



Student feedback

How students helped to inform final
recommendations

In early engagement students said....

Transition

“Transition from secondary is tough - the new subjects, the very different ones ”

“Went to Uni 10 y ago, came back, now in competitive pathway much less enjoyable, much more stressful. Lacks camaraderie, interaction with teaching staff, everything had a harder edge, unpleasant. Purely because of limited entry. Different to first experience ”

“Transitioning from high school, social life was harder, especially with covid, hard to meet people and make friends, especially if not coming with many contacts.”

“Completely different from spoon fed/ guided at high school,. Uni very individualistic, not many from my high school to Uni, had to figure things out for myself. In terms of study, took longer, things changed, fell in love with more subjects, did more than was needed.”

Breadth and flexibility

“This university restricted to 24 courses - outside experience of 4-year degree was 40 courses so met desire for breadth of study areas”

In early engagement students said....

What do you wish you had more of?

“University openness to student feedback ”

“More guidance vocationally - and the direct financial impact of this - suggests stronger and clearer advice from student centres ”

“More opportunities for cross-subject collaboration and larger cross-faculty projects (eg unleashed) - lever the possibilities of the huge university”

“More postgrad options - especially when programme sits between faculties. Need clarity about pathways that are not research! ”

“Cultural understanding - need to raise this among teaching staff, difficult to advocate for students if staff have no awareness of traditions and practices, e.g., for extensions ”

“More options, more elective choices (specifically for law), same for Māori studies, need more choices”

“More ways/pathways to recognise extracurricular activities - need more from the co-curricular pathways, more recognition of volunteering other activities”

Curriculum Framework Taumata

“If the order is a hierarchy, I don't know if research should be quite so high up there.”

“What's the point of a draft filled with vague and meaningless language written by people totally and completely isolated from the experience of actual students at UoA? It will just end up being another bureaucratic checkbox that lecturers and professors will be forced to tick that interferes with their actual teaching and research. Changing some words around in a document no-one will read isn't going to make the experience of being a student less stressful, or somehow inspire "better research”.”

“All good” “I think the proposal is excellent.”

“In general the principles are excellent. My main feedback is that there should be a specific taumata for sustainability and the many and important efforts a university can make to address climate change and transform our society to a carbon sequestering, environment enriching one. Due to their close links, this should be at 'the top', alongside efforts to acknowledge and uphold Te Tiriti o Waitangi. There can be no social justice without environmental justice, and no environmental justice without social justice. While the taumata speak well to the social justice role of universities as 'critic and conscience' of society, the absence of a clear sustainability principle undermines this, and limits the leadership potential that is otherwise recognised.”

Structure recommendations

- During consultation students said....

Standardisation of points

“This looks good - standardisation of points is great. I'm slightly confused about the conjoint degrees - my understanding is that currently conjoins allow you to undertake two degrees with a lower overall point load than doing the two degrees one after the other. Will this remain the same (essentially automatic cross-crediting of points) or is the new proposal to have students have to complete the full points requirement for both degrees?”

“This is good - makes it easier for students to plan and structure their programmes.”

Structure recommendations

- Removal of Gen Ed

“I only support this if it is replaced immediately by something else that allows/forces students to have exposure to other areas than their main degree.”

“Conditional support, only if the OPTION to take a Gen Ed remains, or if Recommendation 7's transdisciplinary requirement is effectively the same as this.”

“This is a fantastic idea. It would mean the university does not need to fund specific gen ed courses or promote 1xxG versions of existing courses. I have found that 'G'-affixed courses generally offer less depth than major specific courses that already exist, which is why I think the 'any 15pt' paper requirement does a better job of allowing students to delve into new subjects.”

Structure recommendations

- Te reo pronunciation module

“A Te Reo pronunciation screening is an excellent idea - will contribute towards creating a culture of tolerance and respect.”

“I think this aligns with the university values and would provide valuable cultural immersion for overseas/international students.”

Waipapa Taumata Rau Course

“Let's do this in a way that protects Māori staff and students”

“More concerned around the 0-point pronunciation component, but very supportive of the 15-point Waipapa Taumata Rau component.”

“Is there a reason why this course is not optional?”

Structure recommendations

- 15-point transdisciplinary requirement

“Good - but is this not the same as gen ed just with a different name? Or will it be a broader scope than gen ed?”

“Conditional support, only if this effectively replaces the Gen Ed requirement.”

“This is awesome, this can replace core courses and Gen Ed.”

“This is an interesting concept, but unsure of its practical applicability, relevance or cost in terms of benefit to students. “

“Will there be mautauranga Māori elements incorporated in this?”

“Will these research opportunities be accessible to everyone, and consistent in terms of time and cost?”

Structure recommendations

- Work-integrated Learning opportunities

“Excellent and integral”

“Unsure if this will be practically possible. Considering how many programmes already have issues with students finding internships and positions (consider: engineering, commerce) I'm not sure it would be possible to find this for all degrees. The idea is definitely of value, but it's ability to be implemented - I'm not convinced.”

“What protections are in place to ensure that students are not exploited, and are able to maintain the intellectual property of their work when working within a corporate environment?”