangahau / Sport for Development Research Project	60	P Part 1 of MPAH, X SPOR 513

In the Combined Undergraduate Schedule, please add the following entries to the table on page 178.

Course	Title	Pts	Prerequisites (P), Corequisites (C), Restrictions (X), Double Labelling (D)	Degree Schedule
PAAH ~~219~~ 230	Kaupapa Rangahau Motuhake / Directed Individual Study	15		BHlth
PAAH ~~319~~ 330	Kaupapa Rangahau Motuhake / Directed Individual Study	15		BHlth

A4 Implications and resources

Academic staff

No implications as the courses will be taught by current or already planned staff.

Library

No library resources required.

Teaching facilities and support

No implications: existing resources remain sufficient.

Anticipated enrolments

There is no anticipated impact on enrolment numbers. Enrolment numbers are expected to meet current projections.

Administrative implications

There will be minor implications for student success and enrolments when advising students, and for course administration when transferring any currently enrolled students to new codes. Te Hau Kori will take it under advisement from Course Administration on the best mechanisms to manage this transition. It is expected that the impact will be limited as projections for Te Hau Kori courses are currently <=20 headcount per course.

Programme or course limitations / selection criteria

n/a

Fee implications

No implications.

Website and publication amendments

All publications and systems (web and enrolment (OES), Banner/Student Records, MyQual, etc.) will need to be updated to reflect the amended course code, course number and title.

Transitional arrangements and other consequential changes

The expectation of current students that they will be able to adapt to the new code structure. Students will be advised of the new codes and titles via Nuku and through in-class notices.

Titoko and Future Students teams will be advised of these changes.

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

Te Hau Kori, the centre that is presenting this proposal, is based on the foundation Te Tiriti o Waitangi principle of partnership. Thus, all roles are duplicated with Tangata Whenua and Tangata Tiriti – from the co-directors to the post-doctoral staff. We also have a commitment for our doctoral students to be similarly structured. Furthermore, within the teaching framework, Māori indigenous knowledge – mātauranga Māori and treaty principles will be freely taught alongside scientific and western philosophy of health in every part of the programme. By situating mātauranga Māori alongside Western Scientific theory and practice as a natural consequence of

our teaching, Māori students will feel more comfortable acting as Māori and contributing to a programme based in Te Ao Māori.

Of the eight current principles of the Tiriti Statute for Te Herenga Waka – Victoria University of Wellington, the Programme proposal submitted here covers at least seven of the principles:

Kāwanatanga and rangatiratanga – We extend the principle of governance and rangatiratanga by including Māori at the decision-making table at all levels. The purpose of this inclusion is to act reasonably and in good faith for Māori academics and students.

Kōwhiritanga – the programme allows for choice within the programme, for example whether or not to apply for accreditation; to choose courses that are focussed on Māori or Pasifika; and to receive both scientific and mātauranga Māori tutelage.

Mahi tahi – Within Te Hau Kori, as an academic centre, we are mahi tahi in values and in practice, thus our teaching reflects that. Dr Lara Andrews (Co-Director) is Te Atiawa and works alongside Dr Geoff Kira (Adjunct Associate Professor), who is Ngāpuhi. Furthermore, Dr Justin Richards (Co-director and Ngati Pākehā) and Dr Erika Ikeda (Japanese) will contribute to the teaching programme. In addition, the programme will support the Health Promotion degree and add a physical activity-related mātauranga Māori understanding of the world around us.

Kaitiakitanga - (Guardianship and Protection) is a value taken seriously in this project and as with point #1 the Māori contribution will be equally prioritised to ensure Māori rights and interests are actively protected. Māori teaching staff are present with that value in mind, but also we have non-Māori teaching staff that are imbued with the value of actively protecting Māori rights and values.

Whai wāhi - We will endeavour to produce graduates with a well-rounded knowledgebase and perspective by exposing them to a wide range of place, people, and occupation to meet the principle of Participation (Whai wāhi). We have government agencies, other institutions and Māori health experts either providing information or presenting which will serve to provide greater validation and robustness to the programme. Our equal representation of Māori within our unit and within teaching promotes the Māori voice. The equal representation also creates an environment of Rite tahi (Equality) that actively supports equitable Māori outcomes.

A6 Consultation

Consultation as appropriate.

Programme amendment cover sheet

Proposal name	Amend regulations for the BPM		
Proposer	Kimberly Cannady		
Faculty	Humanities and Social Sciences		
Summary	Amend regulations for the BPM		
Year	2024		
Reference	BPM/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	Feedback incorporated	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Irina Elgort	No issues identified	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Teresa Schischka	Feedback sought	
Faculty Admin.	Noeleen Williamson	No issues identified	
Library	Leila Torrington	Proposal supported	
PAMI	Ash McPherson	Feedback sought	
Toihuarewa	Brian Tunui	No issues identified	
School Admin.	Adele Chan	Feedback sought	
Student Finance	Paige Jarman	Feedback sought	
Students	Via FAC/FB	Feedback incorporated	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Jian Liu	15/9/2024	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	10/10/2024	Catherine Townsend
Faculty Board	Sarah Leggott	24/10/2024	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	19/11/2024	Carol Morris
Academic Board			

Programme amendment

Proposal name	Amend regulations for the BPM
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2025

A1 Purpose

1. To amend the General Requirements of the Bachelor of Popular Music
2. To amend the Schedule to the Bachelor of Popular Music

A2 Justification

The Bachelor of Popular Music was approved in CUAP Round 2 this year. Preparations are underway to launch the degree, and it has become clear that an amendment needs to be made to the wording in the personal course of study to make requirements clearer for students and to align point requirements in each of the majors.

The current wording of the personal course of study (b)(i) could imply to students that they have free choice of one course from the listed range of courses (CMPO 185, LCCM 172, MUSC 125), which is incorrect, as the major requirements specify which course they need to complete based on major.

Following this change, MUSC 125 is not required by any BPM major. We are therefore removing it from the BPM Schedule.

A3 Proposed amendments

Amend the General Requirements of the Bachelor of Popular Music: (2025 VUW Calendar reference yet TBC):

(b) Every personal course of study shall include:

i. CMPO 186, MUSC 120, POPM 101, ~~one course from (CMPO 185, LCCM 172, MUSC 125);~~
ii. MDIA 205; and
iii. MUSC 349, POPM 301.

Amend the Combined Undergraduate Schedule (page 175 of the 2024 VUW Calendar):

Course	Title	Pts	P/X	Schedule
MUSC 125	Introduction to Jazz: Histories and Cultures of a Black American Music	20		BMus, ~~BPM~~

A4 Implications and resources

Academic staff

Not applicable.

Library

Not applicable.

Teaching facilities and support

Not applicable.

Anticipated enrolments

Not applicable.

Administrative implications

All publications and systems (web and enrolment, Banner/Student Records, etc.) will need to be updated to reflect the changes proposed. Faculty Student Success teams will advise students of the new courses during advising sessions or when processing enrolment applications.

Programme or course limitations / selection criteria

Not applicable.

Fee implications

Not applicable.

Website and publication amendments

All publications and systems (web and enrolment (OES), Banner/Student Records, MyQual, etc.) will need to be updated to reflect the change.

Transitional arrangements and other consequential changes

Not applicable.

Internships, field trips and other external arrangements

Not applicable.

A5 Te Tiriti o Waitangi

In our original application, we included the following description of how the principles of Te Tiriti o Waitangi are manifested and supported in this new degree, which is included below. This current proposed change will not alter the original statement or our commitment to upholding the principles of Te Tiriti.

Staff at the New Zealand School of Music—Te Kōkī are committed to honouring our obligations under Te Tiriti o Waitangi and the University's governance documents. We wish to ensure that all curriculum developments respect and nurture Māori student participation, while fostering a learning pathway that provides Māori perspectives and a supportive pathway for Māori students. In recognition of the principle of rangatiratanga, students will have access to mātauranga Māori through this degree, and we will engage Māori experts where possible. The proposed degree

requirements for the Bachelor of Popular Music provide flexibility that will enable students to take a minor and/or major in either te reo Māori or Māori studies. Current NZSM and other Victoria staff teaching into the degree are committed to fostering the work of Māori students, to supporting their individual approaches to learning and creativity, and, wherever possible, to incorporating content, concepts and approaches relevant to Te Ao Māori. By taking a place-based approach to popular music, the work and ideas of Māori musicians and scholars – both within and beyond popular music – will be an important component in the proposed degree. In recognition of the principle of kōwhiringa, students can pursue projects informed by Māori experience and engage with mātauranga Māori and/or Māori communities in project work, particularly in the context of POPM 301. Teaching staff in the new degree will be responsible for supporting projects involving Māori engagement and will draw on place-based research and culturally responsive pedagogies where possible and appropriate. For these reasons the proposed BPM provides opportunity to increase the number of Māori students continuing to postgraduate study, as well as to facilitate positive and meaningful connections between Māori and non-Māori through creative and sociocultural learning and research.

A6 Consultation

Refer to cover sheet for details.

Programme amendment cover sheet

Proposal name	Amend DMAP major		
Proposer	Mo Zareei		
Faculty	Humanities and Social Sciences		
Summary	Amend DMAP major		
Year	2024		
Reference	BMus/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	No issues identified	
Associate Dean	Sally Hill	Proposal supported	
CAD	Irina Elgort	No issues identified	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Teresa Schischka	Feedback sought	
Faculty Admin.	Mark Pearce	Proposal supported	
Library	Leila Torrington	Proposal supported	
PAMI	Ash McPherson	Feedback sought	
Toihuarewa	Brian Tunui	Proposal supported	
School Admin.	Adele Chan	Proposal supported	
Student Finance	Paige Jarman	Feedback sought	
Students	Via FAC/FB	Proposal supported	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Kim Cunio	16/10/2024	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	10/10/2024	Catherine Townsend
Faculty Board	Sarah Leggott	24/10/2024	Catherine Townsend
Acad. Prog. Committee	Robyn Longhurst	19/11/2024	Carol Morris
Academic Board			

Programme amendment

Proposal name	Amend DMAP major
Faculty	Humanities and Social Sciences
CUAP Category	Not CUAP
Year effective from	2025

A1 Purpose

1. To amend the requirements for the Digital Music and Audio Production major in the Bachelor of Music
2. To amend the requirements for the Digital Music and Audio Production minor in the Bachelor of Music.

A2 Justification

Until this year, CMPO 385 *Digital Music and Interfaces* and CMPO 386 *Audio Production and Recording for Film* have been the only Digital Music / Sonic Arts options at 300-level.

However, with the introduction of CMPO 387 *Advanced Audio Production*, there is now a wider range of courses available. CMPO 387 is introduced as an alternative to CMPO 386, with one focusing on stereo production, and one focusing on film sound.

Reflecting this in the major and the minor will broaden opportunities for students, creating different points of focus. At the same time, the goal is to ensure that all students majoring in Digital Music and Audio Production will have to take CMPO385 (Digital Music & Interfaces) – a course that is key to the major.

A3 Proposed amendments

Amend the major requirements for Digital Music and Audio Production (DMAP) on page TBC of the 2025 VUW Calendar:

Digital Music and Audio Production (DMAP)

(a) CMPO 101, two courses from CMPO 180–189, one from MUSC 100–159 and one from MUSC 164–169

(b) CMPO 210; two courses from CMPO 280–289, and one from MUSC 220–259

(c) CMPO 310, 385; ~~two further courses from CMPO305-389,~~ 20 points from CMPO 380–389, 20 points from MUSC 320-359

(d) One course from PERF 100-399.

Amend the minor requirements Digital Music and Audio Production (DMAP) on page TBC of the 2025 VUW Calendar:

Digital Music and Audio Production (DMAP)—Two courses from (CMPO 210, 285, 286) and two courses from (CMPO 310, 385, 386, 387).

A4 Implications and resources

Academic staff

Not applicable.

Library

No implications.

Teaching facilities and support

Not applicable.

Anticipated enrolments

While this proposal does not introduce any new courses, specifying CMPO 385 as a requirement may increase enrolments slightly in this course.

Administrative implications

All publications and systems (web and enrolment, Banner/Student Records, etc.) will need to be updated to reflect the changes proposed. Faculty Student Success teams will advise students of the new courses during advising sessions or when processing enrolment applications.

Programme or course limitations / selection criteria

Not applicable.

Fee implications

Not applicable.

Website and publication amendments

All publications and systems (web and enrolment, Banner/Student Records, MyDegree, etc.) will need to be updated to reflect the introduction of the new course.

Transitional arrangements and other consequential changes

Student Success Advisers will be able to discuss options with impacted students regarding any changes to their programme and support them to make relevant changes. This can be done during one-on-one meetings, e-mail correspondence and the processing of enrolments (CAF).

Internships, field trips and other external arrangements

Not applicable.

A5 Te Tiriti o Waitangi

Staff at the New Zealand School of Music—Te Kōkī are committed to honouring our obligations under Te Tiriti o Waitangi and the University's governance documents. We wish to ensure that all curriculum developments respect and nurture Māori student participation, and that we foster a curriculum that provides Māori content, perspectives and a supportive pathway. This proposal to amend the DMAP major and minor will not change course content in the major, but NZSM staff teaching into the major remain committed to fostering the work of Māori students, to supporting their individual approaches to learning and creativity, and, wherever possible, to incorporating

concepts and approaches relevant to Te Ao Māori.

A6 Consultation

Refer to cover sheet for consultation details.

Programme amendment cover sheet

Proposal name	Amend the Educational Psychology (EDPS) major		
Proposer	Kate Witt		
Faculty	Education		
Summary	Amend the Educational Psychology (EDPS) major		
Year	2024		
Reference	BA/25, BPsych/4		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	Feedback sought	
Associate Dean	Hiria McRae	No issues identified	
CAD	Chulainn Mabett-Sowerby	Feedback sought	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	No issues identified	
Course Admin.	Teresa Schischka	Feedback sought	
Faculty Admin.	Noeleen Williamson	No issues identified	
Library	Tyson Kingi	Proposal supported	
PAMI	Ash McPherson	No issues identified	
Toihuarewa	Mike Ross	Feedback sought	
School Admin.	Tim Fletcher	Feedback sought	
Student Finance	Paige Jarman	No issues identified	
Students	VUWSA/PGSA	No issues identified	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Sue Cherrington	7/11/2024	Catherine Townsend
Fac. Acad. Cttee.	Carmen Dalli	11/11/2024	Catherine Townsend
Faculty Board	Name of Dean/PVC		
Acad. Prog. Committee	Robyn Longhurst	11/02/2025	Carol Morris
Academic Board			

Programme amendment

Proposal name	Amend the Educational Psychology (EDPS) major
Faculty	Education
CUAP Category	Not CUAP
Year effective from	2026

A1 Purpose

1. To amend the major requirements for Educational Psychology (EDPS) in the Bachelor of Arts and the Bachelor of Psychology:
2. Require PSYC 232 or PSYC 242 rather than PSYC 242 as at present.

A2 Justification

In 2022, the major requirements for Educational Psychology underwent multiple changes to establish a clearer pathway at the undergraduate level into postgraduate studies. One of the changes was to require PSYC 242 rather than PSYC 232 or PSYC 242 in the 200-level requirements for methods courses. PSYC 242 is only offered in Trimester 2, while PSYC 232 is available in Trimester 1. As a result, EDPS students cannot start their 200-level methods course until Trimester 2, limiting their flexibility in accessing 300-level courses. Both courses involve designing and conducting psychological research, covering either qualitative or quantitative methods, and align with the EDPS programme's needs. Allowing students to take either PSYC 232 or PSYC 242 would enable them to tailor their 300-level PSYC requirements to their interests, providing greater flexibility.

A3 Proposed amendments

Amend the Educational Psychology major in the BA (page 318) and the BPsych (page 439) of the 2024 VUW Calendar:

Educational Psychology (EDPS)

(a) EDUC 141; PSYC 121 or 122; STAT 193 (or QUAN 102)

(b) Two courses from EDUC 211, 243, 244; PSYC 232 or 242

(c) Two courses from EDUC 311, 341, 342, 343; one course from PSYC 300–399

Note: Students are not permitted to take a double major in Educational Psychology (EDPS) and Education (EDUC). Educational Psychology (EDPS) and Psychological Science (PSCI) can only be taken as a double major inside the BPsyc.

A4 Implications and resources

Academic staff

This proposal gives flexibility in *existing* 200-level PSYC research method courses, therefore this will not require any changes to the existing courses, PSYC 232 or PSYC 242, nor teaching staff for these courses. Allowing for this flexibility might result in a more even spread of enrolments between PSYC 232 and PSYC 242.

Library

The Education subject Librarian supports this proposal: "The Library is sufficiently resourced to support this course through a combination of online and print resources. Education requires students to have a high level of research skills which includes being able to navigate the Library's print collection as well as subject specific databases like A+ Education and ERIC. Support for these research skills is offered by the Subject Librarian through email or one-on-one appointments. Staff can also recommend resources through the purchase recommendation form or through consultation with the Subject Librarian. The Library can also scan and digitize print resources via TALIS when needed."

Teaching facilities and support

N/A

Anticipated enrolments

There may be a fractional increase in enrolments in PSYC 232 but this change will likely mean that enrolments are more evenly distributed.

Administrative implications

All publications and systems (web and enrolment, Banner/Student Records, etc.) will need to be updated to reflect the changes proposed. Faculty Student Success teams will advise students of the new courses during advising sessions or when processing enrolment applications. There is also a decrease in administrative workload arising in a reduction in the need to approve waivers of the pre-reqs for PSYC 335.

Programme or course limitations / selection criteria

N/A

Fee implications

N/A

Website and publication amendments

All publications and systems (web and enrolment (OES), Banner/Student Records, MyQual, etc.) will need to be updated to reflect the change.

Transitional arrangements and other consequential changes

Student Success Advisers will be able to discuss options with impacted students regarding any changes to their programme and support them to make relevant changes. This can be done during one-on-one meetings, e-mail correspondence and the processing of enrolments (CAF).

Internships, field trips and other external arrangements

N/A

A5 Te Tiriti o Waitangi

The proposed amendment to the Education and Psychology major reinforces the Educational Psychology group's commitment to Te Tiriti o Waitangi within the School of Education. Our courses already reflect the values, iho, and distinctiveness of Te Herenga Waka, ensuring students are grounded in theory, research, and practice that prepare them to contribute to and lead in their

communities and society. Expanding the options for 200-level PSYC methods courses enhances flexibility and ensures connectivity with future course developments expected in the new Māori Psychology major – a programme which is expected to introduce a broader range of courses incorporating Mātauranga Māori.

A6 Consultation

Refer to cover sheet for consultation details.

Programme amendment cover sheet

Proposal name	Amend the MNS Programme		
Proposer	Kathy Holloway		
Faculty	Health		
Summary	Add a regulation to the MNS under General Requirements to allow for cross-crediting up to 60 specified points from HLTH501 and HLTH502		
Year	2024		
Reference	MNS/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	Feedback sought	
Associate Dean	David Harper	Feedback sought	
CAD	CAD-Contact@vuw.ac.nz	Feedback sought	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Course-admin@vuw.ac.nz	No issues noted	
Faculty Admin.	Amy de Boer	Feedback sought	
Tītoko	Greg Ambrose	Feedback provided	
Library	Marisa Jayna	Feedback sought	
PAMI	Info-unit@vuw.ac.nz	Feedback sought	
Toihuarewa	Meegan Hall	Feedback provided	
School Admin.	Kate Berry	Feedback sought	
Student Finance	Paige Jarman	Feedback sought	
Students	Joseph Habgood	Feedback sought	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Kathy Holloway	20-01-2025	Yang Liu
Fac. Acad. Cttee.	David Harper	21-01-2025	Yang Liu
Faculty Board	David Harper	04-02-2025	Yang Liu
Acad. Prog. Committee	Robyn Longhurst	11-02-2025	Carol Morris
Academic Board			
CUAP			

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

AO-3cs Sep 2017

Programme amendment

Proposal name	Amend the MNS Programme
Faculty	Health
CUAP Category	Refer page 37 of CUAP Handbook
Year effective from	2025

A1 Purpose

Add a regulation to the Master of Nursing Science (MNS) and thus the PGDipNS under General Requirements to allow for cross-crediting, subsequent to the completion of the Master of Nursing Practice, of 60 fully specified points from HLTH501 and HLTH502 to the MNS or 30 fully specified points from HLTH502 to the PGDipNS.

A2 Justification

In order for a registered nurse who has graduated with a Master of Nursing Practice (MNPrac) from Te Herenga Waka—Victoria University of Wellington to complete our advanced nursing practice pathways, they need to enrol in either a Master of Nursing Science or Postgraduate Diploma of Nursing Science. These pathways are approved by the Nursing Council because they lead to registration as a Nurse Practitioner or to the register of Nurse Prescribers, respectively. This regulation addition to the Master of Nursing Science allows the cross-credit of two courses shared by the qualification schedules.

A3 Proposed amendments

In the 2025 University Calendar, on page 318, please amend the General requirements as follows:

Master of Nursing ScienceMNS (240 points)

Postgraduate Certificate and Diploma in Nursing Science

PGCertNS (60 points), PGDipNS (120 points)

General requirements

5. (a) A candidate for the MNS shall normally be enrolled for at least two and a half years and shall complete the degree within five years of first enrolling for it.

   Note: The minimum and maximum periods of enrolment for a 90-point thesis are specified in the Master's Thesis Regulations.

   (b) A candidate for the PGCertNS shall normally be enrolled for at least one trimester and shall complete the certificate within two years of first enrolling for it.

   (c) A candidate for the PGDipNS shall normally be enrolled for at least two trimesters and shall complete the diploma within three years of first enrolling for it.

   (d) The associate dean may extend the maximum period specified in sections (a)–(c) in special cases.

At the discretion of the Associate Dean, a candidate who holds a MNursPrac with an average grade of at least B may cross-credit 60 fully specified points from HLTH 501 and HLTH 502 to the MNS or may cross-credit 30 fully specified points from HLTH 502 to the PGDipNS.

A4 Implications and resources

Academic staff – n/a

Library – n/a

Teaching facilities and support – n/a

Anticipated enrolments – n/a

Administrative implications – n/a

Programme or course limitations / selection criteria – n/a

Fee implications –n/a

Website and publication amendments –n/a

Transitional arrangements and other consequential changes - n/a

Internships, field trips and other external arrangements – n/a

A5 Te Tiriti o Waitangi

This proposal supports the commitment of the Master of Nursing Science programme to the principles of Te Tiriti o Waitangi as required by the Nursing Council of New Zealand under the broad framework of Kawa Whakaruruhau[1].

The programme recognises that advanced nursing practice has a vital role in achieving health equity for Māori. Overall, the Master of Nursing Science programme integrates the importance of Kawa Whakaruruhau, cultural safety, and equity, highlighting their implications for advanced practice nurses when working alongside Māori and their whānau. Specifically, the HLTH 501 Research for Practice course includes learning objectives around Māori health and social justice in health research and the mindful application of research findings to clinical practice for patients and their whānau.

A6 Consultation

This has been discussed with current teaching teams for Master of Nursing Practice and Master of Nursing Science and has their support.

[1] https://nursingcouncil.org.nz/common/Uploaded%20files/NEW%20BN&EN%20Education%20Standards%202024.pdf

Programme amendment cover sheet

Proposal name	Amend the Music Studies major		
Proposer	Kimberly Cannady		
Faculty	Humanities and Social Sciences		
Summary	Amend the Music Studies major		
Year	2025		
Reference	BMus/2, BA/2, BPM/1		
CONSULTATION	**Person consulted**	**Summary and reference**	
Academic Office	Linda Roberts	Feedback sought	
Associate Dean	Sally Hill	Feedback incorporated	
CAD	Irina Elgort	Feedback incorporated	
Careers & Employment (Work-Integrated Learning)	Alice Hodder	Feedback sought	
Course Admin.	Teresa Schischka	Feedback sought	
Faculty Admin.	Noeleen Williamson	Feedback incorporated	
Library	Leila Torrington	Feedback sought	
PAMI	Ash McPherson	Feedback sought	
Toihuarewa	Brian Tunui	No issues identified	
School Admin.	Adele Chan	No issues identified	
Student Finance	Paige Jarman	Feedback sought	
Students	VUWSA, via FAC	Feedback incorporated	
APPROVAL	**Authority**	**Date**	**Recorded by**
Head of School	Kim Cunio	05/12/2024	Catherine Townsend
Fac. Acad. Cttee.	Sally Hill	05/12/2024	Catherine Townsend
Faculty Board	Averil Coxhead		
Acad. Prog. Committee	Robyn Longhurst	11/02/2025	Carol Morris
Academic Board			
CUAP			

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

Programme amendment

Proposal name	Amend the Music Studies major
Faculty	Humanities and Social Sciences
CUAP Category	6.2.4 (Notification only)
Year effective from	2026

A1 Purpose

1. To delete the three specialisations attached to the Music Studies (MUST) major in the Bachelor of Music: Musicology (MUMU), Ethnomusicology (ETHM), Jazz Studies (JZST),
2. To delete the following 11 courses from the Combined Undergraduate Schedule:

   MUSC 254 *Topic in Ethnomusicology*
   MUSC 327 *Topic in Jazz Studies*
   MUSC 332 *Studies in Vocal Music*
   MUSC 339 *Topic in Performance Practice*
   MUSC 340 *Historical Performance Practice*
   MUSC 341 *Topic in New Musical Concepts*
   MUSC 342 *Editing as Interpretation*
   MUSC 344 *Approaches to the Study of Music*
   MUSC 352 *Studies in Music of Asia*
   MUSC 356 *Topic in Ethnomusicology*
   MUSC 361 *Materials of 20th and 21st-Century Music*
3. To introduce two new co-taught courses to the schedules of the Bachelor of Music, Bachelor of Arts and Bachelor of Popular Music : MUSC 202/302 *Music, Gender, and Sexuality - Ngā Puoro, ngā Tuakiri ā-ia me ngā Hōkakatanga*
4. To amend requirements for the following majors and minors to reflect these changes: Music Studies (MUST), Music (MUSC), Classical Performance (PERF), Instrumental/Vocal Composition (INVC), Digital Music and Audio Production (DMAP), Jazz Performance (JAZZ), Popular Music Studies (POPS) major and minor, Gender and Sexuality Studies (GNSX)
5. To amend the prerequisites for the following courses to reflect these changes: POLS 320 *Politics and Music / Te Tōrangapū me te Puoro* and MDIA 305 *A Social History of Popular Music*.
6. To make two flexible content courses (MUSC 229, 329) permanent as MUSC 229/329 *Jazz, Race, Gender and the Nation-State*

A2 Justification

Given the significant changes to Te Kōkī-New Zealand School of Music over the past few years, we have been working to strengthen and clarify our offerings in Music Studies. The changes in this proposal reflect a consolidation of our offerings and provide greater flexibility for our students in the different degree programmes to which we contribute.

1. We no longer offer the range of courses required to support these specializations and have paused entrance for the specializations in both 2024 and 2025.
2. These courses have not been taught in over five years and/or were taught by staff who are no longer employed at the university. The removal of these courses allows our listed courses to better reflect our actual offerings.

3. This is an important addition to the Music Studies curriculum, as issues in gender and sexuality permeate every aspect of musical study and practice, but there is currently no course offered through the NZSM that focuses on theoretical and practical approaches to, and issues, in gender and sexuality within music. This course also offers a meaningful update to the Music Studies curriculum as it is not bounded by one sub-discipline within the programme, but it instead draws on perspectives and material from all our areas (i.e. musicology, ethnomusicology, jazz studies, music theory, popular music studies, and music education). The course will also include substantial content and approaches that come from Indigenous perspectives on the topic from Aotearoa, the wider Pacific, and further afield.
4. With the introduction of MUSC 202 and MUSC 302, the degree requirements for the listed majors need to be modified to include this course as an option within the listed range of courses.
5. The prerequisites for these courses will be expanded to allow for the new course to be included and to allow for possible new courses in the future in the MUSC 200-219 and MUSC 300-319 range.
6. The material constituting MUSC 229 (2021, 2023) and MUSC 329 (2017, 2018, 2019, 2020) has served, in various forms, to provide an intermediate- or advanced-level course in jazz studies, so it made sense to solidify the material into a permanent offering. It is proposed as a permanent offering, with this new title, because the topics in the new proposed title (race, gender, and the nation-state), have continued to be the most relevant topics in scholarship, and among students, of jazz studies beyond the introductory level. As justification for pairing the courses at 200/300 level, the topics in the title (race, gender, and the nation-state) are flexible and can be explored at both 200 and 300 level, and there are existing readings appropriate for both levels to allow for the appropriate flexibility. Both courses have had steady enrolment numbers: 25 students for MUSC 229 in both years, and between 13 and 21 for MUSC 329.

A3 Proposed amendments

Amend the Music Studies major in the Bachelor of Music (page 357 of the 2024 VUW Calendar):

Music Studies (MUST)

~~(a) For a major in Music Studies without specialisation:~~

(a) 20 points from MUSC 164–166; 40 points from MUSC 100–159, 20 further points from MUSC 120–174; and any 100-level PERF or CMPO course

(b) 40 points from MUSC ~~220~~ 200–259, and 40 further MUSC, PERF or CMPO points at 200 level

(c) ~~20~~ 40 points from MUSC ~~320~~ 300–359, and ~~60~~ 40 further MUSC, PERF, or CMPO points at 300 level.

~~(b) For a major in Music Studies with a specialisation in Musicology (**MUMU**):~~

~~(i) MUSC 130, 166, 167; 20 further points from MUSC 100–159; and any 100-level PERF or CMPO course~~

~~(ii) MUSC 266, 40 points from MUSC 230–239, and 20 further points from MUSC 220–259~~

~~(iii) 20 points from MUSC 330–339, 20 further points from MUSC 320–359 and 20 further MUSC, PERF, or CMPO points at 300 level.~~

~~*Note: This specialisation is closed to new students in 2024.*~~

~~(c) For a major in Music Studies with a specialisation in Ethnomusicology (**ETHM**):~~

~~(i) MUSC 150, 20 points from MUSC 164–166 and 40 further points from MUSC 100–159~~

~~(ii) MUSC 264 or MUSC 266, PERF 255, 15 points from PERF 250–259; 60 further MUSC, PERF, or CMPO points at 200 level, including at least 40 points from MUSC 220–269, of which 20 points must be from MUSC 248–259~~

~~(iii) 75 MUSC, PERF, or CMPO points at 300 level, including at least 60 points from MUSC 320–369, of which 40 points must be from MUSC 349–359.~~

~~*Note: This specialisation is closed to new students in 2024.*~~

~~(d) For a major in Music Studies with a specialisation in Jazz Studies (**JZST**):~~

~~(i) MUSC 125, 164; at least 10 points from PERF 101–169; and 40 further points from MUSC 100–159~~

~~(ii) 80 MUSC, PERF, or CMPO points at 200 level, including MUSC 264, CMPO 232, and 20 points from MUSC 225–229~~

~~(iii) 75 MUSC, PERF, or CMPO points at 300 level, including at least 20 points from MUSC 325–329 and 20 points from MUSC 320–324, 330–359.~~

~~*Note: This specialisation is closed to new students in 2024.*~~

Amend the Music major in the Bachelor of Arts (page 357 of the 2024 VUW Calendar):

Music (MUSC)

(a) Two courses from (CMPO 186, MUSC 120, 150)

(b) Two courses from (CMPO 286, MUSC 200-259 ~~237, 245, 247, 248, 249, 254~~)

(c) Two courses from (CMPO 386, MUSC 300-359 ~~339, 343, 346, 347, 349, 351~~)

(d) One further 200- or 300-level CMPO or MUSC course

Amend the Popular Music Studies major in the Bachelor of Popular Music (page XXX of the 2025 VUW Calendar):

Popular Music Studies (POPS)

(a) CMPO 186, MUSC 120, 20 points from (MDIA 101, 103)

(b) MDIA 205, 60 points from (MUSC 202, 229, 247, 248, 249, 250, 269)

(c) MUSC 349 and 40 points from (MDIA 305, MUSC 302, 329, 343, 351, POLS 320)

Amend the Classical Performance (PERF) major in the Bachelor of Music (page 356 of the 2024 VUW Calendar):

Classical Performance (PERF)

(a) PERF 101, 102, 105, 106, MUSC 130, 166, 167

(b) PERF 201, 202, 205, 206, MUSC 266, and one of MUSC 200-259 ~~230–245~~

(c) PERF 301, 302, 305, 306, and one of MUSC 300-359 ~~330–347~~

Amend the Jazz Performance (JAZZ) major in the Bachelor of Music (page 357 of the 2024 VUW Calendar):

Jazz Performance (JAZZ)

(a) PERF 101, 102, 105, 106, MUSC 125, 164, 165

(b) PERF 205, 206, 211, 212, MUSC 264, and one of MUSC 200-259 ~~220–259~~

(c) PERF 305, 306, 311, 312, and one of MUSC 300-359 ~~MUSC 320–359~~

Amend the Instrumental/Vocal Composition (INVC) major in the Bachelor of Music (page 356 of the 2024 VUW Calendar):

Instrumental/Vocal Composition (INVC)

(a) CMPO 101, 130, one course from MUSC 100–159, and two from MUSC 164–167

(b) CMPO 201, CMPO 232, one course from MUSC 200-259 ~~MUSC 220–259~~, and two from MUSC 260–269

(c) CMPO 301, two courses from CMPO 302–389, and one from MUSC 300-359 ~~MUSC 320–359~~

(d) One course from PERF 100–399

Amend the Digital Music and Audio Production (DMAP) major in the Bachelor of Music (page 357-358 of the 2024 VUW Calendar):

Digital Music and Audio Production (DMAP)

(a) CMPO 101, two courses from CMPO 180–189, one from MUSC 100–159 and one from MUSC 164–169

(b) CMPO 210; two courses from CMPO 280–289, and one from MUSC 200-259 ~~MUSC 220–259~~

(c) CMPO 310, 385; ~~Two further courses from~~ 20 points from CMPO 380–389, 20 points from MUSC 300-359 ~~MUSC 320-359.~~

(d) One course from PERF 100–399.

Amend the Popular Music Studies minor in the Bachelor of Arts, Bachelor of Music and Bachelor of Popular Music (Pages 323, 358 and XXX of the 2024 VUW Calendar):

Popular Music Studies (POPS)—at least 60 points from (MUSC 202, 247, 248, 249, 302, 343, 349, MDIA 205,

305), including at least 15 points at 300 level.

Note: Students taking the POPS minor as part of a degree other than the Bachelor of Popular Music Studies are required to take MDIA 205 as part of the 60 points.

Amend the Gender and Sexuality Studies minor in the Bachelor of Arts (page 323 of the 2024 VUW Calendar):

Gender and Sexuality Studies (GNSX)—SACS 202 and at least 40 further points from ANTH 201, CLAS 211, 311, CRIM 313, 324, FILM 302, GEOG 312, MDIA 306, MUSC 202, 302, POLS 362, SOSC 215, 223, 315 or other approved courses, including at least 15 points at 300-level

Amend the Combined Undergraduate Schedule (pages 175-177 of the 2024 VUW Calendar):

MDIA 305	A Social History of Popular Music	20	P 40 pts from (MDIA 200–299, MUSC 200-259 ~~MUSC 229–259~~)	BA(A), BC, BPM
MUSC 201	Special Topic	20		BA(A) BMus
MUSC 202	Music, Gender, and Sexuality	20	P 40 pts; X MUSC 302	BA(A), BMus, BPM
MUSC 229	~~Perspectives on Jazz~~ Jazz, Race, Gender and the Nation-State	20	P 20 pts from MUSC 105–150; X MUSC 329	BA(A), BMus, BPM
MUSC 230	Topic in Music History	20	P 20 pts from MUSC 105–150	BA(A), BMus
MUSC 231	Perspectives on Vocal Music	20	P 20 pts from MUSC 105–150	BA(A), BMus
MUSC 235	Western Art Music 1600–1750: The Baroque Era	20	P 20 pts from MUSC 105–150	BA(A), BMus
MUSC 236	Western Art Music 1750–1800: Enlightenment and Revolution	20	P 20 pts from MUSC 105–150	BA(A), BMus
MUSC 237	Western Art Music 1800–1900: Romanticism and Beyond	20	P 20 pts from MUSC 105–150	BMus, BA(A)
MUSC 245	Western Art Music 1900–2000: New Sound Worlds	20	P 20 pts from MUSC 105–150	BMus, BA(A)
MUSC 247	Film Music	20	P 40 pts	BMus, BA(A)
MUSC 248	Popular Music Perspectives	20	P 60 pts	BMus, BA(A)
MUSC 249	Music in New Zealand Society	20	P 40 pts	BMus, BA(A)
MUSC 250	Music in Everyday Life	20	P 40 pts	BA(A), BMus
MUSC 251	Perspectives on the Music of Oceania	20	P 40 pts	BMus, BA(A)
~~MUSC 254~~	~~Topic in Ethnomusicology~~	~~20~~	~~P 40 pts~~	~~BMus, BA(A)~~
MUSC 264	Jazz Theory/ Musicianship 3	20	P MUSC 165	BMus
MUSC 266	Classical Theory/ Musicianship 3	20	P MUSC 167	BMus
MUSC 267	Methods of Music Analysis	20	P MUSC 167, 266	BMus
MUSC 268	Harmony in Late-Romantic Music and Western Film Scores	20	P one of (MUSC 167, 264, 266)	BMus
MUSC 302	Music, Gender, and Sexuality	20	P 40 200-level points; X MUSC 202	BA(A), BMus, BPM
MUSC 308	Topic in Musicology	20	P 20 pts from MUSC 220–259	BA(A), BMus
MUSC 309	Special Topic	20		BA(A), BMus
~~MUSC 327~~	~~Topic in Jazz Studies~~	~~20~~	~~P 20 pts from MUSC 220–259~~	~~BMus~~

MUSC 329	~~Studies in Jazz~~ Jazz, Race, Gender and the Nation-State	20	P 20 pts from MUSC 220–259; X MUSC 229	BA(A), BMus
MUSC 330	Topic in Music History	20	P 20 pts from MUSC 220–259	BA(A), BMus
MUSC 331	Topics in Instrumental Music	20	P 20 pts from MUSC 220–259	BA(A), BMus
~~MUSC 332~~	~~Studies in Vocal Music~~	~~20~~	~~P 20 pts from MUSC 220–259~~	~~BMus~~
MUSC 336	Studies in Eighteenth-Century Music	20	P 20 pts from MUSC 220–259	BA(A), BMus
MUSC 337	Studies in Nineteenth-Century Music	20	P 20 pts from MUSC 220–259	BA(A), BMus
~~MUSC 339~~	~~Topic in Performance Practice~~	~~20~~	~~P 20 pts from MUSC 220–259~~	~~BMus,~~ ~~BA(A)~~
~~MUSC 340~~	~~Historical Performance Practice~~	~~20~~	~~P 20 pts from MUSC 220–259~~	~~BMus~~
~~MUSC 341~~	~~Topic in New Musical Concepts~~	~~20~~	~~P 20 pts from MUSC 220–259~~	~~BMus~~
~~MUSC 342~~	~~Editing as Interpretation~~	~~20~~	~~P MUSC 266, 20 pts from MUSC 220–259~~	~~BMus~~
MUSC 343	Topic in Popular Music Studies	20	P 20 pts from (MUSC 220–259, MDIA 205)	BMus, BA(A)
~~MUSC 344~~	~~Approaches to the Study of Music~~	~~20~~	~~P 20 pts from MUSC 220–259~~	~~BMus~~
MUSC 345	Studies in 20th–21st-Century Music	20	P 20 pts from MUSC 220–259	BA(A), BMus
MUSC 346	Critical Approaches to Music in Film	20	P 20 pts from MUSC 220–259	BMus, BA(A)
MUSC 347	Topic in New Zealand Music	20	P 20 pts from MUSC 220–259	BMus, BA(A)
MUSC 349	Hip Hop and Popular Music Studies	20	P 40 pts from (MUSC 220–259, MDIA 205)	BMus, BA(A)
MUSC 350	Research in Music, Society and Culture	20	P 40 200-level pts	BA(A), BMus
MUSC 351	Studies in Music and Dance of Oceania	20	P 40 200-level pts or GLBL 201	BMus, BA(A)
~~MUSC 352~~	~~Studies in Music of Asia~~	~~20~~	~~P 40 200-level pts from MUSC, ASIA~~	~~BMus~~
MUSC 353	Topic in Music of the Pacific Islands	20	P 40 200-level pts	BA(A), BMus
MUSC 355	Topic in Ethnomusicology	20	P 40 200-level pts	BA(A), BMus
~~MUSC 356~~	~~Topic in Ethnomusicology~~	~~20~~	~~P 40 200-level pts~~	~~BMus~~
~~MUSC 361~~	~~Materials of 20th and 21st-Century Music~~	~~20~~	~~P MUSC 264 or 266~~	~~BMus~~
MUSC 372	Music Pedagogy	20	P 20 pts from MUSC 220-259; X MUSC 309 in 2020–2022	BMus
POLS 320	Politics and Music / Te Tōrangapū me te Puoro	20	P 40 pts from INTP 200-299, MDIA 205, MUSC 200-259 ~~MUSC 220-259~~, POLS 200-299	BA(A), BPM

A4 Implications and resources

Academic staff

This course will be taught by existing staff as part of a regular course rotation.

Library

Feedback sought.

Teaching facilities and support

Feedback sought.

Anticipated enrolments

Enrolments are anticipated to remain steady.

Administrative implications

Feedback sought.

Programme or course limitations / selection criteria

n/a

Fee implications

n/a

Website and publication amendments

All publications and systems (web and enrolment, Banner/Student Records, etc.) will need to be updated to reflect the changes proposed. Faculty Student Success teams will advise students of the new courses during advising sessions or when processing enrolment applications.

Transitional arrangements and other consequential changes

Feedback sought.

Internships, field trips and other external arrangements

n/a

A5 Te Tiriti o Waitangi

Staff at the New Zealand School of Music—Te Kōkī are committed to honouring our obligations under Te Tiriti o Waitangi and the University's governance documents. We wish to ensure that all curriculum developments respect and nurture Māori student participation, and that we foster a curriculum that provides Māori content, perspectives and a supportive pathway. The proposed changes include the addition of a new course that highlights scholarship from Māori scholars and embeds perspectives from Te Ao Māori. The changes to the degree structures and course offerings does not reduce the amount of Māori content available to students.

A6 Consultation

n/a

Course Description: MUSC 202

Course title	Music, Gender, and Sexuality - Ngā Puoro, ngā Tuakiri ā-ia me ngā Hōkakatanga		
Short title	Music, Gender, and Sexuality - Ngā Puoro, ngā Tuakiri ā-ia me ngā Hōkakatanga	**Point value**	20
Course coordinator	Kimberly Cannady	**NZQF level**	6
Qualification schedule:	Bachelor of Popular Music; Bachelor of Music; Bachelor of Arts		
Prerequisites, corequisites, restrictions	P 40 pts, X MUSC 302		
Prescription	This course explores how experiences of gender and sexuality shape, and are shaped by, music for performers, listeners, community members, music industry workers, and more, both locally and internationally. We will study issues of gender and sexuality in historical and contemporary music and performance, and we will work with material from a wide range of musical practices, including popular, art, and traditional music. Our theoretical and scholarly framing will draw on global and Indigenous perspectives on gender and sexuality, including mana wahine and takatāpui scholarship.		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
		Discussion/Workshop	12
This course involves one two-hour lecture each week and an additional hour of interactive discussion and workshopping of ideas. Due to the interactive and collaborative nature of this course, in-person attendance is expected.		**TOTAL**	36

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Explain how issues of gender and sexuality relate to a variety of musical practices in Aotearoa and in international contexts.
2	Apply research and scholarship on gender and sexuality to a broad range of musical contexts.
3	Engage with local communities to understand issues of music, gender, and sexuality.
4	Critically communicate about issues of gender and sexuality in music.

Assessment items and workload per item		**%**	**CLO(s)**
1	10 online reading, listening, and engagement quizzes (8 required)	16%	1, 2
2	Critical engagement with generative AI exercise (in-class)	5%	2
3	Descriptive essay about a live performance, 1500 words with peer feedback	24%	3, 4

AO-3cs Sep 2017

4	Test (60 minutes, in-class)	20%	1, 2,
5	Final essay with preparatory work a. Proposal with sources (350 words) b. Final essay (2000 words)	 a. 5% b. 30%	1,2, 4
Mandatory course requirements	There are no mandatory course requirements for this course		

Course Description: MUSC 302

Course title	Music, Gender, and Sexuality - Ngā Puoro, ngā Tuakiri ā-ia me ngā Hōkakatanga		
Short title	Music, Gender, and Sexuality - Ngā Puoro, ngā Tuakiri ā-ia me ngā Hōkakatanga	**Point value**	20
Course coordinator	Kimberly Cannady	**NZQF level**	7
Qualification schedule:	Bachelor of Popular Music; Bachelor of Music; Bachelor of Arts		
Prerequisites, corequisites, restrictions	P 40 200-level points; X MUSC 202		
Prescription	This course explores how experiences of gender and sexuality shape, and are shaped by, music for performers, listeners, community members, music industry workers, and more, both locally and internationally. We will study issues of gender and sexuality in historical and contemporary music and performance, and we will work with material from a wide range of musical practices, including popular, art, and traditional music. Our theoretical and scholarly framing will draw on global and Indigenous perspectives on gender and sexuality, including mana wahine and takatāpui scholarship.		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	24
		Discussion/Workshop	12
This course involves one two-hour lecture each week and an additional hour of interactive discussion and workshopping of ideas. Due to the interactive and collaborative nature of this course, in-person attendance is expected.		**TOTAL**	36

Course learning objectives (CLOs)	Students who pass this course should be able to:
1	Analyse how issues of gender and sexuality relate to a variety of musical practices in Aotearoa and in international contexts.
2	Critically assess the suitability of theories of gender and sexuality in a diverse range of musical contexts.
3	Collaboratively identify issues of gender and sexuality in local communities.
4	Communicate to a range of audiences about issues of gender and sexuality in music in writing and orally.

Assessment items and workload per item		%	CLO(s)
1	10 online reading, listening, and engagement quizzes (8 required)	16%	1,2
2	Critical engagement with generative AI exercise (in-class)	5%	2
3	Collaborative scoping project on a local case study	a. 12%	3,4

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	a. Individual verbal presentation with instructor of the process, findings, and experience (10 minutes) b. 1500 word written report (as a group)	b. 12%	
4	Test (60 minutes, in-class)	20%	1, 2
5	Final essay with preparatory work c. Proposal with sources (400 words) d. Final essay (3000 words)	a. 5% b. 30%	1, 2, 4
Mandatory course requirements	There are no mandatory course requirements for this course		

Course Description: MUSC 229 (2026)

Course title	Jazz, Race, Gender, and the Nation-State		
Short title	Jazz, Race, Gender, Nation-State	**Point value**	20
Course coordinator	Dave Wilson	**NZQF level**	6
Qualification schedule:	BMus		
Prerequisites, corequisites, restrictions	P 20 pts from MUSC 105-150; X MUSC 329		
Prescription	Study of a range of historical, analytical and critical perspectives on jazz as a global music, focusing on issues of race and gender, as well as the relationship between the nation-state and musics considered to be jazz. The course will explore a variety of music across several geographical settings and historical periods. It will consider current jazz practices around the world and interrogate the significance of jazz as a sonic and social practice for performers, audiences, nation-states, and institutions in various times and places.		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	36 hrs
This course will be delivered primarily on campus, with online accessibility. Most students will attend on campus; however, the course can be completed online if needed. Lecture recordings are intended as a useful supplement to learning but not as a full substitute for lecture attendance.		**Tutorials**	10 hrs
		Seminars	
		Labs/Studios	
		TOTAL	46 hrs

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Demonstrate an understanding of how race, gender, and the concept of the nation-state are related to various musical approaches
2	Identify key elements of the musical styles/approaches in the course
3	Descriptively write about sonic and social elements of jazz performances
4	Apply critical discourses on gender, race, and the nation-state to variety of jazz-related music contexts
5	Engage with concepts of race, gender, and the nation-state in experiences within local music communities

	Assessment items and workload per item	**%**	**CLO(s)**
1	Portfolio of written assignments (5 assignments, 300 words each)	15%	1
2	Descriptive commentary on in-person music experience (1000 words)	10%	3, 5
3	Test No. 1 (taken online)	20%	1, 2, 3
4	Test No. 2 (taken online)	20%	1, 2, 3

5	Essay Proposal with sources (350 words)	5%	1, 3, 4
6	Final Essay (up to 2500 words)	30%	1, 3, 4
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		

Course Description: MUSC 329 (2026)

Course title	Jazz, Race, Gender, and the Nation-State		
Short title	Jazz, Race, Gender, Nation-State	**Point value**	20
Course coordinator	Dave Wilson	**NZQF level**	7
Qualification schedule:	BMus		
Prerequisites, corequisites, restrictions	P 20 pts from MUSC 220-259; X MUSC 229		
Prescription	Study of a range of historical, analytical and critical perspectives on jazz as a global music, focusing on issues of race and gender, as well as the relationship between the nation-state and musics considered to be jazz. The course will explore a variety of music across several geographical settings and historical periods. It will consider current jazz practices around the world and interrogate the significance of jazz as a sonic and social practice for performers, audiences, nation-states, and institutions in various times and places.		
Student workload hours	200	**Contact Hours**	
Teaching/learning summary		**Lectures**	36 hrs
This course will be delivered primarily on campus, with online accessibility. Most students will attend on campus; however, the course can be completed online if needed. Lecture recordings are intended as a useful supplement to learning but not as a full substitute for lecture attendance.		**Tutorials**	10 hrs
		Seminars	
		Labs/Studios	
		TOTAL	46 hrs

Course learning objectives (CLOs)	Students who pass this course will be able to:
1	Critically describe how race, gender, and the concept of the nation-state are related to various musical approaches
2	Identify and analyse key elements of the musical styles/approaches in the course
3	Describe and analyse sonic and social elements of jazz performances in writing and orally
4	Assess the appropriate application of critical discourses on gender, race, and the nation-state, to variety of jazz-related music contexts
5	Apply understandings of discourses in gender, race, and the nation-state in creating frameworks for music community-building

Assessment items and workload per item		**%**	**CLO(s)**
1	Portfolio of written assignments (5 assignments, 400 words each)	15%	1
2	Group presentation (for one assigned reading, 10–15 minute presentation, individually graded)	10%	3, 4
3	Test No. 1 (taken online)	20%	1, 2, 3
4	Test No. 2 (taken online)	20%	1, 2, 3

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5	Essay Proposal with sources (500 words)	5%	1, 3, 4, 5
6	Final Essay: Community Initiative Plan (3000 words)	30%	1, 3, 4, 5
Mandatory course requirements	In addition to achieving an overall pass mark of 50%, students must:		

VICTORIA UNIVERSITY OF WELLINGTON
TE HERENGA WAKA

MEMORANDUM

To	Academic Board
From	Robyn Longhurst, DVCA
Date	25 February 2025
Subject	Work-Integrated Learning Regulation

Executive Summary

The *Work-Integrated Learning Regulation* sets out high level principles and rules for Work-Integrated Learning (WIL) arrangements involving tripartite relationships between the University, external organisations and students. Academic Board is requested to approve the establishment of the regulation.

The *Policy Document Approval Memorandum* provides detailed information on the key aspects of the Regulation; the justification and impact of the change; and details of consultation undertaken.

Included for information, the Work-Integrated Learning Procedure, which sets our procedural requirements for administering WIL. Linked also is the Consultation Response document which details consultation submissions and actions taken in response.

It is requested that the Academic Board:

Approve the establishment of a Work-Integrated Learning Regulation

To note:

a. Work-Integrated Learning Procedure
b. Consultation response

Policy Document

Approval Memorandum

Title of Policy	Work-Integrated Learning Regulation, Work-Integrated Learning Regulation
Policy Sponsor	Tumu Maruānuku – Deputy Vice-Chancellor (Academic)
Policy Owner	Senior Advisor, Work-Integrated Leaning and Development Principal Adviser, Learning and Teaching
Recommendation	That Sponsor forward the draft regulation to Academic Board for approval, along with the draft procedure for information.
Key Aspects	The Regulation sets out high level principles and rules for WIL arrangements involving tripartite relationships between the University, external organisation and students. The Procedure sets out procedural requirements for administering these arrangements, covering WIL agreements, WIL register, supervision of placements, and assessment practices.
Justification	The Regulation functions as a parent document to the Work-Integrated Learning Procedure, which has been crafted as a replacement for the Internship, Placements and Practicum Courses Procedure. The documents together expand the scope of of activities covered, to include all forms of Work-Integrated Learning (WIL). The procedure also updates requirements for agreements to be in place for all WIL arrangements, adding provision for alternative process for low-risk contexts and detailing exception processes.
Alignment with Strategy, Iho, Values, Objectives and Priorities	Aligns with University strategy vision to support akoranga involving "work-integrated learning connected to employment". Aligns with strategic priorities to "create value for our whole society" by "empowering students to pursue professional and entrepreneurial experiences that connect ambition with possibility".
Consultation	Initial versions of the document, along with the correlative Procedure document were reviewed by the Work-integrated learning committee and the Learning and Teaching committee. Revised versions were published for consultation to the wider University community between 21 August and 20 September. Subsequent revisions were reviewed again by the Work-Integrated Learning committee and Learning and Teaching committee.
Changes made following consultation	• Refined the scope of the policy application to curricular WIL arrangements; removed reference to "co-curricular" arrangements from the regulation and procedure, and reference to "programme" requirements from the regulation. • Refined the definition of "Partner organisation" to include examples of legal entities that are implied, including companies, partnerships, sole traders, government departments and other types of legal person or entity.

	• Added *Te Tiriti o Waitangi Statute*, *Human Ethics Policy*, *Human Ethics guidelines, Procedures for Managing Conflicts of Interest* and *Equity, Diversity and Inclusion Framework* to the list of related documents
Financial/Resource Implications	N/A
HR Implications	N/A
EDI Implications	N/A
Te Tiriti Implications	The principles in the Regulation include the expectation that WIL arrangement enable equitable access of opportunities and the application of rite tahi principle.
Delegations Implications	N/A
Policy Implications	The Work-Integrated Learning Procedure will replace the incumbent Internship, placement, practicum course procedure.
Commencement Date	Insert the date this policy will come into force.
Sign Off	In submitting this Policy Document for approval, I confirm as Policy Sponsor that, if approved, I will be responsible for its implementation and review. Robyn Longhurst Tumu Maruānuku – Deputy Vice-Chancellor (Academic)

VICTORIA UNIVERSITY OF WELLINGTON TE HERENGA WAKA

Work-Integrated Learning Regulation

1. Purpose

The purpose of this Procedure is to set out the requirements for work-integrated learning (WIL) arrangements at Te Herenga Waka – Victoria University of Wellington (the University).

2. Application of Procedure

This Procedure applies to Staff Members and Students. It also applies to curricular internships, placements, practicums, consultancy projects, industry projects, and comparable arrangements. Other tripartite arrangements (such as summer research scholarships) that do not meet the formal definition of work-integrated learning may also be dealt with by this Procedure.

Note: An accompanying document to this Procedure is the Work-Integrated Learning Regulation.

Procedure Content

3. Requirements for WIL arrangements

3.1 The Agreement

(a) An Agreement between Te Herenga Waka–Victoria University of Wellington, the student and the partner organisation must be agreed no later than the day on which the WIL arrangement commences.

(b) The Agreement must be on the approved template for such agreements or be approved as an exception. See section 3.2 Below.

(c) The Agreement is required even if the student is or will be employed by the partner organisation.

(d) The Agreement must be signed by a University representative with the appropriate delegated authority (refer to Delegation Statute), the student involved in the WIL arrangement, and the partner organisation contact, except where (e) applies.

(e) The Agreement does not need to be signed in low-risk contexts where the arrangement meets the following conditions:

i. Students have no employment, internship, placement, or practicum relationship with the partner organisation and do not spend significant time at the partner organisation's premises.
ii. The University and organisation agree that students retain all intellectual property.
iii. No confidential information is shared during the arrangement.
iv. There are no contributions towards the cost of the arrangement from the University, partner organisation or third party.

In these cases, the general terms of the Agreement still apply, but an agreement letter between the University and the external provider detailing the WIL arrangement and referencing the general terms, along with notification to students within course information, will suffice.

Note: The University provides an agreement automation tool that utilizes the approved template, incorporates digital signing, securely stores the signed agreements, and updates the WIL register (see 3.4). The Work-integrated learning good practice guide contains guidance information for staff.

3.2 Exceptions

(a) Where the standard University template is not suitable or a partner organisation requires that their own template be used (for example, Te Whatu Ora require the use of their own template for arrangements with their service providers), an exception may be approved.

(b) Minor changes to the approved template to meet specific contexts may be made on advice from Legal Services. Legal Services should be consulted directly:

i. Any time "special situations" apply (see respective Agreement clauses)
ii. If a partner organisation requests a specific or discrete change to the Agreement terms
iii. For any other minor or discrete change necessary to give effect to a particular WIL.

If the change is more than minor, the exception process outlined in the next paragraph (c) will apply.

(c) Applications for significant variations in the Agreement terms must be made in writing to the Tumu Maruānuku - Deputy Vice-Chancellor (Academic) for approval. The Tumu Maruānuku - Deputy Vice-Chancellor (Academic) will consult with legal services to ensure the alternative arrangement meets the University risk management requirements and may seek advice from the Learning and Teaching Committee and Faculty Deans or Associate Deans.

(d) The list of approved exceptions will be maintained within the central WIL register (refer to 3.4).

3.3 Conflict of interest

(a) Any conflict of interest between the partner organisation or workplace supervisor (or workplace mentor) and either the student or the academic supervisor (or academic mentor) must be declared.

Note: Refer to the Conflicts of Interest Statute.

3.4 Recording WIL details

(a) Accurate and up to date records must be maintained for each student and must include partner organisation details, organisation contact details, student contact details, and the dates with respect to the WIL arrangement (i.e., start and finish date when the students is expected to be on placement or the dates during which a project is to be completed).

(b) These details for each student in a course must be entered into the WIL register no later than the day on which the WIL arrangement commences.

Note: Where the agreement automation tool is used, details entered are automatically added to the WIL register at point of agreement creation. Where the arrangement does not require an agreement, or an exception agreement is approved, a manual upload process is available for populating this information into the register. Information on the WIL register and how to use it is available at the Work-integrated learning good practice guide.

(c) Irrespective of who organises the WIL arrangement, responsibility for ensuring compliance with clause 3.4(a) and (b) sits with:

i. the course coordinator; or
ii. another faculty staff member responsible for coordinating WIL arrangements (such as EPPPO in the Wellington Faculty of Education); or
iii. scholarship office staff.

4. Supervision for internships, placements, and practicums

4.1 Throughout their internship, placement or practicum, each student must:

(a) have an academic supervisor (or academic mentor); and

(b) be supervised within the workplace (either in person or remotely) by a workplace supervisor (or workplace mentor).

4.2 The academic supervisor (or academic mentor) is a University staff member whose responsibilities include:

(a) providing advice and support to the student, including responding to academic, wellbeing, or administrative matters related to the internship, placement or practicum raised by the student

(b) checking in with the workplace supervisor (or workplace mentor) on the student's progress

(c) where appropriate, arranging a site visit at the host organisation; and

(d) communicating information to the workplace supervisor (or workplace mentor) on academic requirements and assessment where required.

4.3 Ongoing guidance must be provided to the student by the workplace supervisor (or workplace mentor) who is the local expert and has a thorough understanding of what the partner organisation is trying to achieve. The workplace supervisor (or workplace mentor) is also expected to have a good understanding of the academic requirements in relation to the course learning outcomes and WIL objectives.

5. Assessment for curricular WIL

5.1 The assessment of WIL activities must comply with the Assessment Handbook and responsibility for assessment sits with the course coordinator.

5.2 The workplace supervisor or project contact may be asked to contribute towards the assessment process.

5.3 Work undertaken in a WIL course cannot be used towards another WIL course expect with approval of both heads of school.

6. Definitions

In this Procedure, unless the context otherwise requires:

Agreement	means the document or documents that together define the general and specific terms of the WIL arrangement.
Partner organisation	means the organisation where the student carries out the internship, placement or practicum, whether in-person or online, or the organisation for which the student is undertaking a project. For clarity, organisation includes companies, partnerships, sole traders, government departments and other types of legal person or entity.
Staff Member	means an employee of the University.
Student	means any person enrolled in a personal course of study at the University or a person who is studying at the University under an exchange agreement with another institution and includes a resident in a Hall of Residence.
Work-integrated learning (WIL)	means an educational approach that focuses on the integration of a student's theoretical knowledge and work-focused experience.

Related Documents and Information

7. Related Documents

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021
Education and Training Act 2020
Health and Safety at Work Act 2015
Victoria University of Wellington Act 1961

Assessment Handbook
Conflicts of Interest Statute
Delegation Statute
Health, Safety and Wellbeing Statute
Human Ethics Policy
Off-Campus Activities Policy
Procedures for Managing Conflicts of Interest
Programme and Course Design Handbook
Student Conduct Statute
Te Tiriti of Waitangi Statute
Work-integrated Learning Regulation

Equity, Diversity and Inclusion Framework
Good practice guide
Human Ethics guidelines
WIL General Terms

8. Document Management and Control

Essential Record

Approver	Tumu Maruānuku – Deputy Vice-Chancellor (Academic)
Approval Date	
Effective Date	
Next Review Date	
Policy Sponsor	Tumu Maruānuku – Deputy Vice-Chancellor (Academic)
Policy Owner	Senior Advisor, Work-Integrated Leaning and Development Principal Adviser, Learning and Teaching

Modification History

Date	Approval Agency	Details

Work-Integrated Learning Procedure

1. Purpose

The purpose of this Procedure is to set out the requirements for work-integrated learning (WIL) arrangements at Te Herenga Waka – Victoria University of Wellington (the University).

2. Application of Procedure

This Procedure applies to Staff Members and Students. It also applies to curricular internships, placements, practicums, consultancy projects, industry projects, and comparable arrangements. Other tripartite arrangements (such as summer research scholarships) that do not meet the formal definition of work-integrated learning may also be dealt with by this Procedure.

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Procedure Content

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(d) The Agreement must be signed by a University representative with the appropriate delegated authority (refer to Delegation Statute), the student involved in the WIL arrangement, and the partner organisation contact, except where (e) applies.

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iv. There are no contributions towards the cost of the arrangement from the University, partner organisation or third party.

In these cases, the general terms of the Agreement still apply, but an agreement letter between the University and the external provider detailing the WIL arrangement and referencing the general terms, along with notification to students within course information, will suffice.

Note: The University provides an agreement automation tool that utilizes the approved template, incorporates digital signing, securely stores the signed agreements, and updates the WIL register (see 3.4). The Work-integrated learning good practice guide contains guidance information for staff.

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Approval Date	
Effective Date	
Next Review Date	
Policy Sponsor	Tumu Maruānuku – Deputy Vice-Chancellor (Academic)
Policy Owner	Senior Advisor, Work-Integrated Leaning and Development Principal Adviser, Learning and Teaching

Modification History

Date	Approval Agency	Details

7. RESOLUTION CONCERNING EXCLUSION OF NON-MEMBERS

To resolve: That the public be excluded from the following parts of the proceedings of this meeting.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered	**Reason for passing this resolution in relation to each matter** The public conduct of each item below would be likely to result in the disclosure of information for which good reason for withholding would exist under the sections of the OIA identified below.	**Ground(s) under section 48(1) for the passing of this resolution**
Agenda item 14	Honorary degrees	s9(2)(a) LGOIMA s48(1)(a)(ii)

This resolution is made in reliance on section 48(1)(a) of the Local Government Information and Meetings Act 1987 and the particular interest or interests protected by section 6 or section 7 or section 9 of the Official Information Act 1982, as the case may require, which would be prejudiced by holding of the whole or the relevant part of the proceedings of the meeting in public are set out above

ACADEMIC BOARD
TE TAUMATA

Minutes of the meeting of the Academic Board held on Tuesday, 5 November 2024 at 1.00pm in the Hunter Council Chamber

The meeting was opened with a karakia and everyone was welcomed.

The meeting was held face-to-face and was convened by the Vice-Chancellor Nic Smith.

PART A

62.24 Apologies, acknowledgements and welcomes

Apologies were taken as read (see appendix 1).

The Convenor advised there were no new members to welcome.

63.24 Part B of the agenda – items brought forward

No items were brought forward to Part A from Part B.

64.24 Vice-Chancellor Oral Report

The Vice-Chancellor's oral report was noted.

Universities are now required to have speech and academic freedom guidelines in place. With keeping a focus on academic freedom and freedom of expression it was requested that everyone engage in topics they feel are important and to discuss in the context of the university. Members of the Academic Board were invited to attend the panel discussion taking place on 20 November 2024.

Indications are that the budget for this year has been managed well under significant pressures. Budgets are currently being set for 2025.

Focus is on enrolments for 2025 and retention. Enrolments look positive, and domestic/international enrolments are significantly up.

An invitation was extended to attend the Living Pa opening. Today is practical completion, which is an important milestone in handing over the infrastructure, and the building will open on 6 December.

65.24 Written Report AB24/75

The November 2024 report was received from the Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Māori and Engagement), Deputy Vice-Chancellor (Research), and Deputy Vice-Chancellor, Students**.**

Deputy Vice-Chancellor, Academic Report

Professor Robyn Longhurst spoke to her report.

It was noted that Title 5: Work Integrated Learning should read *Academic Promotions Process Review*.

Nine proposals for 2024 Round 3 have approved by CUAP. Graduating Year Reviews (GYRs) were also approved by CUAP and received positive feedback.

The online survey for the Academic Promotions Process Review received a strong response, and feedback will be addressed shortly. It was noted that many of the respondents think there are too many bars.

A webpage is being prepared to provide an update on the review and will sit on the HR site. The decision-making panel will meet on 15 November 2024 and will then be in the position to advise on improvements to the process.

A request was made that CAD's work on designing and redeveloping the First Year trimester courses for 2025 to be added to the First Year Retention Project. Committed tutors have been attending meetings and at times undertaking extra work on a voluntary basis. Robyn advised she was heartened that students are engaged enough to want to be involved and acknowledged that rewarding, reimbursing and recognising all students is an issue across the university. A further conversation is required to take place with CAD and faculties to come to an alignment.

The Mata project is moving forward and is expected to go live on 25 May 2025.

Te Hiwa decided on their top four projects at their recent away days: new finance model, promotions process review, teaching workload review, and curriculum mapping. Recently, information about curriculum mapping project was shared in the University News, but it was noted that it was challenging to find. Further communications will be shared with staff through the University News in a more prominent location. Curriculum mapping is essential for supporting student success and customisation, as well as being financially important. Discussions have also taken place with Te Hiwa regarding resourcing for the top four projects.

A further update on the curriculum enhancement work and a general announcement about the curriculum mapping will be advised soon.

It is hoped the agreement for the Tūwhitia programme (Accelerated Learner Success Fund) will be signed in the near future. This programme is joining forces with Canterbury University in relation to student retention, and particularly utilising data to understand more about our students. It was noted that retention is significantly better than the previous year.

Deputy Vice-Chancellor, Research Report

Professor Margaret Hyland spoke to her report taking it as read.

Deputy Vice-Chancellor, Students Report

The report was taken as read. It was noted that Logan is on leave.

There have been ups and downs in the enrolment process but signs at this stage are positive.

Deputy Vice-Chancellor, Māori and Engagement Report

The report was taken as read.

The courses part of the SQC project is moving forward and will be aligned with Mata. A business case is being written and the project and has been split into separate areas to better align with the interdependencies of the other systems.

The Karakia for the opening of Living Pa will start at 4.30am and there are over one thousand people expected to attend.

66.24 CUAP Deletions: Notifications out of round AB24/76

The following deletions were endorsed by APC for submission to the Academic Board.

- Bachelor of Tourism Management (APC24/76) - carried
- Master of Innovation and Commercialisation (APC24/77) – carried.

67.24 Draft Academic Freedom and Freedom of Expression Policy AB24/77

A discussion took place on the Academic Freedom and Freedom of Expression policy and its importance from an institutional critic and conscience position.

There has been significant work on the policy covering three complex and interrelated concepts on academic freedom. The policy's intention is to give clear guidance on the university's position, while also trying to be clear in relation to balancing freedoms with responsibilities.

Points raised were:

- Whether we see the difference between freedom of expression and academic freedom and misinformation.
- Should this be a policy, statement or guidelines or even a statute as distinct from a policy. (The working group decided it should be a policy as a guide).
- Firmly defined terms are required where critical thinking turns into conspiracy theories so there is criteria to go by.
- As an academic, are there limits to what we are allowed to say. People's critical work can be problematic so it would be helpful if there were some ways of helping to define complex issues and the limits and boundaries between them.
- Do we see the difference between academic freedom and misinformation, and is there criteria re critical thinking, limits, definition of misinterpretations and boundaries, and how is hate speech recognised.

- Need to balance neutrality with freedom of expression, and look at our stance on being politically neutrality.
- One of the reasons to justify not having a position on every issue or having neutrality is to ensure that academics and staff don't feel their ability to have freedom of expression is constrained. This is a balancing act that we have to manage.
- Missing from clauses 3.1 and 3.3 is our role as an educational institution and how that translates into that space. We exist to help people learn how to enact themselves through their freedom of expression in ways that are effective and evidence-based, and achieve goals, which means getting it wrong and being in an environment where people are able to test things, and be supported in doing so, so wording is needed that acknowledges our place.
- It was felt that tying in legal definitions is not appropriate.
- Silence isn't seen as neutral, and does this impact on international exchange relations ie when teaching courses overseas and with any of our international exchange relations.
- Queried whether first sentence of the policy stating giving right of freedom of expression to everyone including visitors to the university is appropriate, and section 5 doesn't explicitly define 'visitors' as not necessarily working for or studying at the university.

(Margaret advised we have tried to articulate in a practical way in section 6 where we talk about university events, activities, and hosting of speakers amongst others, but noted this is a challenging area).

- Lack of economic and time resources gets in the way of freedom of expression.
- Consider the university opening a neutral platform like Twitter.
- Parameters of academic freedom ultimately expressed in statute in Section 267.
- Test cases to figure out what we are or aren't allowed to do.
- Recognise this is not black and white and focus on what is safe on students and staff.
- Would like to see more explanatory notes to understand the policy better.
- Run this and some of the other policies past a small group of academics who are experts in policy to review.
- Would prefer if the policy comes back through board/s more often so it can be reviewed more regularly.
- Re clause 4.3 in relation to public engagement, look at collectively protecting the university's capacity, noting reference already in place in the trolling guidelines.
- Remind people where to find the policies, and include in the University News.

Margaret was thanked for the work she and the group are doing. Ideas will be further discussed at the panel discussion on 20 November 2024.

68.24 Treaty Principles Bill AB24/78

Rawinia Higgins discussed the upcoming Treaty Principles Bill due to be introduced into the House on 18 November 2024 with the first reading on 21 November. She encouraged people to attend the hikoi taking place on 19 November to show that public engagement is important by working together.

69.24 Work Programmes AB24/79

A discussion took place in relation to the topic *Speaking Truth to Power* by Professor Rebecca Priestley, School of Science in Society. This is the second of five presentations over the next six

months. Rebecca discussed inspiring us to speak the truth and being openly political and align with students/young people.

Discussion included:

- This resonates with people going on the hikoi on 19 November, with the focus on public communication.
- Code of professional responsibility fosters students to become more involved in important issues for society wellbeing.
- Public engagement is important as it passes under the radar of communications. Work collaboratively to get knowledge out there. As an institution, provide solidarity to encourage people.
- Robyn is looking at the promotions process as a good mechanism for thinking about how this work is valued and the issue of the curriculum mapping. One of two things in scope is looking at where we are teaching Maturanga Māori and the quality of that delivery, and also sustainability, and encourage a broad institutional discussion about what we value enough to embed into our curriculum.
- Conversations to continue in relation to budget, and make commitment important.

Part C of the agenda

It was resolved that non-members be excluded from this meeting for consideration of agenda items 14, 15, and 16 in accordance with s9(2)(a), s9(2)(b)(ii) and s9(2)(i) of the Official Information Act.

The Resolution concerning exclusion of non-members was not required given there were no items for Part C.

PART B OF THE AGENDA

The following items, not having been brought forward, were confirmed.

70.24 Minutes of the last meeting

The minutes of the Academic Board meeting held 24 September 2024 (Numbers 61.24) were confirmed. AB24/80

Note: Part C of meetings are excluded for reasons of confidentiality where applicable.

71.24 Report of the Academic Programmes Committee

The Academic Programmes Committee report was noted. AB24/81

The following following non-CUAP proposals were approved by the Academic Board:

- Amend the SCIS minor (APC24-73)
- Recode 3 courses and amend requirements (APC24-74)
- Amend the MNursPrac Programme (APC24-75)
- Make Special Topic RELI 310 permanent as RELI 312 (APC24-82).

The remaining items in the report were discussed/approved by the Academic Programmes Committee at its 15 October 2024 meeting.

72.24 General Business

There was no general business.

PART C MEMBERS ONLY

The minutes of 24 September 2024 were confirmed/approved. AB24/82

Attendance: 50 members attended; 10 non-members attended; 28 apologies were received (refer to Appendix 1 for detailed record).

The meeting closed: 3.10 pm.

The next meeting will be held on 25 February 2025.

APPENDIX 1

Attendance 5 November 2024

Members

Professor Alejandro Frery
Professor Anne Goulding
Professor Annemarie Jutel
Professor Averill Coxhead
Professor Brigitte Bonisch-Brednich
Professor Bryony James
Professor Carmen Dalli
Dr Caz Hales
Christine McCarthy
Professor Dean Knight
Associate Professor Diana Burton
Dr Eli Elinoff
Ema Maria Bargh
Professor Geoff McLay
Professor Graeme Austin
Dr Helen Rook
Professor James Renwick
Associate Professor Janet Pitman
Professor Joanna Kidman
Professor Joanne Crawford
Dr John Haywood
Professor John Randal
Dr Linda Hogg
Luke Chu
Marcail Parkinson
Assoc Professor Meegan Hall
Professor Margaret Hyland
Dr Monica Handler
Dr Nicola Gilmour
Professor Nicole Moreham
Dr Nigel Isaacs
Dr Noelle Donnelly
Professor Paul Teesdale-Spittle
Professor Rawinia Higgins
Professor Rebecca Priestley
Professor Rewi Newnham
Professor Richard Arnold
Associate Professor Robin Fulton
Professor Robyn Longhurst
Professor Sally Hill
Professor Sarah Leggott
Associate Professor Sasha Calhoun
Associate Professor Spencer Lilley
Stella McIntosh
Professor Stephen Marshall
Assoc Professor Sue Cherrington
Dr Tim Corballis
Professor Todd Bridgman
Trish Wilson

Non-members in attendance

Anita Brady
Carol Morris
Derek White
Dr Natalie Lindsay
Dr Stuart Marshall
Elena Louverdis
Joseph Habgood
Reece Moors
Varsha Narasimhan
Yang Liu

Apologies

Ben Egerton
Bev Lawton
Catherine Iorns Magallanes
Cathy Powley
Claire Freeman
Colin Wilson
Daniel Brown
Gary Evans
Jim McAloon
Kate Hunter
Kathy Holloway
Kirsty McClure
Marco Sonzogni
Margaret Hyland
Mark Wilson
Mengjie Zhang
Michael Winikoff
Nancy Bertler
Neil Dodgson
Nicholas Golledge
Nikki Hessell
Richard Arnold
Robyn Phipps
Sally Jane Norman
Siah Hwee Ang
Susan Ballard
Vanessa Green
Winnie Laban

VICTORIA UNIVERSITY OF WELLINGTON

ACADEMIC BOARD

Date	**25 February 2025**
Proposer	**Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic)**
DOCUMENT RECORD	
Reference	**AB24-17**
Title	**Reports of the Academic Programmes Committee for 19 November 2024**
Author (memorandum)	**Carol Morris, Secretary Academic Governance**

It is requested that the Academic Board:

Approve:	The eight non-CUAP proposals; and
Note:	the other items discussed and/or approved by the Academic Programmes Committee at its 19 November 2024 meeting.

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

Memorandum

To	**Academic Board**
From	**Carol Morris, Secretary Academic Governance**
Date	**19 November 2024**
Subject	**Report of the Academic Programmes Committee (APC)**

This section of the report covers the 19 November 2024 meeting of the Academic Programmes Committee.

A. Programme amendments (CUAP approval required)

No proposals for CUAP approval.

B. New programme (CUAP approval required)

No proposals for CUAP approval.

C. Programme amendments for Academic Board approval (non-CUAP)

The following programme amendments were endorsed by the Academic Programmes Committee:

Faculty	Faculty Reference Number	Proposal Title	APC Reference
WSBG	WSBG/12 VUW/24–PGCertPA/1, PGDipPA/1	Deletion of references to PGCertPA with an endorsement in Chartered Accounting	APC24-93
WSBG	WSBG/13 VUW/ 24–BCom/5	Amend the 300-level requirements in the Public Policy major	APC24-94
FOS	PGDipClinRes/1	PGDipClinRes internship	APC24-95
FOS	BPsyc/6	Amend the BSMH major	APC24-96
FOS	BSc/11, BEnvSoc/5	Amend the ESCI and CLIM majors	APC24-97
FOH	FOH/24/5 - MPAH/1	Amend the Course Codes in the MPAH and BHlth Programmes	APC24-98
FHSS	BPM/1	Amend regulations for the Bachelor of Popular Music	APC24-99
FHSS	BMus/1	Amend requirements for the DMAP major/minor	APC24-100

D. Course amendments (Academic Programmes Committee approval required)

The following course amendments were endorsed by the Academic Programmes Committee:

Faculty	Faculty Reference Number	Proposal Title	APC Reference
FOS	BSc/14, BBmedSc/1	Amend BMSC 354 prerequsisites	APC24-101
FOS	MIndS/1, BSc(Hons)/3, MConBio/1, MMarCon/1	Amend BIOL	APC24-102
FOS	PSYC 213	Update prerequisites for PSYC 213	APC24-103
FHSS	BA/24	Make Special Topics permanent as Dionysos- Wine, Sex, Madness, Death, and Drama	APC24-104
FHSS	BAHons/3, MPols/1, MPPE/1	Make POLS 402 permanent as POLS 406 Collisions and Coexistence	APC24-105
FENG	BE(Hons) VI00T5	Closure of ECS specialisations	APC24-106
FENG	BSc VI0003	Closure of CGRG major	APC24-107

E. Special Topics

To note the following special topics:

Faculty	Faculty Reference No.	Proposal Title	APC Reference
WSBG	080301 Bus Mgmt / P 30 300-level MGMT points / X MGMT 317	Leading Innovation	APC24-108
WSBG	MARK 319 (2025, T1)	Marketing for Sustainable Development Goals	APC24-109
FOH	PAAH501, PAAH502	PAAH 520 Physical Activity Sector Placement	APC24-110
FADI	MDDN 383 (2025, T1)	MDDN 383 Immersive Media Experiences	APC24-111
ENG	ESCI 404 (2025, T1)	Online engagement practice for Earth and Environmental Science	APC24-112

D. Other matters (for noting)

There were no other papers on the agenda for approval.

VICTORIA UNIVERSITY OF WELLINGTON

ACADEMIC BOARD

Date	**25 February 2025**
Proposer	**Professor Robyn Longhurst, Deputy Vice-Chancellor (Academic)**
DOCUMENT RECORD	
Reference	**AB25-17**
Title	**Reports of the Academic Programmes Committee for 11 February 2025**
Author (memorandum)	**Carol Morris, Secretary Academic Governance**

It is requested that the Academic Board:

Approve: The two CUAP New Programme proposals;
and the three non-CUAP proposals; and

Note: the other items discussed and/or approved by the Academic Programmes Committee at its 11 February 20265 meeting.

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

Memorandum

To	**Academic Board**
From	**Carol Morris, Secretary Academic Governance**
Date	**11 February 2025**
Subject	**Report of the Academic Programmes Committee (APC)**

This section of the report covers the 11 February 2025 meeting of the Academic Programmes Committee.

A. Programme amendments (CUAP approval required)

No programme amendment proposals for CUAP approval.

B. New programme (CUAP approval required)

Proposals for CUAP new programmes approval.

Faculty	Faculty Reference Number	Proposal Title	APC Reference
ENG	BEHons/1	Proposal to create a Mechatronics (MECA) major in the Bachelor of Engineering with Honours (BE(Hons)).	APC25-01
FADI	FADI 24/7 - BConst/1	Proposal for a new undergraduate degree, the Bachelor of Construction (BConst), and new Graduate Certificate (GCertCAT) and Diploma (GDipCAT) in Construction and Architectural Technology.	APC25-02

C. Course amendments

The following programme amendments were endorsed by the Academic Programmes Committee:

Faculty	Faculty Reference Number	Proposal Title	APC Reference
ENG		Amendment to restrictions for AIML 320	APC25-03
ENG		Update the requisites on AIML 232	APC25-04
ENG		Amendment to prerequisite for MATH 324	APC25-05
FHSS	MC/1	Amend the prerequisites for COMS 589	APC25-06

D. Programme amendments for Academic Board approval (non-CUAP)

The following programme amendments were endorsed by the Academic Programmes Committee.

Faculty	Faculty Reference Number	Proposal Title	APC Reference
EDUC	BA/25, BPsych/4	Amend the Educational Psychology (EDPS) major	APC25-07
FoH	MNS/1	Amend the MNS (Master of Nursing Science) Programme	APC25-08
FHSS	BMus/2, BA/2, BPM/1	Introduction and deletion of courses and amendment of various NZSM majors and minors	APC25-09

E. Special Topics

The following Special Topic was noted by the Academic Programmes Committee.:

Faculty	Faculty Reference Number	Proposal Title	APC Reference
	LCCM310 (2025, T1)	Writing Ecologies	APC25-10

MEMORANDUM

To	Academic Board
From	Robert Stratford, Manager Quality and Policy
Date	25 February 2025
Subject	Quality Assurance Outputs – Summary and Schedule

Executive Summary

This memorandum provides Academic Board with an update on the Quality Assurance Outputs (Academic Programme Reviews and Graduating Year Reviews) completed in 2024, as well as those scheduled for 2025 and beyond (2026-2027).

It is requested that the Academic Board:

Note the Quality Assurance Outputs for 2024, 2025 and beyond (2026-2027).

Academic Programme Reviews (APRs)

APRs are undertaken by the University for each programme approximately every seven years as a commitment to academic quality assurance. The Quality and Policy team have been working through the backlog of APRs created during the Covid-19 2020 pause of these reviews, and this seven-year approximation has been reframed to be between seven and 10 years. There are, therefore, several reviews that have been deferred to 2026 to create an achievable 2025 schedule.

'Option 2' refers to the combination of the existing Faculty of Health, Faculty of Education, and School of Psychology.

'Option 4' refers to the combination of the existing Faculty of Science and the Faculty of Engineering.

In 2024, five APRs were completed:

• Religious Studies	FHSS
• Art History	FHSS
• Philosophy	FHSS
• English Literature and Creative Communication	FHSS
• Biomedical Sciences, Cell and Molecular Biology, Biotechnology and Molecular Microbiology	Option 4

Across these five APRs, the Quality and Policy Team have continued to streamline the review process.

In 2025, six reviews are scheduled to take place:

• Architecture	(March)	FADI
• Building Science	(April)	FADI
• Science in Society	(May)	Option 4
• Physics	(June)	Option 4
• Intercultural Communication and Applied Translation	(August)	FHSS
• Criminology	(October)	FHSS

Following 2025, there are several reviews that have been deferred that will be managed as resources allow in the coming years. Potential reviews to be considered for 2026 and 2027 are set out below. Some of these reviews may need to be undertaken in future years. These upcoming reviews for 2026 and 2027 (being subject to deferrals) are:

Faculty of Humanities and Social Sciences (FHSS)

- Creative Writing
- Music
- Va'aomanū Pasifika – Pacific Studies and Sāmoan Studies
- History
- Classics
- Theatre
- Linguistics and Applied Language Studies
- Museum and Heritage Studies

Option 2

- Education/Education Psychology
- Initial Teacher Education
- Midwifery
- Psychology

Option 4

- Clinical Research
- Chemistry and Drug Development
- Environmental Science/Earth Science
- Geography, Environmental Studies and Development Studies
- Ecology, Biodiversity and Marine Biology
- Mathematics and Statistics

Faculty of Architecture and Design Innovation (FADI)

- Landscape Architecture
- Interior Architecture

Wellington School of Business and Government (WSBG)

- Information Management
- Accounting and Commercial Law

Faculty of Law (FoL)

- Law

Implementation Plan

After an APR report has been completed and returned to the programme, an implementation plan is required by the programme to respond to the recommendations from the Panel. Each of the five reviews from 2024, will be expected to provide an implementation plan upon receiving their report. Religious Studies are currently working on their plan, the other four will be completed by the end of the year.

• Religious Studies	FHSS
• Art History	FHSS
• Philosophy	FHSS
• English Literature and Creative Communication	FHSS
• Biomedical Sciences, Cell and Molecular Biology, Biotechnology, and Molecular Microbiology	Option 4

Graduating Year Reviews (GYRs)

GYRs must be completed soon after the first cohort of students have graduated from a recently approved qualification or major.

The GYR is intended to ensure that the programme *is* meeting an acceptable standard of delivery. The preparation of the GYR is also used to stimulate discussion and internal self-reflection on whether the newly introduced qualification *has* accomplished what was intended when *it was* initially proposed. Peer-review by other universities across Aotearoa

New Zealand provides Te Herenga Waka–Victoria University of Wellington with useful feedback, and *likewise* our peer-review of other GYRs provides perspectives on the progress and status of other qualifications and majors across the country.

In 2024, nine GYRs were completed. An outcome of the process was that each of these nine qualifications and majors will continue to be offered at Te Herenga Waka–Victoria University of Wellington. The relatively high number of GYRs that we will be required to submit to the Committee on University Academic Programmes (CUAP) in 2025 reflects the previous deferral of some GYRs linked to both Covid-19 and the financial sustainability processes of 2023.

CUAP have provided universities with a new data template which will be implemented from this GYR round onwards.

In 2025, there are 18 GYRs to be submitted to CUAP:

Faculty of Humanities and Social Sciences (FHSS)

- (05) VUW/17/R2 – Bachelor of Music (Bmus – Instrumental/Vocal Composition and Sonic Arts & Music Technology)
- (02) VUW/19/R1 - MIndS/1, PGDipIndS/1, PGCertIndS/1, MA/1 – Indigenous Studies
- (01) VUW/19/R2 - DipUni(PASP)/1 – University Studies (Pasifika Pathways)

Option 2

- (13) VUW/20/R1 - MEd/2 – Master of Education
- (03) VUW/20/R1 - MHlthPsyc/1 PGCertHlthPsyc/1 – Master of Health Psychology
  (03) VUW/20/R1 - MHlthPsyc/1 MHlthPsyc/1
  (03) VUW/20/R1 - MHlthPsyc/1 PGDipHlthPsyc/1
- (04) VUW/20/R1 - PGDipHlthPsycPrac/1 PGDipHlthPsycPrac/1
- (02) VUW/20/R1 - MNursPrac/1 – Master of Nursing Practice

Option 4

- (05) VUW/18/R1 – Master of Environmental Science/Master of Science/Postgraduate Diploma in Sience/Postgraduate Certificate in Science (MEnSc/1, MSc/1, PGDipSc/1, PGCertSc/1).
- (08) VUW/18/R1 – Bachelor of Science (BSc – Renewable Energy Systems)
- (09) VUW/18/R1 – Bachelor of Arts/Bachelor of Commerce/Bachelor of Science (Data Science)
- (08) VUW/20/R1 - MAI/1 - MAI/1 – Master of Artificial Intelligence
  (08) VUW/20/R1 - MAI/1 - MSc/5
  (08) VUW/20/R1 - MAI/1 - BSc(Hons)/15
  (08) VUW/20/R1 - MAI/1- PGCertSc/4
  (08) VUW/20/R1 - MAI/1- PGDipSc/5
- (05) VUW/20/R1 - MDataSc/1 - MDataSc/1 – Master of Data Science
  (05) VUW/20/R1 - MDataSc/1 - MSc/4

(05) VUW/20/R1 - MDataSc/1- BSc(Hons)/14
(05) VUW/20/R1 - MDataSc/1 - PGCertSc/3
(05) VUW/20/R1 - MDataSc/1 - PGDipSc/3

- (07) VUW/18 - BE(Hons)/1 – Bachelor of Engineering with Honours

Faculty of Architecture and Design Innovation (FADI)

- (06) VUW/18/R2 - Bachelor of Design Innovation / Graduate Diploma in Design Innovation (Fashion Design)
- (03) VUW/17 – BDI, GDipDI – Communication Design and Interaction Design

Wellington School of Business and Government (WSBG)

- (06) VUW/20/R1 - MBus(Prof) - MBus(Prof) – Master of Business (Professional)
  (06) VUW/20/R1 - MBus(Prof) - PGDipBus(Prof)
  (06) VUW/20/R1 - MBus(Prof) – PGCertBus(Prof)
- (07) VUW/20/R1 - MActSc/1 MActSc/1 – Master of Actuarial Science
  (07) VUW/20/R1 - MActSc/1 PGDipActSc/1
  (07) VUW/20/R1 - MActSc/1 PGCertActSc/1
- (04) VUW/19/R1 - MBA/1, EMBA/1, PGCertBusAdmin/1
- (10) VUW/18/R1 - New undergraduate major in Tourism Management

The Academic Office are happy to assist school and faculties as they undertake this important final stage in the nationwide approval process of new qualifications and majors.

MEMORANDUM

To	Academic Board
From	Bryony James
Authors	Professor Dave Harper, Dean , Faculty Option 2 Professor Nicky Nelson, Dean, Faculty Option 4
Date	25 February 2025
Subject	New faculty names

Executive Summary

Two new Faculties have been formed, and launched in January 2025. These Faculties, reflecting the consultation document, have been using the names Faculty Option 4 (combining the Faculties of Science and Engineering) and Faculty Option 2 (combining the Faculties of Education and Health, and the School of Psychology.

Each new Faculty has run a staff consultation to generate the new names. The English names were generated by an iterative consultation process where staff in the Faculties made suggestions and these were then refined and narrowed down to the final alternative in each case. A choice of te reo Māori names were developed by Professor Rawinia Higgins and Associate Professor Meegan Hall based on the conceptual underpinnings of the new Faculties and gifted to the Faculties for their final selection.

Details of the naming process for each Faculty are included in the appendices with this memo. These names will be submitted to Council for approval at the meeting of 31 March 2025.

The names selected are:

- Te Wāhanga a Manaia - Faculty of Science and Engineering
- Te Pukenga Wai - Faculty of Education, Health, and Psychological Sciences

It is requested that the Academic Board:

Receive: the proposed names of the Faculties

APPENDIX A - NAMING CHANGES FOR FACULTY OPTION 2

For noting at Academic Board and proposed to the University Council.

Proposed name: *Te Pukenga Wai - Faculty of Education, Health, and Psychological Sciences*

Background

The Option Two outcome from the faculty re-alignment process in October 2024 brought together: the Faculty of Education, the Faculty of Health, and the School of Psychology (from the Faculty of Science). The schools in the new Faculty are: Te Puna Akopai - School of Education, Te Kura Tātai Hauora - the School of Health, Te Kura Tapuhi Hauora - the School of Nursing, Midwifery, and Health Practice, and Te Kura Mātai Hinengaro - the School of Psychology. The faculty also includes three faculty-level centres: Te Tātai Hauora o Hine—National Centre for Women's Health Research Aotearoa, Te Hikuwai Rangahau Hauora—Health Services Research Centre, and Te Hau Kori—Centre for Physical Activity and Wellbeing.

This extensive realignment raised questions about both the identity of the new faculty as a whole as well as the constituent schools and centres within it. One outcome from those discussions informed the current proposal for the name for the new faculty itself, as well as proposed adjustments to the names of two schools within the faculty.

Summary

This paper presents the processes and justification for:

I. The te reo Māori name gifted to the new Faculty by the DVC (Māori) – **Te Pukenga Wai**

II. A proposed English name for the new **Faculty of Education, Health, and Psychological Sciences** – *requires Council approval*

III. A proposed English name change for one of the schools impacted by the realignment the School of Psychology to become the **School of Psychological Sciences** – *requires Council approval*

IV. A change to the te reo Māori name for one of the schools impacted by the realignment. The te reo Māori name of the School of Education to change from Te Puna Akopai to **Te Whānau o Ako Pai** - approved by the DVC (Māori).

Faculty Naming Processes and Outcomes

A (i) - *Te Reo Māori name*

An initial wānanga for all staff in the faculty in December 2024 to gather ideas and input to the future te reo Māori name of the Faculty. Rawinia Higgins - DVC Māori and Meegan Hall - Assistant Vice-Chancellor (Mātauranga Māori) gifted us a choice of three potential names for the Faulty. In consultation with our Māori staff at a wānanga on 10 February and discussion with the faculty management team the option selected was - ***Te Pukenga Wai***.

'The word 'pukenga' means 'pools, flood waters' as well as 'rising, swelling, welling up'. The word 'wai' means 'water' and can refer to a river, stream or creek. Together, they literally refer to 'rising waters', however, in the context of being a possible name for the new Faculty, they have a deeper meaning that comes from the whakataukī: He pukenga wai, he nohonga tāngata, he putanga kōrero — Where waters meet, people gather, and knowledge flows. This saying recounts how Māori people used arawai (waterways) to travel, be together, and share information and oral tradition. Thus, the shorter phrase 'pukenga wai' can be understood as an abbreviation of the longer saying.

As a name, Te Pukenga Wai resonates strongly with the ideas raised by the staff around connection to the environment and the waka narrative of Te Herenga Waka. It also relates to the ideas of interconnectedness, people working together and the production of knowledge. The inclusion of water in the name links to the idea of reflection, and the notion of rising or swelling up links to the ideas of enhancing potential, empowerment, and flourishing. The proposed name also comes with a 'built in' whakataukī that can be applied in many other Faculty contexts and functions.

A (ii) - *English name*

A multi-step consultation process was engaged in between November 2024 and the start of February

2025. The first step invited staff and post-grad. students of the New Faculty Option 2 to contribute to a list of ideas for names. The resulting list of names were then clustered into thematic categories that emerged:

- Option 1 - Faculty names that includes variations on each constituent grouping (e.g. Faculty of Education, Health and Psychological Sciences; Faculty of Psychology, Education, and Health).
- Option 2 - Faculty names referencing 'behaviour' (e.g. Faculty of Educational, Health, and Behavioural Studies; Faculty of Behavioural Sciences).
- Option 3 - Faculty names referencing 'human' wellbeing, growth, and/or development (e.g. Faculty of Human Potential and Wellbeing; Faculty of Health and Human Development).
- Option 4 - Faculty names referencing a process (e.g. Faculty of Wellbeing, Learning, and Development; Faculty of Health and Educational Practice.

The second phase of consultation invited staff and post-graduate students to firstly rank the clusters in terms of preference and then select the top three names within each cluster. From this exercise, it emerged that the most preferred cluster was the one that included variations on a list of names of the constituent schools (Option 1) above.

Within that cluster, the most preferred name option was – *Faculty of Education, Health, and Psychology*. After this top choice, there was arguably a clumping of around six names involving variations of the order of 'education', 'health', and 'psychology' and inclusion (or not) of the word 'Sciences'. Two names within this group were very minor variations of the same name, specifically: *Faculty of Education, Health, and Psychological Sciences* vs. *Faculty of Education, Health and Psychological Sciences*.

The second survey enabled people to provide open text comments and enabled a 'single transferable vote' analysis (i.e. an analysis which enabled people's second or third preferences to be included if their first choice was in the least preferred option(s)). This analysis did not alter the overall outcome in terms of the most preferred name(s). Although there was some wide variation in opinions expressed via open text comments (e.g. the listed names were seen as not aspirational enough, concerns over the inclusion or exclusion of specific words, and the need to maintain the identity), as a whole, there was not strong opposition or concerns expressed regarding the names that were identified as the most commonly preferred. Consistent with the experience for the naming of Faculty Option Four, was a common concern expressed regarding the importance of maintaining visibility of Schools in a future faculty name.

The faculty's leadership team reviewed the outcomes from the staff consultation and the three options of:

- *The Faculty of Education, Health, and Psychology*
- *The Faculty of Education, Health, and Psychological Sciences*
- *The Faculty of Education, Health and Psychological Sciences*

These options were then discussed at the faculty's first Faculty Board meeting on 4th February.

Having listened to much feedback and based on the balance of views, I am proposing to the University Council that the English name is the **Faculty of Education, Health, and Psychological Sciences.** I believe this simple name supports our visibility within and outside the University, and is best representative of staff opinion (recognising that there was diversity in staff opinion and no single name attracted 50% or more of the vote on its own). As with the University's other new faculty, a name on its own cannot by its very simple nature represent all the disciplines, programmes, centres, and School activities within the faculty. We will continue to promote and celebrate all our amazing people, diversity, and success whilst building impactful partnerships within the faculty, across the University, and our broader communities. Thank you to all those who have contributed constructively to the process.

School Re-Naming Processes and Outcomes

A (iii) - English name change for Te Kura Mātai Hinengaro - The School of Psychology

Summary

It is proposed to rename the School of Psychology at Te Herenga Waka – Victoria University of Wellington to the **School of Psychological Sciences**. The term "Psychological Sciences" is used to emphasize the scientific and empirical foundation of psychology as a hub scientific discipline. This designation highlights the systematic methods and rigorous approaches employed to study human behaviour, cognition, and emotions. The proposed name change aims to better reflect the breadth of research within the School and the discipline at large, align with international trends, and strengthen the School's position within the academic and professional community.

At the September 2024 School of Psychology staff meeting, a proposal was made to change the School name and a discussion ensued. It was agreed we would take a vote with the options listed below. Closing date was 11/10/24. The results were as follows:

31 votes – School of Psychological Sciences
6 votes – School of Psychological Science
3 votes – Status quo (School of Psychology)
1 vote – Te Reo name (no specific suggestion was made)

Thus, the name **School of Psychological Sciences** was supported by a large majority.

Rationale for the name change

1. Broader representation of the discipline

The term "Psychological Sciences" more accurately reflects the diverse subfields within psychology, including cognitive and behavioural neuroscience, forensic psychology, clinical psychology, applied psychology, and experimental psychology. This change acknowledges the evolving nature of the field and the increasing integration of psychology with other scientific disciplines. Indeed, scientometric analyses indicate that psychology is one of the seven hub sciences, alongside mathematics, physics, chemistry, earth sciences, medicine and the social sciences1.

2. Emphasis on scientific methodology

The term “Psychological Sciences” stresses the use of the scientific method, including hypothesis testing, observation, experimentation, and data analysis, to understand behaviour and mental processes. This approach distinguishes it from earlier philosophical and speculative traditions in psychology, ensuring that conclusions are based on empirical evidence rather than intuition or anecdotal observations.
This denomination differentiates a research-focused and empirically driven approach from more general or applied aspects of psychological intervention, such as counselling or psychotherapy. It underscores the integration of statistics, experimental design, and interdisciplinary collaboration with other sciences in studying psychological phenomena.

Further, the term “Psychological Sciences” reflects the multidisciplinary nature of modern psychology, which incorporates insights from fields such as biology, neuroscience, sociology, and computer science. This broader scope allows for a deeper investigation and understanding of complex behaviours and mental processes.
The revised name highlights the empirical, research-driven nature of the discipline, reinforcing the School's commitment to scientific inquiry, evidence-based practice, and methodological rigor. It also helps distinguish the School from non-scientific or alternative psychological approaches.

3. Alignment with international standards

Many leading universities worldwide, including institutions in Australia, the UK, and the US, have transitioned to the term "Psychological Sciences" to represent their research-intensive and interdisciplinary focus. This renaming would position the School in alignment with global best practices, enhancing its visibility and credibility internationally. Examples of this approach include world leading universities such as:

- Australian universities: Psychological Sciences at Monash University, University of Melbourne, Macquarie University, University of Tasmania, and University of Newcastle
- United Kingdom universities: Psychological Sciences at Birbeck – University of London, and City University
- United States universities: Psychological Sciences at Purdue University, Oregon State University, University of Northern Colorado, Rice University, and Kent State University

4. Enhancing appeal for students, researchers, and funding bodies

A more suitable and modern name for the School of Psychology could attract a wider range of students, particularly those interested in interdisciplinary research areas such as artificial intelligence, neuroscience, and mental health sciences. It may also strengthen the School's ability to secure research funding and establish partnerships with government and industry stakeholders. This is particularly relevant when we consider the changes the Government of New Zealand is undertaking to create a more dynamic science, innovation and technology system.

5. Alignment with the new Faculty name

The proposed new name for the School of Psychology will be aligned with the new name proposed for the Faculty of Education, Health, and Psychological Sciences (provisional name, currently FO2).

A (iv) – Te reo Māori name change for Te Puna Akopai - The School of Education

Summary

It is proposed to rename the reo Māori name for the School of Education from Te Puna Akopai to **Te Whānau o Ako Pai.** The proposal to change the name, for the reasons outlined below, was raised initially within a School of Education staff hui on 22 January 2025. Initial discussion at this hui and informal follow-up conversations highlighted that Te Whānau o Ako Pai was felt by many staff to be central to our identity.

A hui was held on 11 February with the Head of School and Māori staff from within the School to discuss the proposal to change the name and to identify a suitable replacement name. The unanimous decision of Māori staff at this hui was that it was inappropriate to retain Te Puna Akopai and that the School's reo Māori name should be Te Whānau o Ako Pai.

Rationale for the name change

The proposal to rename the School is a direct result of the Faculty realignment. The previous Faculty of Education's reo Māori name – *Te h nau o A o Pai* – encompassed the School's name – *Te Puna A opai*. Te Whānau o Ako Pai means coming together as a family that is engaged in good teaching and learning, activities which are at the heart of our mission. Without the connection to Te Whānau o Ako Pai, Te Puna Akopai changes its essence and intent and therefore ceases to reflect the identity of our School.

Discussion at the 11 February hui with Māori staff traversed the whakapapa and identity of Te Whānau o Ako Pai, and the importance of retaining this in our new faculty environment. Te Whānau o Ako Pai was gifted to the previous-Wellington College of Education at the time that the College's marae – Ako Pai – was established more than four decades ago and has

been a core part of the identity of staff and students who have been associated with the College of Education and the Faculty of Education over the past 45 years. The essence of Te Whānau o Ako Pai reflects the values of the programmes and staff within the School of Education and the ways in which students are brought into the communities represented by these programmes. It is central to helping our students to build their professional and academic identities within the wider university and our education communities.

APPENDIX B - NAMING NEW FACULTY OPTION 4

For noting at Academic Board and proposed to the University Council.

Proposed Name: *Te Wāhanga a Manaia - Faculty of Science and Engineering*

The faculty re-alignment brings together Option 4: the Faculty of Engineering and the Faculty of Science, without Psychology. The schools in the new Faculty will be: Biological Sciences; Chemical and Physical Sciences; Engineering and Computer Science; Geography, Environment, and Earth Sciences; Mathematics and Statistics; and Science in Society.

Naming process and outcome

Māori name

Professor Rawinia Higgins DVC Māori gifted us a choice of two Māori names for the Faculty. In consultation with our Māori staff and based on consensus with the faculty leadership we selected one of the options - ***Te Wāhanga a Manaia***.

*Notes from Rawinia - **Manaia** - carved form that is half bird, half fish, drawing from the two realms of the atua Tāne (forest) and Tangaroa (sea). It is a kōwhaiwhai pattern with two spiral patterns which could depict the merging of two faculties. Often spirals in Māori art symbolise energy, life, longevity, infinity etc and so the symbolism has many possibilities for faculty to shape our narrative. In relationship to our marae, the manaia is a significant feature on our mātauranga Māori poutokomanawa, and features next to the lion on the University crest.*

English name

Staff and post-grad students of the New Faculty Option 4 contributed to a list of ideas for names. We* noted the importance of concerns expressed around visibility of Schools and within-school expertise that result from a name change or that could be mitigated by a name change. We developed a survey for staff and PG students to rank names. We discussed the results within the faculty leadership team and at Faculty Board.

The 'Faculty of Science and Engineering (FOSE)' was the most popular name that came up in ranking, but several other terms were also favoured in the many other possibilities suggested, for example, society, mathematics, technology, environment, and STEM. We acknowledged that we did not aspire to have a list of all things in our name, as this would inevitably miss important, valuable aspects of our team's work and we generally favoured brevity. The leadership group acknowledged that the words Science and Engineering do not represent all that we do. We discussed inserting the word 'Society' into the name to signal the faculty is a place where we also engage in research and teaching associated with society, and that this would then be inclusive of this aspect of our diverse work. However, we also acknowledged that that inclusion of this term then resulted in exclusion of others, and could cause confusion, including with the scope of other faculties.

Having listened to much feedback and based on the balance of views in my opinion, I am proposing to the University Council that the English name is the '**Faculty of Science and Engineering**'. I believe this simple name supports our visibility within and outside the University, but that it cannot by its very simple nature represent all the disciplines,

programmes, and School activities within the faculty. Therefore, I also commit to promoting and celebrating all our amazing people and ensuring their work is visible within and outside the new faculty, particularly within the current funding environment which has further marginalised some of our great contributions to society and our future. Thank you to all those who have contributed constructively to the process.

*'We' is used liberally throughout as a term collecting up the voices of groups of individuals but does not imply we were of one voice throughout this process, and certainly the 'we' in many cases is a mutually exclusive group when compared to the members relevant to another statement.

MEMORANDUM

To	Academic Board
From	Robyn Longhurst, DVCA
Date	25 February 2025
Subject	Academic Approval Process for New Programmes

Executive Summary

It was evident from consultation that began mid-2024 that the University does not need to go back to the drawing board on the academic approval process for new programmes but instead, make some minor changes that will lead to improvement.

Considering this, a set of principles informing the University's academic approval process for new programmes was developed to help set the foundation for our work in this area.

Based on these principles, it was suggested that there be four stages to the academic approval process for new programmes:

1) Initial Pitch;
2) Brief Concept Proposal;
3) Full Proposal and Business Case; and
4) CUAP Proposal.

Currently information on how to develop and or review proposals is contained in an array of different places and is sometimes confusing. The Academic Approvals Handbook will be updated, and an easy-to-follow guide will be created to reflect the revised process.

This revised process will be communicated to staff and will take effect from 1 July 2025.

It is requested that the Academic Board note:

a. Changes to the Academic Approval Process for new programmes following consultation that began in June 2024, to be implemented from 1 July 2025.

Background

One of Te Hiwa's projects in 2024 was to evaluate the University's current academic programme approval process. This project was led by Professor Robyn Longhurst, Deputy Vice-Chancellor, Academic.

In June 2024, an initial test user-group which included the Deans, Associate Deans, members of the Academic Programmes Committees, and members of the Teaching and Learning Committee were invited to provide feedback on the current process including:

- identifying aspects of the current process that are effective
- identifying areas for improvement
- offering specific feedback on concept proposals
- the role of PaMI/SaP (Strategy and Planning) in the process.

Feedback from this initial test user-group suggested *Things that work* are that "the current process is helpful for getting intent down on paper" but positive feedback on the process was limited. *Things that don't work* included that the process needs to be nimbler, it is not clear where Te Hiwa and PaMI/SaP fit into the process, and it is thorough but onerous. It was noted by several colleagues that *Concept Proposals* need to be better defined and refined. All the feedback focused on academic approval for *new* programmes and so this became the focus. Processes for making changes to existing programmes can be subsequently addressed.

Some suggestions that were made have already been acted upon, including designing a set of principles to guide the process and creating a role - Senior Adviser, Curriculum Development - that works closely with faculties. I am delighted to inform colleagues that Heather Day has been appointed and has begun work in this role.

An updated set of principles and processes for the academic approval of new programmes was then made available on 20 November in UniNews for wider consultation. Staff were encouraged to review and send feedback directly to the DVCA by 2 December 2024. Five submissions were received - two from individuals, one from a pair of individuals, two on behalf of a faculty, and one on behalf of a CSU. These were all helpful and largely supportive of the revisions being proposed.

Finally, in introducing and providing some context for these revisions to the academic approvals process, it is worth noting that the University Advisory Group's (UAG's) recommendations to government on challenges and opportunities for improving the university sector may result in some future changes to the Committee on University Academic Programmes (CUAP). It is unlikely however that these changes would be implemented in the immediate future. The revised process was drafted with this consideration in mind.

Principles guiding the academic programme approval process

The principles below are intended to inform our academic programme approval process for new programmes and help create a basis for our work in this area. These were revised to reflect feedback from the initial test-user group.

The academic programme approval process needs to function in a way that:

1. Assists our university to make the best decisions possible about curricula, i.e. it is not simply a bureaucratic process
2. Builds in rigorous academic scrutiny to ensure that any new programmes offer students a world-class university experience of the highest quality
3. Ensures decisions are informed by the highest quality strategic, planning and business intelligence to provide the University with confidence that our programmes can be supported from the outset and be financially sustainable going forward
4. Helps us to anticipate and carefully assess significant risks and benefits of proposals
5. Ensures roles and responsibilities of individuals, schools, faculties and CSUs in the development of new programmes are clear
6. Lines up the many moving parts and considers the ripple effects of different approvals to avoid unnecessary increases to workloads of academic and professional staff
7. Offers clear guidance and expectations around the timing of different parts of the process. The process needs to be agile, responsive and timely
8. Demonstrates trust in staff's disciplinary expertise and facilitates transdisciplinary collaboration
9. Enables us to develop curricula that are informed by Te Tiriti, future-orientated, research-led, and responsive to core and changing student and societal needs, especially in relation to employment
10. Enables us to develop curricula that support all students to acquire the overarching graduate attributes of a Te Herenga Waka qualification.

Updated academic approval process for new programmes

The feedback suggested that the University does not need to go back to the drawing board on academic approval for new programmes but instead making some minor changes will lead to improvement. This is reflected in the process below.

Step 1: Initial pitch

Purpose: To ensure alignment with the University's strategic vision and financial viability before significant effort is invested.

1. **Development**: **Dean** prepares a concise 1–2 page document [*template will be added to PEAC system*] with:
    - A brief justification for the proposal, outlining its value to the University.
    - A high-level description of the proposed programme or changes, following the template headings provided.
    - *Not required:* Detailed EFTS analysis or business case.
2. **Review**: **Provost and Deputy Vice-Chancellor (Academic) (DVC(A))**.
    - Consult relevant stakeholders as needed (e.g., Deans, Associate Deans, Academic Office) to align the proposal with ongoing initiatives.
    - The Provost and DVC(A) commit to a 1–2-week turnaround on decision.

Outcome: The Dean is advised to either proceed with a concept proposal or is informed that the proposal does not align strategically or is unlikely to be financially viable.

Step 2: Brief concept proposal

Purpose: To develop a high-level concept proposal while minimising unnecessary effort at an early stage.

1. **Development**: Proposer with Associate Dean (Academic) (AD(A)) creates a brief concept proposal [*template in PEAC system will be updated*], including:
    - High-level academic details of the programme.
    - An environmental scan.
    - Predicted programme EFTS (input from PaMI/SaP).
2. **Consultation**: Proposer meets with key stakeholders, such as:
    - Schools, faculties, DVC Māori Office, AVC Māori Office, International Office, Enrolments, Marketing, CAD, HR, Academic Office, Digital Solutions, Property Services, Finance, PaMI/SaP, Titoko, research unit staff.
        - If scheduling a single meeting is impractical, alternative methods (e.g., individual consultations) are acceptable, recorded in the concept proposal.
3. **Supporting documentation**:
    - Minutes from stakeholder consultations.
4. **Review**: **Te Hiwa** at regularly scheduled meeting.

Outcome: Proposer advised of Te Hiwa decision by the Provost/DVC(A). If approved, the proposer moves to the full proposal and business case stage.

Step 3: Full proposal and business case

Purpose: To rigorously evaluate and refine a proposal's academic quality, strategic alignment, and feasibility.

1. **Development**: **Proposer** with Associate Dean (Academic) prepares:
    - A **full academic proposal** [input if required from **Senior Adviser, Curriculum Development**]
    - A **business case** [input from **Faculty Business Partner**] [*template on Finance website*].
2. **Review**:
    - **Faculty board(s):** Full academic proposal is reviewed by relevant faculty board(s) and forwarded to Academic Office.
    - **Te Hiwa:** Full academic proposal *and* business case are reviewed by Te Hiwa at a regularly scheduled meeting.
        - Proposers (e.g., Dean, AD(A), or Programme Director) may be invited to answer questions during review.
    - **Academic Programmes Committee:** Full academic proposal reviewed and endorsed.
    - **Academic Board:** Full academic proposal reviewed and internally approved.

Outcome: Proposer advised by Academic Office. If approved by Academic Board, the proposal is submitted to CUAP for external approval.

Step 4: CUAP submission

Purpose: To receive CUAP approval, based on the proposal meeting nationally consistent quality standards. Te Hiwa would not need to review the full proposal and business case again once approved in Step 3 unless the Dean determines that after having been reviewed by the Academic Programmes Committee, and Academic Board, it is substantially different from what Te Hiwa initially saw (and this would likely be unusual).

1. Submission: Academic Office submits the full proposal to CUAP for external peer review and comment by other universities.

2. Review: Other universities review and provide feedback online, which must be responded to appropriately and resolved, or progress to a CUAP meeting for further discussion. For further details see CUAP Handbook.

Outcome: Academic Office advises AD(A) and others if the proposal is approved or declined.

Where to from here?

Currently information on how to develop and/or review proposals is contained in many different places including the University Calendar, Programme and Course Design Handbook, Assessment Handbook, Faculty Moderation Procedures, General Programme of Study Regulations, Information on CUAP, and importantly the Academic Approvals Handbook.

The **Academic Approvals Handbook** is an extensive 50+ page document containing 12 appendices. It addresses developing new programmes and changes to existing programmes and was last updated in 2020. The Academic Office will update the Handbook to align with the revised process for new programme proposals.

In addition, the Academic Office proposes the following:

1. Developing an easy-to-follow guide for the revised Academic Approval Process for new programmes.
2. Updating policies linked to Academic Approvals.
3. Integrating workflow processes introduced by Mata from mid-2025 in updated documentation.

The revised process and the information that supports this process will be communicated to staff in the upcoming months. It will come into effect from 1 July 2025.