



VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA

## Summary of Investment Plan 2025-2027

**Date submitted: 7 July 2024**

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# 1. Mission and role

## 1.1 Our role within the tertiary education system

Te Herenga Waka—Victoria University of Wellington aspires to be that the University's excellence is defined by effective teaching, research, and engagement that mobilises understanding and action for a better world. This iho draws from our heritage and is further defined by our tūrangawaewae—in particular Wellington, Aotearoa, and the Asia–Pacific. We draw on our unique whakapapa, skills, knowledge and place to create understanding that shapes a better future together—mai i te iho ki te pae.

We are further differentiated by aspects of the way we work, including our commitment to being a values-based, research-intensive university that works in partnership with its students. We are an engaged institution aspiring to learn, adapt, and develop with agility, using processes that empower our people.

Our draft strategic plan at the date of writing, is built around three key interconnected strategies:

### Our Strategic Priorities

#### Connection – valuing and understanding difference we prioritise:

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

#### Collaboration – valuing and using our strengths together we prioritise:

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

#### Community – creating value for our whole society we prioritise:

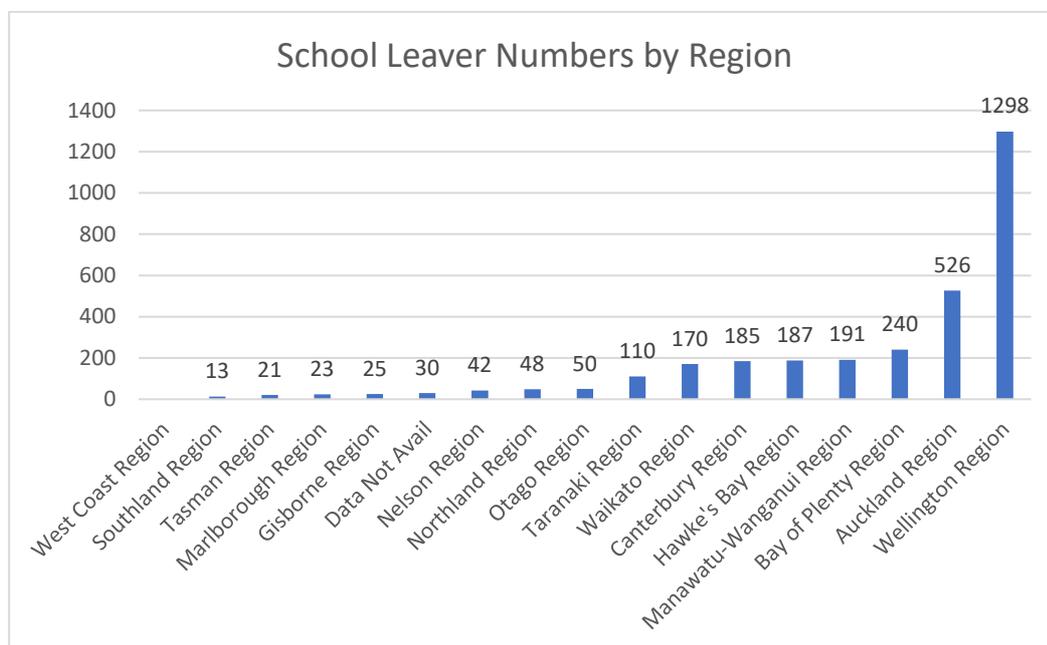
- embracing our critic and conscience role in ways that allow ideas, backed by evidence, to be discussed and scrutinised by our communities
- engagement activities with iwi, industry, political leaders, future students and the wider public, that enhance knowledge and understanding
- ecological thinking,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

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

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

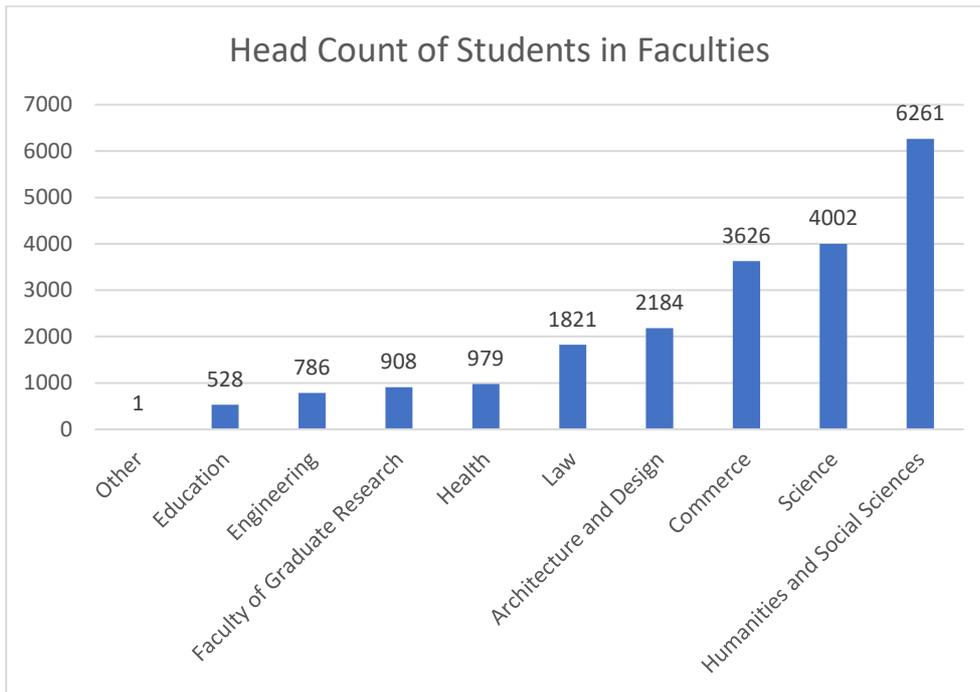
Central to this vision is our commitment to being a values-based university, to sustainability, and to honouring Te Tiriti o Waitangi, te Reo Māori, Mātauranga Māori, and our relationships with iwi and iwi-related organisations.

We draw our students from across the country with more than half coming from out of region. Increased focus on the school leaver market with relationship building with local schools to help rebuild the pipeline of undergraduate students has occurred from 2023; the impact of the cost of living across the country is also expected to further increase the number of students from the Wellington market and those in the lower North Island.



Our contribution to the network of provision is broad and diverse as shown by the numbers in our faculties. The impact of the restructuring and downsizing of the public service in Wellington has triggered additional interest in postgraduate study with almost 50 applicants for the Public Service scholarship offered for trimester two enrolment. The likely continuation of the downsizing of the public service is expected to also continue stronger demand for further study in the early part of 2025.

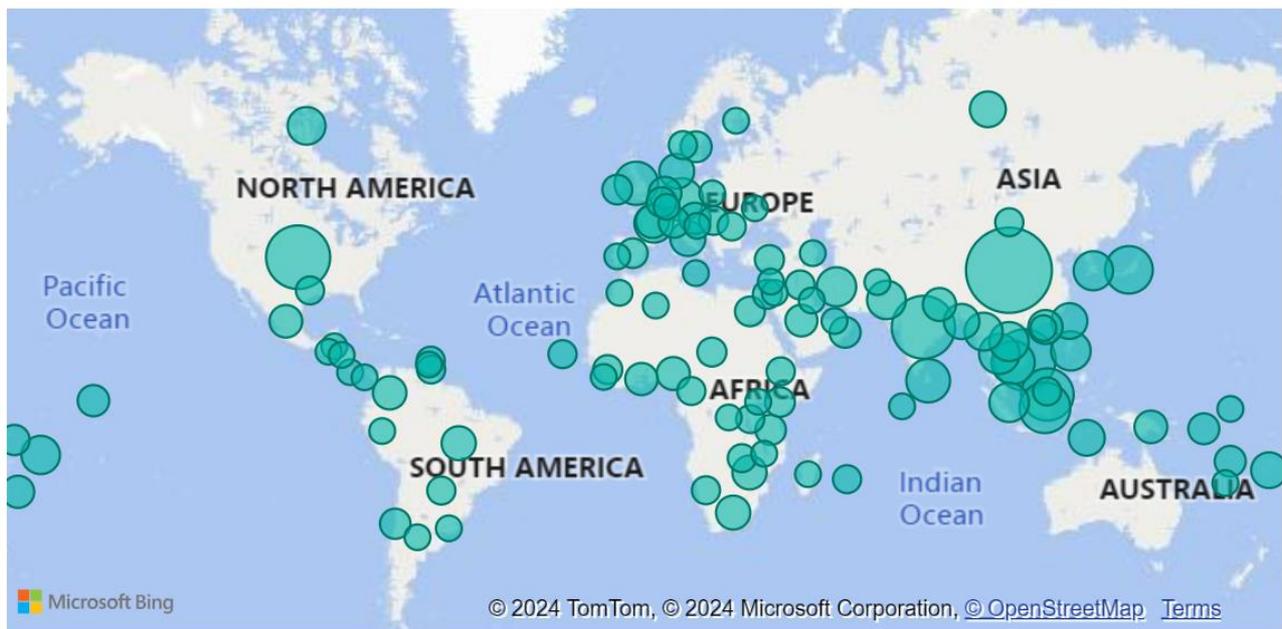
The ongoing cost of living relativities means that Wellington will remain a less attractive option for many students undertaking generic degrees and the university is refreshing its curriculum so that new qualifications will be distinctive (see the section on proposed provision below).



The proportion of Māori varies across these faculties from over 16% in Law to 7% in Engineering. Pasifika vary from 12% in Education to 4% in Engineering. Seventy-Five percent of provision is at undergraduate level with 15% at taught postgraduate and 10% at research postgraduate levels.

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

### Nation of Citizenship



## 1.2 Significant changes since last Investment Plan

The two years since our last Investment Plan was prepared have been significant ones for the University. The impact of COVID-19, higher inflation, strong employment opportunities for students, cost increases beyond the increases in revenue and decline in full fee enrolments resulted in financial challenges that are still being worked through. These impacts resulted in a large decline in enrolments and a large budget

deficit in 2023 necessitating urgent remediation. The financial sustainability focus for 2023 continued into 2024 with goals of increasing financial sustainability, supporting people and capability, and enhancing distinctiveness. Staff FTE at the university were reduced by 8 percent through 2023 and early 2024 to help attain over \$30 million of savings. As part of the sustainability focus, the University is operating with a variety of academic programmes which have been placed into 11 'Managed Pathway' plans. These plans provide a variety of clear targets around workloads, student numbers and curriculum redevelopment. Two major undergraduate programme proposals (Bachelor of Environment and Society, Bachelor of Popular Music) have been initiated and are on course to be delivered to CUAP in 2024. In terms of enrolment targets, a number of 'Managed Pathway' programmes are on course to hit the outlined 2024 levels (Master of Design Technology, Physics, Earth Sciences, Music) whilst the remainder are meeting some of the set targets. Two of these 'Managed Pathways' will require some revision in the light of new data.

The University has recruited a new Vice Chancellor, Professor Nic Smith, following the retirement of the previous Vice Chancellor Professor Grant Guilford. New members have also joined the senior leadership team, Te Hiwa, covering several portfolios.

Key for this new team have been challenges related to the financial sustainability of the university. Through a combination of the additional money from Government, philanthropic support being provided in 2024, and money freed up by reduced debt-servicing costs (due to repaying some debt using funds received from settling a long-standing insurance claim related to the Kaikoura earthquake), the University was able to put around \$6.8 million into retaining jobs and programmes that were originally proposed for disestablishment.

Along with further savings from voluntary redundancies, resignations, a small number of academic programme closures and compulsory redundancies, the University achieved its savings targets.

In the original proposal, the University expected a reduction of 233 fulltime equivalent staff (FTE) but, through the measures outlined above, the eventual reduction was just over 199 FTE.

While there has been decline in market share of domestic students largely related to the cost-of-living crisis being more pronounced in Wellington due to high rents, recovery of international student numbers in 2023 and 2024 so far have been positive but have not reached the pre-pandemic levels. The university is adjusting its strategies to deliver a quality experience more efficiently for students as well as refreshing its curriculum to deliver more appealing programmes. (See section 1.7 below).

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

Embedding of the Learner Success Plan through the development of monitoring and reporting of courses and highlighting disparity of achievement at course level between ethnic groups has also been progressed.

Introduction of te Mata (new Curriculum Management System or CMS) has supported further development and refinement of the University's requirements in 2023. Mata will be the single source of curriculum information for the university, feeding data into the website, student management and learning management systems. Mata will hold all governance-approved curriculum data with workflows to guide users with changing course and qualification details. Work was ongoing throughout 2023, with data auditing and integration development to accommodate the changes from the financial sustainability work and the added requirements for both the website and course outline projects. Ensuring students are well supported in their course choice is a key benefit of the new system.

Introduction of Kuriwai the new CRM and admission system to nurture students from admission through to enrolment has been a major focus. Development of Kuriwai continues to provide personalised advice that will follow students throughout their journey; the early identification of, and intervention for, students who require complex support; and the delivery of services that students value. Now that the teething issues with the new application and admission system have been resolved, we are working to design a comprehensive approach to the domestic future student journey, incorporating unique admission

pathways, compelling communications, and integrated offer packages (including, but not limited to accommodation and scholarships) tailored to different student demographics.

New programmes were successfully introduced such as the Bachelor of Psychology and the Bachelor of Global Studies, although the university paused its development of additional programmes in 2023 due to the changes occurring.

Ongoing disruption of COVID on school leaver readiness for university has continued and the university has continued the Provisional Admission pathway to support students who do not achieve University Entrance.

***Also refer Section 3, Learner Success Plan, for further details.***

We also established a new Student Experience and Wellbeing Directorate, bringing together Student Health and Counselling; wellbeing and health promotion services, rainbow and inclusion services, refugee background services, Disability Services, Student Learning; Careers and Employment; Student Interest and Conflict Resolution; international student support and international development scholarships. This Directorate is crucial in ensuring we fulfil our obligations under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

On campus, guided by our marae at its heart, development of the [Living Pā](#), the redevelopment of our marae precinct, which will be one of the world's most environmentally responsible buildings and a new icon for Wellington and Aotearoa, is scheduled for completion in late 2024. The University's Council has prioritised support for this project.

### **1.3 Governance**

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

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

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

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

- Vice-Chancellor Appointment Committee.

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

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

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

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

## 1.4 Management and Leadership

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

The University has embedded strong academic leadership in its structures and appointments to ensure we will progress our strategic ambitions and our academic mission. The SLT roles of Vice-Chancellor, Provost, Deputy Vice-Chancellor Māori, Deputy Vice Chancellor (Academic) and Deputy Vice Chancellor (Research), ensure the academic voice is heard. These roles are supported in their decision making by our Academic Board (the membership of which includes all Professors, Heads of Schools, and elected, non-professorial members and student representatives) and by academic and research committees at both University and faculty levels. Our Academic Audit Self Review report has, in our view, highlighted how well this structure works and the opportunities for further improvements. A Deputy Vice Chancellor (Students) has been added to Te Hiwa to ensure our student experience throughout the student journey is also given prominence.

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

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

financial reporting, ensure that the SLT and the Council are well informed and able to prudently steer the University to meet its vision and mission.

In 2024 the university reviewed and updated its risk and assurance framework. This resulted in a revised reporting structure of our key risks and mitigations. The regular review of risks and reporting to the Audit and Risk Committee ensure that risk owners maintain active monitoring of risks. The Audit and Risk Committee of Council receives reports that track the risks and hazards identified to ensure adequate mitigations are in place.

A key focus of our Te Hiwa team has been on three major areas in response to the changes over the last year seen as critical to the long term. The major areas are driven by 14 key priorities over the coming years and underpin the development of the revised strategic plan.

## People Capability

Culture

Communication

Leadership

## Constraints

Financial Resources

Infrastructure

Regulation

## Vision

We have a marae at our Heart

We are a civic University



## 1.5 Te Tiriti o Waitangi

The University’s commitment to honouring Te Tiriti o Waitangi is elaborated in our Te Tiriti o Waitangi Statute, which sits at the highest level of our policy framework. Te Herenga Waka—Victoria University of Wellington adopted Te Tiriti o Waitangi Statute in February 2019, replacing the earlier Treaty of Waitangi Statute. We were the first university in New Zealand to have a Treaty of Waitangi Statute and this new version further reinforces that commitment. The Tiriti Statute centres around eight principles that are drawn from Te Tiriti o Waitangi, New Zealand case law, Waitangi Tribunal reports, Crown policy documents, the University’s governance documents, and mātauranga Māori. As with any University statute, Te Tiriti o Waitangi Statute is on a regular review cycle with the Council and will be revised as required. An example of the application of the statute is the requirement in our business case templates to show how any capital investment will address Te Tiriti. The University’s Te Tiriti o Waitangi audit outlined recommendations for the University. The final report from Te Tiriti o Waitangi Self-Review (March 2022) process identified 34 Tiriti-related recommendations for the University to implement. The recommendations became the basis for an Implementation Plan and, to date, 26 of them have been significantly progressed or completed. For example, in early 2023, a customised, culturally responsive programme of workshops and peer review was offered to support Māori academic staff going for promotion. Also, a central register of assessment submitted in te reo was established within Titoko, and the reo Māori courses in Te Hāpai were extended to cater to more advanced learners. In mid 2023, a procedural change was made to ensure all future academic

programme reviews include Māori panellists (Recommendation 24). Finally, in late 2023, a refresh of the Māori Hub website was completed (Recommendation 9) and a draft Māori student recruitment and retention plan (recommendation 27) was developed, to be implemented in 2024.

[Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework 2020–2040](#) is a Strategic Outcomes Framework, developed by the Office of the Deputy Vice-Chancellor Māori, which helps the whole University to link what we do (activities) with what we want to achieve (outcomes) as it relates to growing Māori opportunities and success.

There is an expectation that faculties, schools, and central service units use this document in the formulation of their own strategic and operational plans to enhance outcomes not only for Māori but for the wider University as well. The integration of these key strategic documents in this framework builds on our identity as Te Herenga Waka—Victoria University of Wellington. It is premised on the Māori values identified in our Strategic Plan to promote a university community that enables a collective impact approach. We will build on our iho (essence), as Māori at the University, and extend beyond the pae.

The Framework signals our desire to: achieve a significant increase in research at the University that engages constructively with mātauranga Māori and/or Māori communities; respond to the diverse needs of Māori to succeed as Māori; targeted engagement opportunities to connect iwi and other Māori communities with wider university activities; ensure that the experience of Māori students while at this University is inclusive, place-based, and reflective of their Māori cultural values and practices; promote the application of Māori knowledge and experiences in the leadership shown by its staff within the Asia–Pacific region and beyond; ensure Māori interests are an integral part of the University’s organisation, processes and use of resources; create dedicated Māori spaces across all campuses; see the University as the first choice waharoa (gateway) to higher education and employment opportunities for Māori.

Māori EFTS represented 12.4% of the domestic student population in 2023, up 0.2% from the previous year. Māori commencing EFTS decreased, from 580 in 2022 to 536, falling short of the University’s target of 710 EFTS. Māori participation rates at Level 7 (degree) increased, from 13.2% in 2022 to 13.5% in 2023, those at post graduate level were maintained at 8.5% the same as 2022, but less than the target of 9%. Four hundred and ninety five scholarships were awarded to tauira Māori in 2023. This equates to an investment of over \$236,000 towards Taihonoa scholarships and Summer Internships.

### ***Incorporating te reo Māori and tikanga Māori***

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

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

Staff have access to Te Hāpai, a staff development programme designed to increase understanding and use of Māori culture, language and Te Tiriti o Waitangi. Courses are available for introduction to te reo Māori

and to tikanga Māori. Over 600 staff members have attended these courses. Teaching and research staff who have completed introductory courses can go on to workshops covering ako Māori and rangahau Māori. **Also refer Section 2 for further details regarding Te reo Māori and tikanga Māori, and mātauranga Māori.**

## 1.6 Response to Regional, National and Global trends

The annual planning process assesses global and national trends so that the University's plans are responsive to changes. Council and SLT workshops, run as part of the process, consider relevant analyses and material covering key areas of performance: rankings, student and staff satisfaction and expectations, enrolment patterns and forecast trends, research performance, and trends in technology and industry. Examples of trends considered include:

- Market share and competitor analyses for different academic programmes;
- demands from students and employers for new skills to keep up with a changing workforce and improved engagement from universities, in line with other modern experiences;
- utilising online education, flipped classrooms, and blended learning to complement and enrich classroom-based education;
- changing demographics in both domestic and international students, in terms of volumes and characteristics, with forecasts and analyses suggesting where growth or declines are likely to occur;
- social trends such as growing expectations around sustainability, social responsibility, decolonisation, remote working;
- economic trends such as rising housing prices, unemployment, increasing costs of insurance and maintenance of buildings, managing inflation and shortfall in regional and national infrastructure;
- greater uncertainty and funding risk resulting from government policy;
- increased competition for students and research funding;
- investment from other countries, especially China, in their own tertiary education sectors;
- global pressure on university funding;
- demands to see impact from research funding.

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

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

- [the Living Pā project](#) will provide a physical place that brings together our commitment to Te Tiriti and sustainability, giving intent to our aspiration to have the marae at our heart. The project is scheduled to be opened in December 2024;
- building our relationships with government, iwi, business and communities through Governing for the future;
- despite the financial challenges for the university and Wellington City Council, both parties have committed to finding a home for the New Zealand School of Music in the Civic Precinct – the Library Building.
- Revision of our accommodation strategy to inform our offerings to students from outside the city.
- deepening relationships with institutions in the Asia-Pacific through three teaching partnerships, one with a leading Chinese University starting with its first cohort of students in 2024.
- continuing to widen participation by creating new student pathways and give additional attention to the wellbeing of our students as we continue to embed the pastoral care code.
- increasing our level of ambition under our Zero carbon plan as we find ways to lock in the positive reduction in carbon reductions seen because of COVID.

Relevant local and national economic trends are closely considered, including rising housing prices, increasing costs of insurance and maintenance of buildings, managing inflation and shortfall in regional and national infrastructure. This has been honed by the financial sustainability focus from 2023 and continues into 2024. At a regional level, growth of the creative digital sector in the capital alongside significant change in the size of the public sector, are key factors for consideration for a Wellington-based university. The Regional Skills Leadership Group November 2023 Update supports such a view and has been another useful source of information on regional trends and requirements for the University. The update continues the trends identified in the publication of the Wellington draft plan in 2022 that much of the provision the University has in STEM (especially digital technology), public administration and health (especially nursing and midwifery) is well positioned to address the region's workforce needs. With the Local Insights report also published in December 2023, the WRSC noted the risks of Government right sizing, dramatic decline in construction and reduced household spending will impact the local economy. The University is likely to see a surge in the number of taught postgraduates in particular who will seek to add to their qualifications having lost their jobs or seen reduced demand for contracted services; the WRSC report notes "Career changers and those re-entering the labour market are a significant source of workforce supply in the region" and is true of older university students too. The University continues to monitor the work of the Workforce Development Councils and Regional Sector Leadership groups.

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

Consideration of such trends also help inform our development of qualifications and courses following consultation with stakeholders that include students, staff, and employers. Consideration of the broader market nationally and internationally is used to develop new programmes; for example; our new Bachelor of Psychology and Bachelor of Global Studies. Many postgraduate taught Master degree programmes have also been added focusing on relevant opportunities in sectors such as: Construction Law, Physical Health and Wellbeing, Urban and Regional Planning, and Renewable Energy. **Also refer Section 2.3.1 Innovative and flexible programmes.**

The Regional Skills Leadership Group's broader identified need for "non-technical soft skills ... [including] problem solving, thinking critically, being innovative, effective communication and being able to deal with ambiguity" - consistent with the University's current [graduate profile](#) (the University prepares its graduates to, inter alia, exhibit well-developed skills in critical and creative thinking; communicate complex ideas effectively and accurately in a range of contexts; and demonstrate intellectual autonomy).

The importance of technology use by our students, as evidenced by the aftermath of COVID-19 and the increased proportion of our students working while studying, has further informed the development of the Digital Roadmap to respond to technological innovations and opportunities and to ensure technology supports teaching related activities. The global trend to more online learning has resulted in a sequence of projects that has and will focus our efforts for several years and includes, for example, the successful introduction of our new Learning Management System (Nuku). The introduction of Nuku has enabled a refreshing of our courses in terms of their pedagogy and use of technology. The Learning Platform Project implemented a modern and fit-for-purpose digital learning environment for the University. It has enhanced the ability to enact learning and teaching at scale, in a wider range of contexts, with increasingly diverse academic and student cohorts. It has provided the infrastructure needed to support growth in the range of learning models available to Te Herenga Waka and to support student retention and success through improved management and support facilities enabled by the platform. Most of the investment in this project was in the organisational scale change programme that was enacted in 2022/23. This reflected the criticality of supporting the transition while maintaining business as usual operations during a period already defined by high stress and workload. The next stage is to support students in their success by their use of the monitoring and support information capabilities in Nuku; as further analytics are developed

more information will empower students to identify and encourage their success. The system will also help identify and flag students who might need additional support from our Titoko Learner Success team (see the Learner Success Plan for further information).

We will continue work on a new Student Record Management System (named Kurawai) to facilitate enrolment, student support and case management; while its initial introduction was not without problems the refinement and development of it during 2023 greatly aided the admission process for 2023/24.

Responding to future trends includes the design of new and refurbished buildings as part of our Campus Master Plan. The Plan provides a long-term view of the University's requirements for space and prioritises such capital-intensive activity. As shown in the development of the Living Pa, due for completion late 2023, the layout and fitout of the building will be focused on the needs of staff and students, including innovative sustainable and green design.

The university also offered trimester two scholarships for public servants displaced through restructuring in the Public Service as a means of both supporting our Wellington community and offering opportunities for retraining for those whose roles were impacted.

## **1.7 Skills and Employability**

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

The University has continued to grow and establish new programmes in response to various industry developments and requirements. The Faculty of Health, established in 2017, focuses on the goal to improve health and wellbeing in our communities through innovative multidisciplinary programmes, scholarship, and extensive sector engagement. The introduction of a suite of undergraduate and postgraduate programmes including a Bachelor of Health and Bachelor of Midwifery were introduced to address the challenges facing the workforce by increasing numbers of Māori and Pasifika graduates in health management, policy, and advisory roles. This has been very successful, with 21% Māori and 11% Pasifika students amongst the new intake to the Bachelor of Health qualification in 2022. Nearly a quarter (24%) of new students admitted to the Bachelor of Midwifery in 2022 identified as Māori.

New undergraduate majors have developed in industry-focused areas such as data science, computer graphics, cybersecurity, science communication, and animation and visual effects. Many new qualifications (both undergraduate and postgraduate) are interdisciplinary, and industry aligned including the Bachelor of Communication introduced in 2020, the Bachelor of Global Studies, introduced in 2023, that capitalise on the University's strengths; the first Bachelor of Psychology has also been successfully introduced (2024) building on the expertise in this area at the university. These provide interdisciplinary expertise while also providing students with the graduate attributes they need for employment. There has been considerable growth in the number of Master's degrees, with an additional 13 introduced during the previous plan period with 189 postgraduate degrees, diplomas and certificates offered in 2023. Most of our 13 new Master's degrees are 180-point taught degrees. At postgraduate level, proposed interdisciplinary programmes include the Master of Global Studies and the Master of Social and Cultural Studies.

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

University's relationship with professional and accrediting bodies to ensure the ongoing relevance of such qualifications including support for placements and work experience.

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

As part of the Financial Sustainability focus, several programmes were identified that needed review. Of these, 11 were placed on a managed pathway to ensure that they would become financially sustainable; three programmes including Latin and Greek languages were closed.

Our modes of delivery were stretched by COVID-19 but a significantly enhanced dual-mode delivery of face-to-face and online is now in place. The lessons learned have helped shape options for staff. A new Learning Management Platform (Nuku) now in place will also enhance our capability in ensuring multi modal capabilities are available to support students in future. **Also refer Section 3, Learner Success Plan, for further details.** Our hardship fund supports students who require additional technology to participate online.

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

## 1.8 Putting Learners at the centre

The University has a long tradition of student participation in quality-assurance processes and extended its commitment in the 2020-2024 Strategic Plan to *students as partners*. The University values the student perspective as well as the philosophy of learner-centred learning. The Learning Partnership demonstrates how the University works with students to make sure their voices are heard on campus, and they have access to learning opportunities and support that meets their needs.

The Council, Academic Board and its sub-committees (such as the Academic Committee and Faculty Boards) all include student representatives. Ngāi Taura (Māori Students Association) also have representatives on Te Aka Matua (subcommittee of the Council), Toihuarewa (Māori academic forum) and the Marae Committee, from where they can raise learning and teaching-related matters. Orientation for new student representatives was introduced in 2019. Students participate as representatives on the Learning and Teaching Committee, Faculty Boards, Faculty Learning and Teaching Committees and through Class Representatives.

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

to a webpage is also provided so students can see average response ratings and are able to compare with other courses.

For the 2023 Audit, acknowledging the impact of COVID19, the audit panel commended the University on significant work undertaken to maintain teaching, learning and support for staff and students during this period. Special mention was also made on the dedicated services instrumental in supporting Māori students and Pasifika students during the pandemic and the support system developed in the change programme for learning and teaching infrastructure. The [panel affirmed the University programmes of work underway to support student advising and made recommendations for further work](#), which the University will review and implement. Included were: support capability building for staff to make best use of new data provided by the LMS (Nuku), CMS (Mata) and CRM (Kurawai), including its use for ongoing improvement; support for a Curriculum Framework project, a Graduate Profile project, an assessment framework, a holistic advising model and a Wellbeing Outcomes Framework planned or underway; review access pathways for Māori students, Pasifika students and student groups the University focuses on in its Equity, Diversity and Inclusion framework; that the University give greater strategic focus to attracting Māori students and Pasifika students to postgraduate study, particularly doctoral study; focus on embedding support for transitions in curricula so that students do not need to seek additional support. A draft report on progress outlines which Affirmations and Recommendations in the audit report we have not yet addressed, are in the early stages of addressing, in progress, well advanced or complete. While work on the Affirmations and Recommendations detailed in the audit report has progressed, efforts have been constrained by the financial sustainability challenges faced by the University in 2023. A final one-year update report, when approved by the AQA Board, is to be made public on Te Herenga Waka - Victoria University of Wellington's website. In summary it states:

Students are also often involved in strategic initiatives as they arise; this can be through membership on working groups or consultation through student representatives. Some examples that have had student involvement include the development of the Learning and Teaching Plan, the Assessment Handbook Working Group and the Academic Integrity Steering Group. There are [resources](#) available for students to better understand how they can contribute their views and participate in the learning partnership, academic support and pastoral care and student services. Ngā Kīwai o te Kete is the University's Student Engagement Framework and annual Student Agreement. The Student Engagement Framework acts as an overarching, principle-based framework for the University's commitment to students as partners. An annual Student Agreement is based on this framework.

The Pastoral Care Code introduction has further elevated the involvement of students and places students at the core of the university's thinking. In response to requirements of the Code for a whole-of-university strategic approach to student safety and wellbeing, Ki te rā—Student Wellbeing Outcomes Framework was developed in 2023 and was launched in early 2024. An accommodation verification was completed by Universities New Zealand to monitor Code compliance under Outcomes 5 – 7, with a site visit taking place in May 2023. Feedback on the high standard of care and support provided by the Accommodation Service was very positive. Other work during 2023 focused on raising staff awareness of the Code and supporting staff to understand their role and referral pathways. This included development of web and intranet content, and a new online training course, Culture of Care, which introduces all staff to the Code and their role in recognising, responding, and referring students to appropriate support. In 2023, in response to the NZQA accommodation verification process for all tertiary providers, Te Herenga Waka documented the University's accommodation pastoral care system, which was assessed and compliance verified, in relation to Outcomes 5 to 7 of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice (the Code). In February 2024, evidence was collated to verify compliance with the International Code Outcomes 8 to 12 and submitted to Te Pōkai Tara Universities New Zealand.

The Victoria University of Wellington Students' Association (VUWSA) executive works alongside a diverse group of students and associations including Māori and Pasifika students, students from our rainbow and refugee background communities, students with disabilities, international students, class representatives and faculty delegates, to ensure student voices and opinions are raised at all levels of the University. [The Class Representative Policy](#) provides a framework for the management of class representation to support a

learning-teaching partnership between staff and students. Many issues raised by the students on faculty boards are first brought to VUWSA's attention by class representatives, who act as liaisons between the lecturer and students. Class representatives were also heavily involved in workshops that fed into Faculty Board discussions in the re-development of the Bachelor of Design Innovation and the Bachelor of Commerce, for example.

The Student Representative Co-ordinator and Student Advocate (both employed by VUWSA) support class reps and students with academic advice and advocacy services. The University sees both roles as an important link between students and the University, providing continuity within the student body as representatives change.

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

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

- **Student Voice-Getting Started** — for all students new to the University.
- **YOU Wellbeing** — a longitudinal research study that was established with students to better understand mental health and wellbeing — for all new undergraduate students who are re-engaged twice a year to track their journey (began 2019).
- **Student Voice—Have Your Say** — for all undergraduate students, that has now become the standard for all undergraduate and postgraduate students.
- **Graduate Destinations Survey** - for students who have completed their qualification within the previous 12 month period.
- **International Student Barometer** — an international consortium of universities' survey for all international students that enables some benchmarking with New Zealand and International universities.

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

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

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

Smaller surveys have also been run by the Strategy and Planning unit, and other service units, to provide additional supporting information in areas such as accommodation, scholarships, faculty services and leadership programmes.

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

An annual student agreement includes the initiatives that students will be involved in during the year and how that will occur. It includes activities such as training, mentoring and resourcing ways to develop student capability and capacity, recognising the need for a successful transition of student representatives

from year to year. Importantly, the framework recognises the need for monitoring and review of the existing avenues that provide opportunity for the student voice, so that areas of strategic and operational change can be identified, prioritised and resourced.

The University has made significant improvements in how it engages with students. This has not been without its challenges. However, it is confident that with on-going monitoring, the Student Engagement Framework provides a strong platform for continued improvements in how the student voice can be heard.

Introduction of the [Pastoral Care code](#) has also resulted in changes to the focus on student welfare. We are developing a University-wide [Student Wellbeing Outcomes Framework](#) to further ensure students' wellbeing and safety needs are being responded to—and met—effectively. A complaints process and disputes resolution service are also available to students if they consider issues need to be dealt with in formal ways.

## 1.9 Quality Provision with good outcomes

From the development of programmes and courses, design of our environment and teaching spaces, to pedagogy in delivery, learner support and monitoring and programme review, quality is at the heart of the University teaching and learning approach. Our campuses are designed as the anchor for the university community and encourage vibrant, face-to-face experiences. On-campus experiences are blended with digital platforms enabling students to learn at the pace and place of their choice. Campus Services, Digital Solutions (DS), and the Centre for Academic Development (CAD) work closely together to ensure the physical environment and technologies are fit for purpose and well supported. Much of our long-term planning has drawn from our 2020 Campus Master Plan which was developed for long-term resilience and evolution in pedagogical models that has been undertaken collaboratively between Property Services, CAD, DS, and Timetabling. This has included development of new room designs aligned with growing use of collaborative and active pedagogical workspaces intended to stimulate engagement and maximise the value of space for student learning and achievement.

The University's 2012-2017 "Vision and Strategy" was used to develop an updated "Vision and Strategy for Digital Learning and Teaching at Victoria 2018-2021". The detailed action plan incorporated in this strategy is operationalised by a Digital Roadmap with the overview of a Digital Governance Group. This Digital Roadmap is now being updated to align with our new Strategic Plan and will set out the activities and priorities for the next five years.

The Digital Roadmap provides a long term plan for the development of processes and systems reliant on digital technology. This plan is now being updated to align with the next five years of the Strategic Plan.

The COVID-19 pandemic exposed limitations in our delivery systems which drove significant investment in a new digital Learning Management System (LMS) which commenced in 2021 and saw new tools implemented throughout 2022 and 2023 which are benefiting staff and students now.

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

Inclusivity of digital tools is critical. Following the success of the inclusive learning tools pilot, the University has continued its investment in a site wide license for all staff and students of Read&Write which increases the accessibility of online content. Our disability action plan can be found [here](#).

Since the last Investment Plan, changes have been made to Māori and Pasifika student interventions to improve effectiveness and efficiency. The restructuring that took place in 2023 did not include our Āwhina (Māori student support) or Pasifika Student Support teams; we also maintained the dedicated Māori recruitment capacity enabling the team to visit more Māori communities and more Māori prospective students. Recruitment events were also supported into Pasifika communities by our AVC Pasifika during 2023.

The University provides information for its staff through the Enterprise Data Warehouse at both an aggregated and individual student grain. Dashboards enable tracking of trends at academic unit level but also across student groups and programmes. The information includes enrolment, retention and achievement data for groups of students including Māori, Pasifika, students with disabilities, and commencing students. Such information allows tracking of areas of improvement and decline supporting evaluation of services, academic programme review panels, and the development of new initiatives. The development of the Learner Success Plan and The Titoko Student Success Team have focused on providing information that identifies and enables support of students who are struggling with their studies.

Our [2023 Annual Report](#) provides evidence of progress in the Teaching and Learning area highlighting programme outcomes. A key indicator is drawn from the annual graduate destination survey in which graduates report the work that they are enrolled engaged in among other information about their experience at the university. The proportion of graduates in employment, further study or not seeking employment has consistently been in the mid-90% range. This data is well supported by information from the Integrated Data Infrastructure (IDI) on average salaries for graduates of the University which consistently sit in the above average ranges. **Also refer Section 7, Outcomes and Measures.**

The targets set for our commitments under the previous plan have not been progressed as much as anticipated. COVID disruption and the impact on NCEA results has meant students have not been as well prepared for university as previously. The 2024 year was a challenging one for the university as the reduction in student volume was substantially greater than anticipated. This resulted in a shortfall of approximately 600 EFTS compared to allocated funding and resulted in large staffing changes being required across the university. A program of review across each subject areas resulted in several being placed on a managed pathway and three being closed. Those on a managed pathway have performance targets set to avoid closure.

Degree completion rates have also been impacted by the last years. Overall, 2023 was a good year for completion rates at 67.3% compared to previous years (2022 65.4%, 2021 66.2%, and 2020 65.2%); Māori completion rates were also higher than in previous years by over 1% and for non-Māori and Non Pasifika by a similar amount. For Pasifika they had improved by 1.6% over the previous year but had decreased from 2021 and 2020 by a similar amount. It remains to be seen whether the lift in performance in completion rates in 2023 will carry through to higher completion rates for this group in 2024 and 2025. Degree level qualification completion showed a similar picture with overall rates struggling to return to the pre-COVID level as students were impacted by COVID grappling with the disruption and frequently lowering their course loads to deal with the cost-of-living crisis. For Māori, improvement in 2023 continued but for Pasifika the numbers bottomed out.

Course completion rates are a leading indicator of both retention and qualification completion. Following a major decline over the COVID crisis, these have begun to rebound across all groups, although the gap between Māori and Pasifika and non-Māori and non-Pasifika is still lagging. The gap for Māori has closed over the last year to below 8% and the gap for Pasifika dropped by 1.5% in 2023, the gap between Māori and Pasifika was above 10% in 2022 but has now declined below 10% in 2023. The increase in course completion rates has seen an increase in retention rates in 2024. We anticipate that the introduction of the new LMS and targeted support provided by our Titoko learner success team, will increase the rates of completion during the coming years as staff become familiar with the system and better information is provided to them to improve their pedagogy and course development.

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

The Tuwhitia funded project will enable adoption of a system level data coaching program, that focusses beyond individual institutions and initiatives to large scale interventions that impact the greatest numbers of learners. Data coaching has been successfully taken up by universities and colleges participating in the US based Achieving the Dream network. Data coaching combines data literacy with organisational and infrastructural development, to recognise strengths, identify areas for improvement and the best actions required to accelerate LSP targets. As a critical foundation for transformation, coaching requires recipients to go beyond the evaluation of individual initiatives to take a more holistic approach to identifying system level structural bottlenecks and barriers. It has a higher analytic maturity than simply reporting how a cohort or single intervention performs. Data coaching enables institutions to leverage data to thoroughly explore and resolve how staff, workflows, and technological infrastructure can speed up change. Working actively with data, well coached teams can proactively predict and prescribe early interventions that save the student, the university and the sector, valuable time and money, while progressing a greater proportion of students to graduation and closing equity gaps in outcomes.

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

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

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

### **2.2 Other aspects of the Tertiary Education Strategy (TES)**

#### **2.2.1 Quality Teaching and Leadership**

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

CAD provide many resources and opportunities for development in the teaching and learning space from academic orientation and introduction to learning and teaching, Victoria Early Career Academic Programme (VECAP) for early career academics, Ako Symposiums (one day learning and teaching events), tutor training and development, course preparation training sessions to utilise the Nuku platform to enhance interactivity and learning creation by academics, supporting the learning partnership with students and ensuring course evaluation and student feedback are used to improve the courses academics run. CAD run workshops for staff, provide one on one support about their teaching needs and provide resources and guidelines about teaching practice.

Staff support academic success of students and includes lecturers, tutors, faculty student advisers and student service staff, among others; they also provide pastoral care for students as often the teachers and

tutors are the staff students feel most comfortable talking to. Staff are provided with advice and resources about where to refer students if they don't feel able to help them.

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

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

Ako in Action is an award-winning student-staff partnership programme offered in Trimesters One and Two each year, aimed at enhancing learning and teaching. The Ako-in-Action programme, co-designed with Māori and Pasifika students as equal partners in 2018 and facilitated by two CAD academic staff members, is guided by Māori values originally articulated in Te Rautaki Maruako – The Learning and Teaching Strategy and the Strategic Plan. The programme facilitates the development of student leaders – Ako in Action students receive points towards the Wellington International Leadership or Wellington Plus programmes, and some students receive CAD scholarships. Students spend four weeks in training with CAD facilitators and experienced student mentors, then they are paired with an academic from outside their discipline to observe teaching sessions (physically and online) and/or to consult on teaching materials and learning design. Evaluation of the programme shows Ako in Action provides participating academics with powerful perspectives on their teaching from students in disciplines outside their own. In turn, participating students gain an increased awareness of their own capacities as learners and leaders. Participants also develop empathy for each other's role in the University and a stronger commitment to reflective, deep and life-long learning.

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

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

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

Since 2014, the University has increased the number of academic leaders - Professors (from 94 to 126 FTE), Associate Professors (from 96 to 138 FTE); overall teaching and research staff (from 848 to 976 FTE). Increasing the numbers of female Professors and Māori and Pasifika academic staff is a priority and there remains room for progress consistent with the University's [Equity, Diversity and Inclusion Framework](#) aspirations. The number of Associate Professors who are women has doubled since 2014. The university has this year introduced a Women in Leadership programme to help increase the flow of women into leadership roles.

The University employs approximately 112 Māori academic staff of whom five are Ahorangi/Professors and eight Ahonuku/ APs. This represents an increase of 54 percent in Māori academic staff since 2014. The *Mai i te iho ki te pae* (Māori Strategic Outcomes Framework 2020-2040) seeks an outcome of doubling the number of Māori academic staff. The University employs approximately 137 Pasifika staff (44 in teaching and research roles), of which there are one professor and three Associate Professors.

### ***Enhancing learning support capability***

The establishment of Tītoko has resulted in the centralisation of the previous Faculty-based student advisers into a single unit establishing a community of practice relating to the spirit of learning, knowledge sharing, training and collaboration. This is to ensure consistency in processes and the student experience for undergraduate and taught postgraduate students. Student services and student administration processes for postgraduate thesis students are now provided by the Faculty of Graduate Research.

Paerangi, the Student Success framework, is the foundation for Tītoko. This is a values-based support approach, leading with rangatiratanga, and empowering learning. It was developed from a stocktake of retention-related activity across the University, student interviews to understand what success means to students, student workshops and interviews with staff. This information was combined with best practice in the global student success movement and the TEC's Oritetanga Learner Success Directorate. The university has successfully partnered with Canterbury University in bidding for Tuwhitia Fund support to accelerate its efforts in the use of learner analytics and data coaching to support student success. More on this is provided in the Learner Success Plan section below and Section 1.9 above.

The framework emphasises helping students set themselves up for a sustainable and successful university life, with staff support for students who need it at certain times. To enable this, all students are allocated a dedicated Student Success Adviser (SSA). The Holistic Model, used by the SSAs, puts the student at its centre and understands the student's needs, offers help when necessary and monitors possible future barriers to success. Proactive outreach to students identified as being "higher need" is necessary during enrolment and throughout their study. To enable this, students will be introduced to their assigned SSA during Orientation. The SSAs work closely with Āwhina, the Pasifika Student Success team and/or pastoral student support staff within Wellington University International. Academics and SSAs share the responsibility of advising students throughout their studies and SSAs have been trained to enable them to provide in-depth advice on specific qualifications.

### **2.2.2 Te reo Māori and tikanga Māori**

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

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

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

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

Outside of courses designed to teach and assess students in te reo Māori, the provision and process for students submitting assessment in te reo Māori in taught courses is in the Use of Te Reo Māori for

Assessment Policy. The policy reflects a commitment by the University to support the use of te reo Māori in assessment, in accordance with the University obligations as set out in Te Tiriti o Waitangi Statute. **Refer also Sections 1.5 and 2.2.4.**

### **2.2.3 Future of Learning and Work**

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

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

A focus for the university is how to embed more internship and work related opportunities for students in our curriculum recognising the value these have in embedding the learning obtained and developing work related skills. New programmes being developed and changes to existing offerings (curriculum, platforms and modes of delivery as described above), and partnerships (regional and offshore) including continuing to expand our links with local industries and employers to address skills gaps and mismatch. Market research and student surveys are informing our developments.

### **2.2.4 Contribution of research and mātauranga Māori**

Te Herenga Waka-Victoria University of Wellington has an active and dynamic research environment. As New Zealand's number one university for intensity of high-quality research (2018 Performance-Based Research Fund), we are committed to research excellence and work that will have a positive impact. We place strong emphasis on research that addresses real-world issues and informs innovative solutions for the future.

The University's research strategy, [Ambitious research for transformative impact](#), is aimed at supporting the University to achieve its vision of being a world-leading capital city university and one of the great global-civic universities. The strategy will be updated following the strategic plan development in 2024. The goals of the current strategy include improving our external research income (which has occurred), increased co-authorship or co-creation of research outputs with colleagues external to the University, and lifting new invention disclosures among others. Our results for 2023 show that we are making excellent progress on these goals.

In 2023, the University was named as a co-host of a government-funded Ribonucleic Acid (RNA) Development Platform, a dedicated science and technology hub which supports the design and production of RNA Therapeutics and mRNA vaccines in Aotearoa. Scientists from the University's Pahau—Robinson Research Institute (RRI), alongside designers from Te Kura Hoahoa—the School of Design Innovation, won the Innovation Gold award for their world-first portable MRI scanner. External Research Income (ERI), as part of PBRF reporting requirements, was \$101.1m, a 27% increase from 2022 (\$79.5m). Continued success with contestable funds contributed to a \$7.7m increase to \$79.1m in contracted research revenue (\$71.4m in 2022) in the University Research Trust. Other research revenue streams within the University were \$22.0m (\$8.1m in 2022), including Wellington UniVentures (\$4.1m) and the University Foundation (\$16.9m). Sub-contracted research, which is excluded from the figures above, was \$11.7m in 2023 (\$8.8m in 2022). This brings total ERI to \$112.8m (\$88.3m in 2022) against a target of \$93.8m.

Nineteen projects led by Te Herenga Waka researchers were awarded grants in the 2023 Te Pūtea Rangahau a Marsden, the Marsden Fund, which means \$11.97 million will be given to the University over three years. THW researchers were also Associate Investigators on 7 other funded projects.

Six projects were awarded over \$17m from the 2023 Endeavour Fund, with a major research project, led by Associate Professor Jamie Howarth, investigating whether Wellington and central New Zealand will face an increased risk of more large earthquakes following the next big shake, receiving \$12.6m of the total.

Fourteen projects were funded by the Health Research Council, along with the Sir Charles Hercus Fellowship awarded to Dr Mark Calcott and a Māori Health PhD Scholarship awarded to Miss Bailey Rose.

For the most recent round, applications were from both Māori and non-Māori researchers (early career to senior), and a wide range of fields and disciplines. Successful applications reflected a dedicated Māori focus and a strong collaboration with Māori, while a significant increase in the number and strength of applications reflects the growth of mātauranga Māori within Te Herenga Waka—Victoria University of Wellington.

In addition to this, and as part of our efforts to build a diverse, sustainable research workforce and broaden the pool of talent and knowledge, in 2021 the University Research Committee agreed a high-level framework for the implementation and operation of two Māori Postdoctoral Fellowships and two Pasifika Postdoctoral Research Fellowships. These initiatives, which are part of a three-year pilot, aim to attract, employ, and grow early-career Māori and Pasifika postdoctoral research fellows. Support for growing and recognising mātauranga Māori within the University has continued to be a key objective. An additional Māori Postdoctoral Fellowship was awarded in 2023. This initiative was developed in partnership with the Office of the DVC Māori. We continue to review the Mātauranga Māori Research Fund to improve its effectiveness and ability to deliver on its purpose, as well as ensuring our internal strategies, policies and processes give effect to our Te Tiriti Statute. We have also ensured that our consultation submissions on the PBRF have reflected and endorsed the views put forward by the Māori research community, via the Office of the DVC Māori.

Amongst its many research centres and institutes, the University hosts the MacDiarmid Institute of Advanced Materials and Nanotechnology. The MacDiarmid Institute is New Zealand's premier research organisation concerned with high quality research and research education in materials science and nanotechnology. The Institute is a collaborative venture encompassing the knowledge and expertise of leading researchers and research facilities. Dr Pauline Harris, from Rongomaiwahine, Ngāti Rakaipaaka and Ngāti Kahungunu ki Wairoa, is the Deputy Director Māori. Pauline leads the Institute's Mātauranga Māori Research Programme and developed the Discovery Scholarship programme for undergraduate Māori and Pasifika students.

Te Herenga Waka and The University of Auckland are co-hosting the RNA Development Platform, alongside our partners at the Malaghan Institute for Medical Research and the University of Otago. This is a dedicated science and technology hub which supports the design and production of RNA therapeutics and mRNA vaccines in Aotearoa. The Platform is a major Government initiative for future pandemic preparedness, with investment of \$70million that the University plays a key role in directing nationwide. Our role in the RNA Platform also means that the University and our researchers will be a crucial part of building and retaining scientific capability in this important space. We expect to see an increase in prospective students and academic appointments, also well as an increase in publications and associated research activity related to our involvement.

2023 has seen the establishment of two new high impact, internationally significant research centres focussed on solving big research issues. Te Whiri Kawe—Centre for Data Science and Artificial Intelligence was launched in June 2023 and the Policy Hub was initiated in October 2023.

In 2023 Wellington UniVentures delivered uninterrupted research commercialisation support, bringing \$3.2m new revenue to the University, while restructuring to align with the University's focus on financial sustainability. It managed 68 commercialisation projects in 2023, including 48 projects under its new Commissioned Research & Advisory mandate (moved from the Research Office), connecting academics with opportunities in industry and government. It protected new ideas, bringing its portfolio of patents and applications to 264. Wellington UniVentures now holds \$7.8m in shares across 14 spinouts that are collectively worth \$165m. Four of its spinouts successfully raised capital in 2023.

Wellington UniVentures affiliated projects also resulted in two winners in the prestigious KiwiNet Research Commercialisation Awards. To encourage entrepreneurship impact, Wellington UniVentures supported four early career researchers through KiwiNet’s “Emerging Innovators” programme and hosted political delegations, networking events and expert panels on campus. Research mobilisation and impact is also achieved through forming partnerships with established companies with the scale and global reach to accelerate research outcomes to solutions.

The University open access (OA) repository is an important avenue for increasing reach and visibility of research outputs. It has been in place since 2020 and in 2023, a further **1,033 outputs** were deposited into the repository. This is in addition to the inclusion of all publicly available University thesis. At time of writing, the repository holds **11,407** research outputs (3,444) and theses (7,963).

There continues to be significant increases in views and downloads of outputs in the repository. For 2023, there have been over **1.7 million views** (compared to 1.4 million in 2022, just over 1 million in 2021 and 300,000 in 2020) and over 1.9 million downloads (compared to 2.2 million in 2022, just over 820,000 in 2021 and 132,000 in 2020).

Supporting our approach around Open Access, the Library (as part of the Council of Australian University Librarians (CAUL) Consortium) participates in several transformative agreements. These allow authors at the University to publish their work in an Open Access journal without paying an article processing charge (APC). CAUL statistics from 2023 for articles published under the read and publish agreements show that VUW authors had **218** articles approved amounting to an estimated **\$953,521** AUD in APC costs covered by these agreements.

By 2025, our ongoing commitment to ambitious research will have: prepared the University to continue to be at the forefront of academic research through improved external research income to \$100 million per annum, with 60 percent derived from public and private sources outside the New Zealand Government contestable funding schemes; increased co-authorship or co-creation of research outputs with colleagues external to the University to 70 percent of research outputs; resulting in 60 percent of our Scopus-indexed publications being in the top 25 percent of journals; lifted new invention disclosures to 75 per annum; doubled the number of research postgraduate students. The university 2024 Annual Report shows how well we have progressed towards these goals. Our intentions are to continue to diversify our research revenue and grow the momentum of our research activities.

## **2.3 Other government priorities**

### **2.3.1 Innovative and flexible programmes**

***Also refer Section 1.7, Skills and Employability, and Section 2.3.2 Embedded carbon neutral content.***

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

As described in Section 1.7, the University has continued to grow and establish new formal programmes in response to various industry developments and requirements, many interdisciplinary in nature. In doing so, consideration is given to the structure and delivery mode to meet student and employer needs and expectations and in response to digital technologies and new ways of learning and working. Our own research confirms that students continue to value face-to-face teaching and learning, becoming part of the University community and having the chance to debate issues with their lecturers and classmates. However, the value and opportunities provided by online or blended delivery, work-integrated learning and other new approaches to learning and teaching are anticipated and incorporated as relevant. The University Futures workstream set up in the wake of COVID-19 explored these themes with staff and students, including how a place-based university can best be flexible, accessible and fit-for-purpose. Design principles that emerged from this highly consultative process inform our progress, including the design of

teaching and learning pathways that are modern and responsive to students' needs while enabling a lifelong learning relationship. We aim to promote flexibility in how we learn and work, normalising the wellbeing benefits of a truly flexible campus.

The introduction of new programmes in 2024 include the first Bachelor of Psychology in New Zealand. We also introduced the Master of Renewable Energy, a new major in the Bachelor of Arts in Environmental Humanities and are developing a Bachelor of Environment and Society to further develop delivery in climate sustainability and carbon-neutrality.

Development of new programmes in the construction and engineering disciplines are also underway.

Health is an area clearly signalled by the TEC as a priority for growth and supported by our university as demonstrated by the establishment of our Faculty of Health in 2017. While our attempts to date to broaden our provision to include undergraduate nursing (despite critical shortages in this workforce) and a medical doctorate have not been successful, we remain committed to responding to the TEC and health workforce needs and will continue to revisit these discussions. We have been somewhat frustrated by the narrow view of what is prioritised and a lack of recognition of what a non-medical school institution can contribute. The Bachelor of Midwifery demonstrates how offering a qualification in a region that already has provision, increases the total number of students. Our research on the Wellington market shows that the overall number of graduates for midwifery has increased since the university offered its midwifery programme; this is despite the concerns that competition would erode the viability of both programmes. This is particularly important in areas of skills shortage. Following the introduction of the Master of Physical Activity and Hauora, we are developing further programmes in a Bachelor of Health and Physical Activity and Hauora and a qualification in physical activity and wellbeing. In addition, the inadequacy of funding and numbers of placements for clinical psychology courses remains a barrier to lifting volume. The University's ability to increase provision in response to the critical demand for an increased number of clinical psychology graduates is severely hampered by the underfunding of these courses; especially given its financial sustainability focus. We remain ambitious for New Zealand with respect to our health provision and welcome the opportunity to explore innovative and responsive programmatic offerings with the TEC.

Further programme proposals are likely to arise through the Strategic Plan process underway at the university in 2024.

#### *Innovative admission*

A Provisional Admission category, introduced in 2020, provides admission to undergraduate degrees for students who do not achieve University Entrance standard. This was enacted in 2021 to support entry for students affected by the disruption of COVID-19 which continues to impact school preparation for university study with well documented NCEA result declines. A bespoke restricted programme of study was designed with additional "wrap around" support. An evaluation of this approach continues as the University is looking at regularising Provisional Admission (PA) status to allow students with potential, who have not achieved university entrance, to be supported. The University's current PA programme is along the lines suggested by the TEC and modelled on the programme at Georgia State University. The indications are favourable when compared with cohorts under previous similar pathway programmes, with 70 percent of students passing both their first trimester courses for admission to Trimester 2. An initial review and feedback from students indicated a positive response to the model of support. The University continues to monitor the Provisional Admission pathway and a final recommendation on continuation of the programme is expected in late 2024.

#### *Co-curricular examples*

The University continues to offer two leadership programmes to further develop students' abilities to meet the graduate profile of the University. They are [WellingtonPlus](#) (formerly VicPlus) and the [Wellington International Leadership Programme](#). The programmes have run for more than 10 years. Both programmes are being reviewed now to ensure that the University continues to deliver modern, fit-for-purpose extra and co-curricular options aligned with the Graduate Profile and Strategic Plan.

### **2.3.2 Embedded carbon neutral content**

The University's Strategic Plan contains an ambitious goal that by 2030 we will be net carbon zero and will have reduced our gross carbon emissions by 40 percent. Due in part to COVID-19, we have already made significant progress towards achieving our goal of being net carbon zero by 2030; our focus now is on continuing this progress post border re-opening and other COVID-19 restrictions being lifted.

Students are able to take a [range of courses and complete qualifications that support this mission](#), including undergraduate and postgraduate programmes in climate change science and policy, environmental studies, environmental science, geography, marine biology, ecology and biodiversity, Māori resource management, science in society, development studies, building sustainable engineering systems, landscape architecture, interior architecture, architecture, building project management, design, renewable energy systems engineering and a new minor in business ethics and sustainability. Climate action features prominently through all of these programmes. Across the University there are over 100 (and growing) individual courses offered with a strong focus on environmental sustainability, and enrolments in these courses have more than doubled over the past six years.

The University has introduced a Master of Renewable Energy, a Master of Regional and Urban Planning, and a Bachelor of Global Studies. These new qualifications all have a strong focus on leading positive change in the face of global challenges, including sustainability and climate change. The Bachelor of Global Studies includes a new major (Climate Change, Environment and Sustainability). The Master of Renewable Energy aims to address the future challenges that industry, government and society have emphasised by building on various disciplines and skillsets derived from undergraduate programmes and developing more focussed engineering and analytical skills and capacity for the energy sector. The Master of Urban and Regional Planning responds to demand for better design of urban and rural environments for people and more coherent land-use planning strategies to address the current pressing needs related to housing, building development and infrastructure. The programme will attract new academic staff and PhD students to extend our research portfolio to include externally funded activities related to built infrastructure, planning and development on sustainability, climate change, deforestation, pollution, waste management, smart technologies, transport, coastal management, and a range of physical processes in environmental systems.

As described above, the University's service and leadership development programmes (Wellington Plus and Wellington International Leadership Programme) also enables students to develop international perspectives and collaborations, give back to the community and gain skills. The programmes provide opportunities to participate in sustainability-related activities, from volunteering with community groups and tree planting, to attending workshops.

Our world-class researchers play an important role as the public and media seek expertise and explanation about climate change and sustainability. For example, professors James Renwick, Nick Golledge, and Dave Frame continue to play prominent roles in public commentary and contribution to climate change research and policy.

## 3. Learner Success Plan

### 3.1 Available on the University [Website](#)

## 4. Addressing the needs of stakeholders

### 4.1 Our approach to stakeholder engagement

Relationships with stakeholder groups are critical to the University. From staff and students through to alumni, employers, industry groups, the Wellington City Council, and government agencies, the University resources a dedicated SLT role to ensure these relationships are well managed. The Deputy Vice-Chancellor (Engagement), leads the University's efforts to deepen its engagement with our communities of interest. As a civic university, we have close involvement with the social, cultural, and economic life of our city and region. Flowing from our Strategic Plan, our relationships with stakeholders are guided by our Engagement Strategy (an update of which is underway), which articulates the approach we take with identifying and working with our key stakeholders.

This is the mandate upon which the University was founded approximately 125 years ago. It remains just as important today. The wide-ranging number and diversity of stakeholders means that there are also diverse needs and expectations. Collecting, analysing, and acting on this information is a key role of the Engagement portfolio.

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

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

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

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

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

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

## 4.2 Current and prospective students and their families

### *Also refer section 1.8 Putting Learners at the centre*

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

Our students have several avenues for engagement to influence the University’s activities, from two members who sit on Council giving voice to student concerns through to course feedback, and to surveys that are conducted annually at both a pan-university and unit levels. These surveys provide information on a range of services provided to students and on the overall state of their wellbeing. The YOU Student Wellbeing Survey running since 2019, is an additional research survey which follows the wellbeing of cohorts of commencing students across time to inform the University of key factors that affect student wellbeing. The results of student experience and wellbeing surveys [are published on the University’s website](#).

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

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

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

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

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

- The Student Charter is a commitment between staff and students and sets out the expectations of the student experience at the University and how that experience is fostered.
- The Graduate Profile states that a Te Herenga Waka Victoria University of Wellington graduate ‘will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilment of institutional obligations in relation to the Treaty of Waitangi is a significant goal’.
- A Student Services Transformation Programme is in progress to redesign the student journey using a design-thinking approach. Several workstreams related to the services that interact with students through their journey are in train to improve the student experience. This is a substantial initiative that will take several years to complete. The programme responds to a

continuous improvement of the student experience tracked through our annual student survey. Efficient and consistent processes to support the student journey are seen as a key deliverable for staff and students.

- Students have two representatives on the University Council who participate fully in its governance to ensure the student voice influences policy and budgets.
- Class representatives are an invaluable link between students, academic staff, the University's Academic Office, and Victoria University of Wellington Students' Association (VUWSA).
- The University has also been the model for a cooperative approach to setting and using the Student Services Levy and is the first university in the country to do so in partnerships with its students. A partnership approach is used to decide the range, quality, and quantity of services provided to students such as health, counselling, legal, careers, financial, childcare, clubs, and sports.
- The new Māori Student Support team includes a Kaiarawhiti/Māori outreach adviser to support recruitment of Māori students.
- The Pasifika Student Support team includes a Pasifika outreach adviser to support recruitment of Pasifika students.
- Advisory services related to all aspects of student life at the University, including accommodation, learning support, course and careers advice, assist students to maximise the benefit of the student experience.

Te Herenga Waka staff and students co-designed the Student Engagement Framework. The Framework sets the overall approach to student engagement and incorporates a Student Engagement Agreement which sets out initiatives, responsibilities, and directions for the following 12 months. The Student Engagement Agreement will be a living document that will be revisited by key university leaders and student leaders at the beginning of each year to develop and define what the staff/student partnership programme of work will be for that year.

From 2021, the University has implemented the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, which came into force on 1 January 2022. This included implementing responses to a gap analysis, and developing a wellbeing strategy, a risk register, a communications plan, a unified complaints process, and a training and engagement plan. From 2022, leadership in this area has been assumed by the newly created role of Director, Student Experience and Wellbeing. This important role provides leadership in matters relating to student wellbeing and student experience, including ensuring the University meets its obligations under the new Pastoral Care Code. The role will also have responsibility for delivering aspects of the University's comprehensive suite of support and wellbeing services to domestic and international students.

In 2023, in response to the NZQA accommodation verification process for all tertiary providers, Te Herenga Waka documented the University's accommodation pastoral care system, which was assessed and compliance verified, in relation Outcomes 5 to 7 of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice (the Code), Education (Pastoral Care of Tertiary and International Learners) Code of Practice (the Code). In February 2024, evidence was collated to verify compliance with the International Code Outcomes 8 to 12 and submitted to Te Pōkai Tara Universities New Zealand. This report does not include detailed information from these processes.

A new role of Tumu Whakauru—Deputy Vice-Chancellor, Students joined the University's Te Hiwa—Senior Leadership Team in October 2023. The Tumu Whakauru is responsible for student recruitment and retention through developing and implementing strategies that focus on student scholarships, experience, wellbeing, and learning support, using an integrated and adaptive student services model.

A Student Experience Committee was established in July 2023. Co-convened by the Assistant Vice-Chancellor, Mātauranga Māori, Assistant Vice-Chancellor, Pasifika, and Tumu Whakauru, the Committee advises on, and monitors progress related to the Code, along with implementation of the Learner Success Plan, Te Ara Taupuhupuhi—Disability Inclusion Action Plan, Ki te rā—Student Wellbeing Outcomes Framework and Ngā Kiwai o te Kete—Student Engagement Framework. With members from student

representative groups, Directors, and Associate Deans (Students), this committee meets every two months. The committee helps integrate the network of teams that work to deliver the in-person and on-line services for students.

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

Ninety-five percent of all students who present to Mauri Ora with mental health or wellbeing concerns fit into the mild to moderate category. Since 2018, the service has partnered with external funders to expand the range and availability of services to students. This has increased the number of clinicians working in the mental health space from 16 FTE in 2018 to 25 FTE in 2023 and includes five Student Support Coordinators working in the Halls of Residence (up from 4 FTE in 2018).

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

In response to student voice, another focus for Mauri Ora has been the cultural diversification of its clinical team to better meet the needs of Māori and Pasifika students. In 2023, external funding provided by a contract with Te Whatu Ora to improve Tertiary Student Wellbeing, has been used to:

- employ a Health Navigator who is also a Rongoā Māori practitioner. This role is designed to foster access to services based within Mauri Ora for both Māori and Pasifika students.
- employ a Kaiārahi Tauira (Senior Māori Counsellor) who incorporates Te ao Māori in all aspects of their practice and sits on the Mauri Ora leadership team. The incumbent in this role started in the position in early 2024.

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

Throughout 2023, an update report on the Code was provided to the University's Audit and Risk Committee as a standing agenda item for each Committee meeting, as an additional layer of assurance.

### **4.3 Staff**

#### ***Also refer section 1.4 Management and leadership***

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

A comprehensive survey of all staff is undertaken every three years followed by an action plan for response. The 2021 Your Voice—Te Herenga Waka Staff Survey received an 81% response rate with a margin of error of 0.9%. The overall engagement figure was 67%, compared with the target of 68%. Results indicate staff are generally highly positive about their teams, colleagues, and their managers, but show a decrease in engagement of 8%, concerns about workload and senior leadership, and

reduced satisfaction with pay, benefits, and career opportunities. Action plans for responding to the feedback provided have begun in 2022.

Changes to the senior executive in 2023, resulted in renaming the SLT as Te Hiwa and introduction of the new team and its priorities to staff in staff forums. The impacts of the achieving financial sustainability programme have been substantial with ongoing communication from Te Hiwa critical in supporting staff through the ongoing change that has been brought about.

As part of the response, the Your Voice all of staff survey has been rerun in April and May this year with managers being able to access responses and work with their teams on agreed area of focus. The results indicate improvement in several areas related to the new Senior Leadership. Other areas that have not seen improvements are, perhaps, not surprising given the restructuring that occurred in 2023.

Engagement with staff through the strategic planning process has also been a means of ensuring the voice of staff are helping to shape the direction of the university. Forums have been held with all staff invited as well as focus groups of staff representatives helping to develop the themes for the new plan.

#### **4.4 Iwi, Māori entities, and partners**

*Also refer Section 1.5 Te Tiriti o Waitangi.*

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

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

Mai i te Iho ki te Pae (the Māori Strategic Outcomes Framework) conceptualises the Māori outcomes derived from Te Herenga Waka—Victoria University of Wellington’s Strategic Plan and promotes a university community that enables a collective impact approach to Māori success. Refreshed in 2021, key outcomes sought are the socialisation and integration of Māori interests as part of the normal, day-to-day business of the University, while also supporting and enhancing those students and staff members who are engaged in Māori advancement. This Strategic Outcomes Framework draws on the Māori aspirational notion that from our iho (essence, core) we strive to extend to the pae (horizon, surrounds) and beyond. The essence of Māori identity is linked to whakapapa (genealogy), and the recognition of Māori as tangata whenua is embedded in the values of the University’s Strategic Plan, namely te reo Māori, mātauranga Māori, and Te Tiriti o Waitangi.

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

The University is committed to building long-term and mutually beneficial relationships with iwi and other Māori groups and increasing the participation and success of Māori students at the University

across all disciplines and at both undergraduate and postgraduate levels. For many of our students, financial difficulty is a major hurdle to overcome, and the University is always exploring ways to increase our scholarship offerings to Māori. During 2023, the University distributed 495 scholarships to Taura Māori. This equates to an investment of over \$230,000 towards Taihonoa scholarships and Summer Internships; internships include at Toi Māori Aotearoa, Te Manatū Aorere— MFAT, Māori Education Trust, Kahui Legal, Te Ohu Kai Moana, Te Arawhiti, Tuia Group, Ministry of Social Development, NZQA, Heritage New Zealand, GNS Science, Te Kōtahitanga o Taranaki, and Te Korowai o Ngāruahine.

The University development of the Living Pā by the end of 2024; the Living Pa will be one of the world's most environmentally responsible buildings and a new icon for Wellington and Aotearoa.

#### **4.5 Employers, industry, and professions**

The University works actively with industry, professions, and employers to identify their needs through surveys, informal feedback, and participation on advisory boards and review panels for professional programmes. The number of employers that Te Herenga Waka—Victoria University of Wellington engages with each year is significant; more than 1,000 are involved in digital and on campus networking opportunities and career expos, advertising graduate roles, internships and part-time positions, providing work integrated learning internships or placements or having representatives on boards and committees.

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

Throughout the year, the Careers and Employment service liaises with academic faculties, departments and the business community to promote discipline and industry-specific events. These events are open to all currently enrolled students. In addition to attending Career Expos, individual employers hold sessions where they present and inform students of what careers with them involve and give students the opportunity to meet recent graduates working in the organisation. Since COVID-19 disrupted activities on campus, recovery of attendance at the Career Expos have been significant with good student and employer engagement and high levels of applications for graduate recruitment in 2023 and 2024.

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

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

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

In its new draft strategic plan the university has emphasised the importance of Work Integrated Learning and Internships as means by which students can gain valuable skills prior to full time entry into the workforce.

#### 4.6 Government and the public service

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

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

- professorial appointments such as in sustainable energy systems;
- numerous University staff serving on local and national governmental bodies, advisory boards and/or advisory committees;
- guest lectures in the Treasury Academic Linkages Programme;
- the School of Government providing a means by which the needs of government can be met through professional Master's programmes in Public Management and Public Policy and through the Australia and New Zealand School of Government (ANZSOG);
- research centres, such as the Institute for Governance and Policy Studies, the New Zealand Centre for Public Law, the New Zealand Contemporary China Research Centre, the New Zealand India Research Centre, and the Centre for Strategic Studies, which link academic research and public policy by providing opportunities for independent study and the neutral and informed discussion of important issues;
- The University has been involved in two centres for Asia–Pacific excellence hosting the Latin American Centre for Asian–Pacific Excellence.
- The University also has developed partnerships with Government agencies as part of its “Policy Hub” project. The aim of this project is to work collaboratively with agencies to provide safe environments to develop innovative thinking and consider policy perspectives.

#### 4.7 Pasifika communities

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

Understanding the importance of improving tertiary access and outcomes for Pasifika students guides our increasingly successful engagement with Pacific communities. The University's commitment to, and aspirations for, Pasifika students, staff and research are contained in a Pasifika Strategic and Operational Plan which complements the University's Strategic Plan 2020-2024. The Pasifika Student Success Plan focuses on increasing the enrolment, retention and qualification completion of Pasifika students. The

vision is that Te Herenga Waka—Victoria University of Wellington is the university of choice for Pasifika students and staff from Aotearoa-New Zealand and across the Pacific Region. The Office of the Assistant Vice-Chancellor (Pasifika) also focuses on the University's Pasifika identity, increasing the number of Pasifika staff and ensuring they are well supported, and encouraging research into Pasifika issues within New Zealand and the Pacific region.

Within the Wellington Region, Frank Kitts Park has been confirmed as the preferred site for our national Fale Malae, and the Wellington City Council has given in-principle support. Architects have been contracted together with a small group of Pasifika artists including a Pasifika alumni and architect. Fundraising work, and internal and external consultation are also continuing.

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

A recent example of engagement with Pasifika communities was a coordinated University response to the natural disaster in Tonga in 2022. In conjunction with Wellington Tongan Council of Community Leaders, a communication plan was activated to reach the Pasifika community in Wellington and wider community through our students and University networks to raise funds for those that had been affected by the disaster. Through strategic collaborations and dedicated efforts, our university has celebrated the success of Pasifika communities and enhanced their academic journeys. The Pasifika Roadshow held across multiple regions, engaged local communities, families and prospective students, providing comprehensive information on study options and encouraging Alumni towards postgraduate study. The collaboration involved partnering with local government, Mayors and the Electoral Commission. Our partnership with the National University of Samoa fosters collaborative research opportunities, with the Faculty of Graduate Research and Faculty of Health. The Pasifika Graduation is a vibrant celebration of Pasifika graduates, families and the university's commitment to nurturing Pasifika cultures and identities. The Office of the Assistant Vice-Chancellor Pasifika, alongside the Pasifika Student Success team, continue to champion Pasifika student and staff achievement, fostering an inclusive environment and advocating for improved outcomes across the university.

## **4.8 National and international partnerships**

Our Strategic Plan states that the University will be a great global–civic university and enhance its contribution to the resolution of global challenges. The University's biggest contribution will be made to those challenges that align with its areas of academic emphasis and have a significant impact on the wider Asia–Pacific region. Our aspiration is to be a genuinely and deeply internationalised university, preparing well-educated globally minded citizens, and serving the Wellington and New Zealand communities through our international connectedness.

COVID-19 has significantly disrupted international education. The impact has reduced the number of international students to two-thirds of pre-COVID-19 levels. In 2021 over 2,300 international students attended the University from more than 100 countries. We foster a sense of global citizenship in domestic students, through innovative initiatives such as the Victoria International Leadership Programme. Our recent efforts have proven fruitful with an increase in international students returning to the university post COVID. Last year we exceeded our target, and this year are well on the way to being ahead of the 2023 end of year result.

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

The University also hosts the Centre for Asia–Pacific Excellence (Latin America) and the New Zealand India Research Institute, and partners on the third Centre for Asia–Pacific Excellence (North Asia) that has been hosted by the University of Auckland.

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

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

Following on from the partnerships developed in recent years we have embedded these to deliver a joint undergraduate degree in Intercultural Communication with Communications University of Zhejiang (China); a collaborative undergraduate programme in Communication Studies with Vidyalankar School of Information and Technology (India); and begun joint delivery with Zhengzhou University (ZZU), one of China’s Double First-Class Universities, of three Wellington undergraduate programmes, in Architecture, Landscape Architecture, and Industrial Design. We have also been implementing agreements with the University of Foreign Language Studies (Viet Nam) to offer (online) our Postgraduate Certificate in Teaching English to Speakers of Other Language; delivered Educating for the Future Centre of Excellence operating (virtually) across Indonesia and Australia.

#### 4.9 Alumni and benefactors

Our alumni are key stakeholders as they are our best advocates. Engagement is a core component of Victoria University of Wellington’s mission and strategy. Effective engagement has tangible benefits for our partners and the University’s community. The Engagement Strategy provides a plan for the University’s future approach to engagement. It sets out how the University will:

- cultivate a culture of engagement at the university
- connect with its partners of influence
- continue to strengthen its reputation and profile.

We are in the process of updating our Engagement Strategy which provides a framework of activities and actions to help build an engaged alumni community in a way that is valuable to individuals personally and supports our purpose to undertake excellent research, teaching, and public engagement. The current plan sets a strategic direction for the University to deepen engagement with its alumni community and outlines five key principles central to our alumni activities: being alumni centric and more frequently soliciting their views; keeping data quality paramount so that contact is maintained; achieve data-driven results to improve our activity and informing how we engage with alumni; foster a collaborative culture with other areas of the University to deliver a programme that is relevant to alumni; and embrace change, such as through technology, to best connect with alumni. In line with revising our university strategic plan, the new engagement strategy will reflect changes that the new university strategy lays out.

The University holds regular alumni events in New Zealand and overseas to maintain and develop relationships with the 136,000 graduates from the University worldwide. Events are organised regularly around the world to allow opportunities for alumni to connect, network, and contribute. A number of alumni volunteers based across Australia, Asia, North America and the United Kingdom help promote the University by assisting with organising events for alumni in their regions. The University currently offers library access (at cost), free events, and an annual alumni magazine. There is also a well-established mentoring programme which matches alumni mentors with final year students in mutually beneficial partnerships aimed at helping students in their transition into work life.

The University and the Victoria University of Wellington Foundation had a successful philanthropic fundraising year despite the ongoing economic impact of COVID-19, receiving donations (including cash,

multi-year pledges, realised bequests, and gifts-in-kind). The School of Biological Sciences received a \$13.5 million gift from the late Dr Aola Richards—an alumna, scientist and academic. Her gift, the largest in the University’s history, is intended to support postgraduate and postdoctoral research in entomology, reflecting her lifelong dedication to the field.

Sir Mark Dunajtschik donated \$10 million to the University to establish a mechatronics engineering programme and construction related qualifications. The University and the New Zealand Symphony Orchestra received a transformative \$2 million gift from acclaimed filmmaker Sir Peter Jackson and Academy Award winning screenwriter Dame Fran Walsh for state-of-the-art recording studios for Wellington’s national music centre.

## 5. Disability Inclusion Action Plan

The University’s Disability Inclusion Action Plan 2023-2025 is a stand-alone document published on the University’s website [here](#). This Plan implements the commitment made in the University’s Strategic Plan and Equity, Diversity and Inclusion Framework and targets specific actions to address equity for staff and students of the University. It also guides the University in meeting our legislative obligations towards people with disabilities and ensures that the University meets the best practice standards for an inclusive tertiary education environment outlined in ‘Kia Ōrite Toolkit for Achieving Equity.’

The Plan builds on the success of our inaugural 2017 Disability Action Plan (as detailed in our annual ‘Equity Funding: Tertiary Students with Disabilities’ reports submitted to the TEC) and focuses on the areas that have been identified as needing expansion or greater emphasis. This ambitious plan reflects our progress to date and the tremendous amount of lived student and staff disability experience we have alongside professional and academic staff expertise. We are confident that we can continue our contribution to leading practise in this field and ensuring people with disabilities can thrive and achieve their aspirations.

We launched our Te Ara Taupuhpuhi Disability Inclusion Action Plan 2023-2025 in September 2023 following endorsement by Te Hiwa in July 2023 and Council in August 2023 and [implementation of this is well underway](#). The first annual progress report is due at the end of 2024.

## 6. Programmes and activities

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

### *Our programmes and activities*

Our academic programmes are designed to ensure our graduates are globally minded, civically engaged citizens, with an understanding of international perspectives, and an ability to engage constructively with different communities. More broadly, our activities are consistent with our roles and responsibilities as a University under the Education and Training Act 2020, Te Tiriti o Waitangi, our Strategic Plan and the Tertiary Education Strategy (detailed within). Refer to Outcomes Framework (Section 7), our 2023 Annual Report Statement of Service Performance, and 2024 Statement of Forecast Service Performance for an overview of our many activities and how they achieve our mission and goals.

The projects and initiatives previously described in Sections 2 and 3, and in Section 9 below, are substantial and will progress the University's key strategic goals. The projects and initiatives previously described form a 5-year implementation plan designed to progress the University's key strategic goals. The focus will remain on delivering of that set of cross-University major projects. Faculties and professional directorates will continue to progress smaller projects such as the development and approval of new courses or programmes, procuring resources to support new research projects and programmes to invest in new skills and local processes.

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

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

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

### *Summary of Mix of Provision*

**The indicative allocation for 2025 funded value is \$163,130,432.**

The University has a relatively small delivery component under the new Unified Funding System (UFS).

Course Classification	Name	Level	2025 funded EFTS	2025 unfunded EFTS	2026 funded EFTS	2026 unfunded EFTS
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1	Agriculture; Horticulture	Undergraduate	211	5	211	6
		Taught Postgraduate	43	1	43	1
		Research Postgraduate	68	2	68	2
		<b>Subtotal</b>	<b>323</b>	<b>8</b>	<b>323</b>	<b>9</b>
2	Architecture	Undergraduate	648	16	648	19
		Taught Postgraduate	95	2	95	3
		Research Postgraduate	131	3	131	4
		<b>Subtotal</b>	<b>875</b>	<b>21</b>	<b>875</b>	<b>26</b>
3	Humanities and Social Sciences	Undergraduate	3594	86	3594	105
		Taught Postgraduate	449	11	449	13
		Research Postgraduate	325	8	325	10
		<b>Subtotal</b>	<b>4368</b>	<b>105</b>	<b>4368</b>	<b>127</b>
4	Business; Accountancy; Management	Undergraduate	1781	43	1781	52
		Taught Postgraduate	171	4	171	5
		Research Postgraduate	58	1	58	2
		<b>Subtotal</b>	<b>2010</b>	<b>48</b>	<b>2010</b>	<b>59</b>
6	Computer Science	Undergraduate	279	6.7	279	8.1
		Taught Postgraduate	33.2	0.8	33.2	1
		Research Postgraduate	60.4	1.5	60.4	1.8
		<b>Subtotal</b>	<b>373</b>	<b>9</b>	<b>373</b>	<b>11</b>
11	Engineering; Technology	Undergraduate	19	1	19	1
		Taught Postgraduate	1	0	1	0
		<b>Subtotal</b>	<b>20</b>	<b>1</b>	<b>20</b>	<b>1</b>
11.1	Priority Engineering	Undergraduate	663	15.9	663	19.3
		Taught Postgraduate	139	3.3	139	4.1
		Research Postgraduate	84.6	2	84.6	2.5
	<b>Subtotal</b>	<b>887</b>	<b>21</b>	<b>887</b>	<b>26</b>	
12	Fine Arts; Design	Undergraduate	515	12	515	15
		Taught Postgraduate	52	1	52	2
		Research Postgraduate	28	1	28	1
		<b>Subtotal</b>	<b>594</b>	<b>14</b>	<b>594</b>	<b>17</b>
13	Health Sciences (Excluding classifications #07, #15, and #17)	Research Postgraduate	17	0.4	17	0.5
		<b>Subtotal</b>	<b>17</b>	<b>0.4</b>	<b>17</b>	<b>0.5</b>
14	Law	Undergraduate	1011	24	1011	29
		Taught Postgraduate	40	1	40	1
		Research Postgraduate	21	1	21	1
		<b>Subtotal</b>	<b>1071</b>	<b>26</b>	<b>1071</b>	<b>31</b>

15	Medicine (Excluding intermediate/first year)	Taught Postgraduate	9	0	9	0
		Research Postgraduate	7	0	7	0
		<b>Subtotal</b>	<b>16</b>	<b>0</b>	<b>16</b>	<b>1</b>
16	Music And Performing Arts	Undergraduate	319	8	319	9
		Taught Postgraduate	66	2	66	2
		Research Postgraduate	55	1	55	2
<b>Subtotal</b>		<b>440</b>	<b>11</b>	<b>440</b>	<b>13</b>	
17	Health Related Professions	Taught Postgraduate	121	3	121	4
		Research Postgraduate	11	0	11	0
		<b>Subtotal</b>	<b>132</b>	<b>3</b>	<b>132</b>	<b>4</b>
18	Science	Undergraduate	1543	37	1543	45
		Taught Postgraduate	297	7	297	9
		Research Postgraduate	293	7	293	9
<b>Subtotal</b>		<b>2134</b>	<b>51</b>	<b>2134</b>	<b>62</b>	
19.1	Teaching: Early Childhood Education – recognised Degree/Diploma of Teaching	Undergraduate	79	2	79	2
		<b>Subtotal</b>	<b>79</b>	<b>2</b>	<b>79</b>	<b>2</b>
19.2	Teaching: Primary – recognised Degree/Diploma of Teaching	Undergraduate	53	1	53	2
		Taught Postgraduate	17	0	17	1
<b>Subtotal</b>		<b>70</b>	<b>2</b>	<b>70</b>	<b>2</b>	
20	Teaching: Secondary and Specialist recognised Degree/Diploma of Teaching	Taught Postgraduate	73	0	73	0
		Research Postgraduate	55	0	55	0
		<b>Subtotal</b>	<b>129</b>	<b>0</b>	<b>129</b>	<b>1</b>
27	Midwifery (3 Year)	Undergraduate	57	1	57	2
<b>Subtotal</b>		<b>57</b>	<b>1</b>	<b>57</b>	<b>2</b>	
34	Clinical Psychology	Taught Postgraduate	41	1	41	1
<b>Subtotal</b>		<b>41</b>	<b>1</b>	<b>41</b>	<b>1</b>	
42	Mātauranga Māori and Te Reo Māori	Undergraduate	435	10	435	13
		Taught Postgraduate	16	0	16	1

	Research Postgraduate	7	0	7	0
<b>Subtotal</b>		<b>457</b>	<b>10</b>	<b>450</b>	<b>13</b>
<b>Total</b>		<b>14092</b>	<b>335</b>	<b>14085</b>	<b>408</b>

### *Unified Funding System (UFS) Mix of Provision summary*

Course Classification	Name	Level	2025 funded EFTS	2025 unfunded EFTS	2026 funded EFTS	2026 unfunded EFTS
3	Humanities and Social Sciences	Pre-degree	26.2	0	26.2	0.1
		Undergraduate	27.6	0	27.6	0.1
		<b>Subtotal</b>	<b>54</b>	<b>0</b>	<b>54</b>	<b>0</b>
4	Business; Accountancy; Management	Undergraduate	1.3	0	1.3	0
		<b>Subtotal</b>	<b>1.3</b>	<b>0</b>	<b>1.3</b>	<b>0</b>
12	Fine Arts; Design	Undergraduate	0.1	0	0.1	0
		<b>Subtotal</b>	<b>0.1</b>	<b>0</b>	<b>0.1</b>	<b>0</b>
19.1	Teaching: Early Childhood Education – recognised Degree/Diploma of Teaching	Undergraduate	1.3	0	1.3	0
		<b>Subtotal</b>	<b>1.3</b>	<b>0</b>	<b>1.3</b>	<b>0</b>
42	Mātauranga Māori and Te Reo Māori	Pre-degree	5.8	0	5.8	0
		Undergraduate	12.1	0	12.1	0.1
		<b>Subtotal</b>	<b>18</b>	<b>0</b>	<b>18</b>	<b>0</b>
<b>Total</b>			<b>74</b>	<b>0</b>	<b>74</b>	<b>0</b>

### *Programmes and activities not funded by the TEC*

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

### *Subsidiaries (currently trading)*

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

# 7. Outcomes and measures

## 7.1 Outcomes and Performance Framework

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

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

The assessment of performance through data (including TEC Educational Performance Indicators, discussed further below) informs the development of the University's plans and improvements. Within the framework, the University's Strategic Plan 2020-2024 is the key document driving decision making and resource allocation across the University. The Strategic Plan 2020-2024 includes a range of targets relating to retention rates, service provision, sustained growth and graduate destinations. An accompanying Strategic Plan "roadmap" provides an overview of planned initiatives that are being undertaken to achieve Strategic Plan objectives, including a series of metrics and targets for monitoring progress. The University monitors metrics through Ngā Kete and its own Enterprise Data Warehouse (EDW).

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

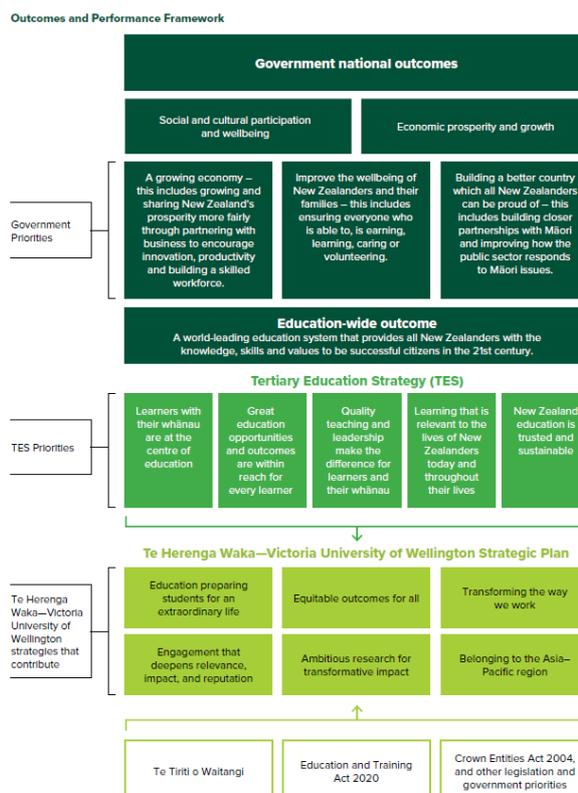
The forecast statement of service performance for 2025 will be prepared later this year as part of the University's Annual Management Plan and Budget setting process before being signed off by Council by year end. As with previous years, the EPI commitments attached here will form part of this Statement.

**Appended to this document is the 2024 Statement of Forecast Service Performance.**

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

Our next wave of investment is expected to help improve indicator outcomes on the quality of the learning and student experience. Our Learner Success plan notes that by 2029 we aim to achieve EPI metrics as follows:

- Retention rates from first to second year of 85 percent for all students regardless of equity group.
- First year Level 7 course completion rates of 86% for Pasifika, 88% for Māori and 90% for other students.
- Qualification completion rates for Undergraduate degrees above 62% for Pasifika, 64% for Māori and 68% for non-Māori and non-Pasifika.
- 95 percent of teachers being assessed as good or very good by their students.



- 95 percent of students rating their overall satisfaction with services and facilities as good or very good.
- 97 percent of graduates gaining employment, pursuing further study, or not seeking work within one year of graduation.
- The composition of our university students, staff, and leaders will fully reflect the gender, ethnic, and cultural diversity of Aotearoa New Zealand.
- Our identified equity, diversity and inclusion student and staff groups will actively report better access, inclusion, and support.
- Student targets will include, but not be limited to, increasing the number of Māori students to 16.5 percent and Pasifika students to 8.1 percent of domestic students.
- Staff targets will include, but not be limited to, increasing the number of women professors to at least 30 percent, doubling the number of Māori academics, and tripling the number of Pasifika academics across all levels,
- All university leaders will have completed equity, diversity, and inclusion training.

## 7.2 Educational Performance Indicator performance

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

DRAFT Educational Performance Indicators	Ethnicity Group[1]	NZQF Level	Actual	Commitments		
			2023	2025	2026	2027
Description	Ethnicity Group[1]	NZQF Level	2023	2025	2026	2027
Proportion of SAC eligible EFTS	Māori	Levels 4-7 non-degree	30.1%	40.0%	40.0%	40.0%
Proportion of SAC eligible EFTS	Pasifika	Levels 4-7 non-degree	37.7%	30.0%	30.0%	30.0%
Proportion of SAC eligible EFTS	Non-Māori & non-Pasifika	Levels 4-7 non-degree	32.2%	40.0%	40.0%	40.0%
Proportion of SAC eligible EFTS	Māori	Level 7 degree	13.5%	14.0%	15.0%	16.0%
Proportion of SAC eligible EFTS	Pasifika	Level 7 degree	7.3%	8.0%	8.0%	8.5%
Proportion of SAC eligible EFTS	Non-Māori & non-Pasifika	Level 7 degree	80.4%	77.0%	77.0%	77.0%
Proportion of SAC eligible EFTS	Māori	Levels 8-10	8.5%	9.0%	9.0%	10.0%
Proportion of SAC eligible EFTS	Pasifika	Levels 8-10	3.9%	5.0%	6.0%	6.0%
Proportion of SAC eligible EFTS	Non-Māori & non-Pasifika	Levels 8-10	88.1%	85.0%	85.0%	85.0%
First year retention rate*	Māori	Level 7 degree	65.8%	78.0%	79.0%	85.0%
First year retention rate*	Pasifika	Level 7 degree	70.1%	82.0%	84.0%	85.0%
First year retention rate*	Non-Māori & non-Pasifika	Level 7 degree	76.2%	85.0%	85.0%	85.0%
Course completion rate	Māori	All	79.0%	83.0%	84.0%	85.0%
Course completion rate	Pasifika	All	68.3%	75.0%	77.0%	79.0%
Course completion rate	Non-Māori & non-Pasifika	All	86.7%	90.0%	89.0%	90.0%
ERI		\$ Million	112.8	86	86	86
Total Full Fee EFTS		EFTS	1442	2000	2100	2200
Research Degree Completions		Headcount	495	545	565	585

\* LSP Indicators

**Refer to Section 3 (Learner Success Plan) for 2025-2027 EPI participation, retention and course completion commitments.**

Māori participation rates at Level 7 (degree) increased, from 13.2% in 2022 to 13.5% in 2023. Those at postgraduate level were maintained at 8.5%, the same as 2022, but less than the target of 9%. Participation rates for Level 7 (degree) domestic Pasifika students also improved from 7.2% to 7.3% in

2023, above the target of 7% of domestic funded EFTS. Pasifika participation at postgraduate level fell very slightly, from 4.0 to 3.9%, short of the target of 5%. Amid challenging external conditions, after relatively pleasing retention rates in 2022, Māori Level 7 retention fell in 2023, to 65.8% against a target of 69.5%. Retention for non-Māori and non-Pasifika Level 7 students also fell below the target, to 76.2% down from 77.8% in 2022 and against a target of 82%. Pasifika retention fell from 74.4% to 70.1%, short of the target of 79%. The University remains committed to improving student retention but saw retention rates fall generally in 2022-2023 as a flow on from COVID disruption and increased cost of living pressure affecting this cohort of students. However, both Māori and Pasifika students decreased as a proportion of postgraduate EFTS in 2021 (from 8.0% to 7.6% and from 4.2% to 4.1%, respectively). The impact of COVID-19 was a factor and was particularly evident in 2021 course completion rates, with all ethnicity groups seeing a decline to below 2019 levels. This was particularly stark for Māori and Pasifika students. Our TEC EPI commitments for 2023-2025 reflect the need to return to 2020 levels before resuming our planned trajectory toward parity.

### **External Research Income**

In 2023, our External Research Income (PBRF definition, excluding university sub-contracted research) was \$101.1m a 27% increase from 2022 (\$79.5m). Continued strong success with contestable funds contributed to a \$7.7m increase to \$79.1m in contracted research revenue (\$71.4 in 2022) in the University Research Trust. Other research revenue streams within the University were \$22m (\$8.1m in 2022), including Wellington UniVentures (\$4.1m) and the University Foundation (\$16.9m).

Our 2025-2027 ERI EPI commitments are as follows:

DRAFT	Actual	Commitment		
EPI	2023	2025	2026	2027
External Research Income	\$101.1m	\$86m	\$86.0m	\$86.0m

### **International Students**

Many international students commenced or continued to study with the University from offshore. International full-fee EFTS increased from 1,098 EFTS in 2022 to 1,442 EFTS in 2023, a 31% increase of 344 EFTS, slightly below the target of 1,463.

Our 2025-2027 international full-fee EFTS EPI commitments are as follows:

DRAFT	Actual	Commitment		
EPI	2023	2025	2026	2027
International full-fee EFTS	1442	2000	2100	2,200

### **Research Degree Completions**

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

Our 2025-2027 research degree completion (RDC) EPI commitments are as follows:

DRAFT	Actual	Commitment		
EPI	2023	2025	2026	2027
Research Degrees completed	520	545	565	585

## **7.3 Employment Outcomes**

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

The University's 2023 GDS survey result for "Graduates in employment, further study and not seeking work first year post-graduation" was 97%, meeting the 97% target.

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

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

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

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

## 9. Additional requirements for tertiary education institutions (TEIs)

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

### 9.1 Capital asset management

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

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

The SAMP will be updated during 2024 as will the Campus Master Plan, which details the portfolio's long-term capital planning and investment plans across the University's three campuses.

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

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

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

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

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

- The Living Pā project – this project is nearing completion and will demonstrate our commitment to Te Tiriti o Waitangi and it is a way to meaningfully incorporate Te Reo Māori and tikanga Māori into the everyday life of the University. By having our marae at our heart we will transform the way we realise our cultural and value aspirations by drawing together mātauranga Māori and sustainability practices.
- National Music Centre – we have worked in close collaboration with the NZSO and the Wellington arts community in relation to the National Music Centre and how this will help deliver on the TES priority in relation to the 'future of learning and work' by strengthening connections with industry to support readiness for the world of work. It will also strengthen our connection with our community.

- Te Aro campus refurbishment – there is still a need to refurbish existing spaces at our Te Aro campus. While this project has been deferred based upon the financial challenges confronting the University over the last few years, this project remains a priority for the University.
- 320 The Terrace- progressing options for the use of this property by the University
- Earthquake remedials - our investment over the next few years will also include the remediation of building damaged by the 2016 Kaikoura earthquake. Whilst the University has continued to remedy building damage, there are still several buildings requiring attention.

Appendix 1 – This SFSP will be updated once the new strategic plan and implementation plan have been agreed by Council. The targets may then be amended with new KPIs and 2025 targets set.

2024 Statement of Forecast Service Performance	2022 Actual	2023 Target	2023 Forecast	2024 Target
<b>Strategy – Ambitious research for transformative impact</b>				
Research postgraduate/total EFTS	6.9%	7.2%	7.6%	8.0%
New invention disclosures	50	65	30	35
External research income	\$88.3m	\$93.8m	\$108m	\$100m
Publications (Scopus-indexed) in top 25% of journals <sup>1</sup>	56.8%	57.5%	57.4%	58.2%
<b>Strategy – Education preparing students for an extraordinary life</b>				
Commencing research postgraduate EFTS	96	120	140	150
Teachers assessed as good or very good	96%	96%	TBC	97%
Taught postgraduate/total EFTS	12.6%	14%	12.7%	14%
Graduates in employment, further study & not seeking work 1 <sup>st</sup> year post-graduation	98%	97%	97%	97%
Student satisfaction (proportion of students rating services and facilities as 'good' or 'very good')	75.9%	80%	75%	80%
<b>Strategy – Engagement that deepens relevance, impact and reputation</b>				
Fundraising campaign (as per Counting policy includes all bequests, pledges as well as cash donations)	\$158m	\$151m	\$33.2m	\$40m <sup>2</sup>
<b>Strategy – Equitable outcomes for all</b>				
Commencing EFTS - Māori	561	710	535	600
Commencing EFTS- Pasifika	344	380	315	350
Proportion of academic staff who are Māori	5.7%	6.5%	6.5%	7%
Proportion of academic staff who are Pasifika	2.6%	2.5%	3.7%	4%
Proportion of professors who are female	26.9%	31%	31%	31%
<b>Strategy – Belonging to the Asia Pacific Region</b>				
Commencing EFTS – full fee	294	700	665	800
<b>Strategy – Transforming the way we work</b>				
Revenue retained as surplus for reinvestment	-5.1%	0.2%	3.1%	0.0%
Staff satisfaction	N/A	75%	N/A	75%

<sup>1</sup> Revised indicator now lagged by one year as provisional data not available on annual reporting timeline. 2023 results are as confirmed June 2023 based on 2022 publications at 2022 ranking.

<sup>2</sup> Note target reset after end of the previous campaign

<b>TEC Educational Performance Indicators<sup>3</sup></b>	<b>2024 Target<sup>4</sup></b>
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 04-07 (non-degree)	40.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 04-07 (non-degree)	30.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 04-07 (non-degree)	40.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 7 degree	78.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 7 degree	15.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 7 degree	8.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 8-10	87.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 8-10	9.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 8-10	5.0%
The first year retention rate for non-Māori, non-Pasifika students at level 07 degree	83.0%
The first year retention rate for Māori students at level 07 degree	77.0%
The first year retention rate for Pasifika students at level 07 degree	81.0%
The course completion rate for non-Māori, non-Pasifika students (SAC eligible EFTS) at level 01-10	90.0%
The course completion rate for Māori students (SAC eligible EFTS) at level 01-10	84.0%
The course completion rate for Pasifika students (SAC eligible EFTS) at level 01-10	77.0%
The number of research degrees completed	545
The number of international student EFTS	2,048
The amount of External Research Income earned <sup>5</sup>	\$86.0m

<sup>3</sup> Educational Performance Indicators (EPIs) are defined by the TEC.

<sup>4</sup> The 2024 EPI targets are as per the Investment Plan 2023-2024 commitments approved by the TEC.

<sup>5</sup> PBRF definition, excluding sub-contracts to other New Zealand universities.