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| Victoria University of Wellington Brand Kit | Graduating Year Review |
| **Current year** |  |
| **Name of programme** | (Spell in full the name of the programme(s)) |
| **Identifier for the original proposal** | (e.g. VUW/05 – MA/1) |
| **Name and position of independent GYR convenor** |  |
| **Name of other evaluation panel members and the positions they each hold** |  |
| Programme Director |  |
| Head of School |  |

***Instructions:*** *Do not exceed four pages (excluding appendices). Please delete all italicised instructions prior to submission. Additional information on the GYR process can be found in the* [*CUAP Handbook*](https://www.universitiesnz.ac.nz/sites/default/files/uni-nz/documents/CUAP%20Handbook%202023.pdf) *– Section 6.10 (pg 46), including the specific criteria for assessing GYR.*

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

# 1. Programme Statement

### (a) Description

### *Provide a brief description of the programme structure (include required or compulsory components and credit points) and NZQCF levels as approved by CUAP and how it has been introduced and consolidated.*

### (b) Purpose

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

### (c) Changes

# *Mention any significant changes that have been made to the programme since approval, including specification of any changes to regulations.*

# 2. GYR Review Processes

*Provide a brief account of the people and processes involved in the self-review component of the GYR. Indicate how student voice/feedback was included in the process, what data has been used and analysed, how data and what other sources of information have been used to make judgements about the programme’s progress. If any industry or professional engagement was sought as part of the GYR process include a description of how feedback was sought and what it said about the programme.)*

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

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

# 3. Review Outcomes

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

### (a) Adequacy and Appropriateness

Provide a statement of the ongoing adequacy and appropriateness of the:

1. Title, aims, graduate outcomes and coherence of the whole programme.
2. Regulations for admission, credit for previous study, recognition of prior learning, structure, integration of practical/work-based components and progression within the programme of study.

### (b) Acceptability

*Provide a statement of the ongoing acceptability of the programme to the relevant academic, industrial and professional communities. Provide evidence that the Victoria University Graduate Profile (appendix 4) is being achieved.*

*If applicable, comment on how any concerns raised by CUAP at the point of approval have been addressed (or not if no concerns were raised by CUAP make a note of this).*

### (c) Assessment procedures and student performance

*Provide a statement on the ongoing appropriateness of methods of assessment, including (if relevant) any procedures for external assessment and/or moderation.*

### (d) Data

*The Academic Office can help provide this information in line with the Table 1 format below. Where there is a good reason for a modified format, this must be discussed with the Academic Office.*

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

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| Years (from and including the first) | Predicted enrolments | Actual numbers enrolled | Full-time | Part-time | EFTS | Numbers completed | With­drawals |
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*Provide commentary on the data including points such as whether predicted enrolments have been met, whether the number of students completing is acceptable and any relevant factors such as the proportion of part-time students, recruitment/retention issues or resourcing constraints.*

*Additional discussion on any achievement patterns might also be included here and should be based on commentary of the Table 2 data (set out in appendix 1 below).*

### (e) Programme evaluations

Provide information about the following:

* Any External reviews: If the programme has been subject to any external reviews e.g. by professional or accreditation bodies, include, where relevant, a statement of intention, or revisions, to address any recommendations identified in an external review.
* A summary of the judgements made by the GYR review panel and a summary of actions that are being put in place to address any recommendations identified by the GYR panel (especially relevant if the programme is continuing).
* Provide a date when the programme will next be reviewed.

### (e) Continuation or discontinuation

*Provide a statement indicating whether it is the university’s intention to continue or discontinue the qualification/subject. Where a programme is continuing, make sure the section above has explained any actions to be taken to support that continuation.*

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

Dean:

Date:

#### Appendix 1

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

#### Table 2: Summary information on the distribution of grades per year level 100-500 level course information can be provided by the Academic Office. Additional information can be provided at the level of individual course, depending on the overall number of courses involved,

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| Year | Students registered (course registrations) | A+ | A | A- | B+ | B | B- | C+ | C | C- | Fail | Grade Point Average all students | GPA Māori students | GPA Pasifika students |
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#### Appendix 2: Student Feedback

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

#### Appendix 3: Programme Graduate Profile

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

#### Appendix 4: Victoria University Graduate Profile

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

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

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

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

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

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

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

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