

# STUDENT VOICE—GETTING STARTED

A look into the experience of new students at Te Herenga Waka—Victoria University of Wellington

- TOPLINE REPORT APRIL 2024-



**CAPITAL THINKING.  
GLOBALLY MINDED.**  
MAI I TE IHO KI TE PAE



VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA

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# EXECUTIVE SUMMARY

## METHODOLOGY

### 2,166 NEW STUDENTS PROVIDED FEEDBACK IN THE GETTING STARTED SURVEY

The survey was implemented via Qualtrics, a web-based online survey tool. All students new to Te Herenga Waka—Victoria University of Wellington in the first trimester of 2024 were sent an e-mail invitation with a link to complete the Student Voice—Getting Started survey. A total of 2,301 (2023: 2,212; 2022: 2,566; 2021: 2,114; 2020: 1,988) surveys were started in Qualtrics. Of those, 2,166 (2023: 2,116; 2022: 2,492; 2021: 2,028; 2020: 1,926) were recorded representing a 45% response rate (2023: 46%; 2022: 53%; 2021: 38%; 2020: 37%).

## CHOOSING VICTORIA UNIVERSITY OF WELLINGTON

### CHOOSING A UNIVERSITY TO ATTEND

60% of new students stated that they did not apply anywhere else when asked if they applied to any other universities for the 2024 academic year. 'University website' (92%) was identified as the most useful source of information to assist students when deciding which University to attend, followed by 'University Events: Open Days' (87%).

93% of students stated that 'Programme Offered' was an important factor in their decision, followed by 'University Reputation' (88%).

### DECIDING WHICH PROGRAMME TO STUDY

The University website remained the most useful source of information for students when choosing which course or programme to study (91%). This was followed by 'School Visits' (83%).

### SOURCES OF ADVICE WHEN PREPARING FOR STUDIES

Overall, new students found the University website (93%) to be the best source of advice when preparing for their studies. International Office (92%) was very high for international students.

## GETTING SORTED

### PRE-ENROLMENT EXPERIENCE

Many new students rate their pre-enrolment experience positively. 79% of new students report communication about entry requirements was clear. 81% of new students had confidence in the academic advice they received about their study options, and that reported information about fees was comprehensive (73%).

The overall enrolment process showed an improvement since last year, showing similar levels to what was reported pre-covid.

### EMAIL WAS THE MOST HELPFUL CHANNEL FOR INFORMATION BEFORE STARTING STUDIES.

75% of new students reported that 'Email' was one of the most helpful channels for information before they started their studies, showing a decrease since previous years. The next most helpful channel was the 'Website' (70%), showing a large increase from previous years. Text messages showed declining trends, while Instagram seemed to be increasing.

# EXECUTIVE SUMMARY CONTINUED

## ORIENTATION PROGRAMME

### UNIVERSITY EMAILS AND HALLS ARE THE MOST USEFUL SOURCES OF INFORMATION

Emails from the University was rated as being the most useful source of Orientation information (91%) (2023: 88%; 2022: 87%). Those in Halls rated their Hall of Residence very high (93%).

### THE EVENTS AND WORKSHOPS ARE CONSIDERED USEFUL

Overall, new students found the events and workshops useful. 'Pasifika Students' Orientation' (96%) and the 'Māori Students' Orientation' (94%) were highly rated as in previous years. The single sessions that were most positively rated were 'Using the Library' (94%), 'Campus Tour' and 'How to use Nuku' (91%), and 'Study Skills' and 'Introduction to Mauri Ora and Manawa Ora' (90%).

International orientation sessions were well received, and Postgraduate orientation sessions received high ratings.

### STUDENTS CONNECTED WITH PEERS THROUGH SOCIAL EVENTS

Students identified that they met other new students through most sessions, particularly the Getting Connected, Postgraduate Students' Welcome, and International Welcome Night. The Official Welcome in the Hub and the Inter-hall Chant-off had a decline compared to the combined Welcome Festival in 2023.

### ORIENTATION PREPARED THEM FOR THEIR STUDENT JOURNEY

While a majority of students agreed that the Orientation programme helped them know about the university resources available to them (88%), meet new people (78%), navigate the campuses (78%), and transition to the university (77%); about half of the students felt Orientation helped them prepare for life in Wellington (54%) and helped them learn new skills (51%).

## GETTING UNDERWAY

### THE MAJORITY OF STUDENTS ARE OFF TO A POSITIVE START

77% of students state that they are off to a positive start at the University (2023: 71%; 2022: 71%; 2021: 70%; 2020: 75%).

# BACKGROUND

One of Te Herenga Waka—Victoria University of Wellington’s primary strategies is to provide a holistic learning, teaching and student experience that is second to none.

Te Herenga Waka—Victoria University of Wellington’s vision is to provide services for students that are integrated, accessible and responsive to students’ needs; also, that they enhance learning and enrich the student experience. To achieve this vision, it is necessary to understand how students perceive the value of services Victoria University of Wellington provides and use this knowledge to develop a coordinated approach to continuous improvement.

During the first trimester of 2024, Te Herenga Waka—Victoria University of Wellington conducted an online survey of 2,166 students new to the University in 2024, focused on student choice, admission and enrolment, and orientation activities.



Official Release

## METHODOLOGY

The survey was implemented via Qualtrics, a web-based online survey tool. All students new to Victoria University of Wellington in the first trimester of 2024 were sent an e-mail invitation with a link to complete the Student Voice—Getting Started Survey.

The survey was sent to 4,832 new students on 11 March 2023. Two reminder e-mails were sent to those new students who had not yet completed the survey. The opportunity to win four \$50 prizes and a \$300 cash grand prize were offered as incentives to complete the survey. The survey officially closed on 17 March 2023. A total of 2,184 surveys were recorded in Qualtrics; of those, 2,166 were analysed (45% response rate).

## REPORT NOTES

This report provides an overview of the topline findings of the 2024 Student Voice—Getting Started Survey.

Detailed results, including subgroup specific data can be accessed through the *Student Voice—Getting Started – Report Builder*.

In tables and charts:

- Percentages may not add up to 100% due to rounding.
- Results based on small samples ( $n < 100$ ) should be interpreted as directional only.

Throughout this report:

- Where available, comparative results from previous Student Voice—Getting Started Surveys have been used.
- Spelling, grammar and paraphrasing edits have been made to quotes.

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# CHOOSING UNIVERSITY STUDIES

-NEW STUDENTS-

Nau mai, haere mai ki Te Herenga Waka-Vic  
Tālofa lava Halo oloketā 환영 KAM NA MAURI  
Hoan nghênh NI SA BULA VINAKA ようこそ KIA OR  
Selamat datang ASELEHLIE Tālofa ni welcome  
Mālo abuhay B...

Wollington  
Welcome  
hi atu Kia ora

THINKING ABOUT POSTGRADUATE STUDY?  
BRUCE HUGHES

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# STARTING THE UNIVERSITY JOURNEY

Students were asked to identify how long their process was from considering the study options at Te Herenga Waka—Victoria University of Wellington to submitting their application to attend.

80% or more of students, overall and by subgroup, had made their decision to attend Te Herenga Waka within 12 months.

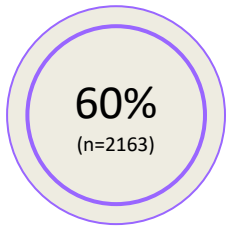
	1 – 6 Months		6 – 12 Months		1 – 2 Years		2+ Years	
	2024	2023	2024	2023	2024	2023	2024	2023
Domestic Students (2024: n=1688; 2023: n=1689)	54%	55%	27%	27%	12%	12%	7%	6%
International Students (2024: n=347; 2023: n=316)	67%	61%	20%	21%	8%	13%	4%	6%
Undergraduate Students (2024: n=1627; 2023: n=1623)	52%	53%	28%	28%	13%	13%	7%	6%
Postgraduate Students (2024: n=331; 2023: n=302)	75%	68%	17%	16%	6%	11%	2%	5%
Doctoral Students (2024: n=34; 2023: n=40)	68%	65%	21%	20%	3%	10%	9%	5%
School Leavers (2024: n=1271; 2023: n=1176)	49%	51%	31%	31%	13%	12%	7%	6%
Other New Students (2024: n=750; 2023: n=829)	67%	63%	18%	19%	9%	13%	5%	6%

# CHOOSING TE HERENGA WAKA— VICTORIA UNIVERSITY OF WELLINGTON

We asked new students to identify if they applied to any other universities for the 2024 academic year.

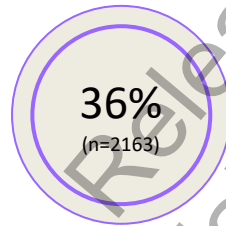
60% of new students stated that they did not apply anywhere else. 36% applied to at least one other New Zealand university, with about half of those applying to The University of Auckland (48%).

23% of domestic transfer students came from a Polytechnic, Wānanga or Private Training Establishment, 17% from University of Otago and 13% from Massey University.



**Did not apply  
anywhere else**

(2023: 63%, n=2115; 2022: 65%, n=2472)



**Applied to at least one  
other NZ university**

(2023: 32%, n=2115; 2022: 33%, n=2472)

“The university website and accommodation portal were really hard for me to navigate when I was first applying- I don't know what suggestions I can make but I definitely dreaded having to figure it out and trying to understand what websites were for what.”

“Staff are super helpful, and the campus is lovely but enrolling, getting a student ID and logging onto systems could be faster and more user-friendly.”

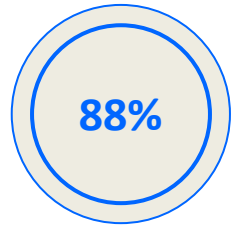
“Overall, I have thoroughly enjoyed my first two weeks of study at vic uni and I am beyond excited to spend the next three years studying here. Everyone I have come across has been so friendly and helpful in terms of help with classes and uni life in general.”



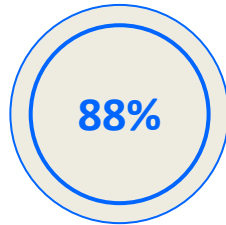
- Q2.1 When choosing to pursue tertiary education, did you apply to any other universities for the 2024 academic year? (n=2163)  
 Q2.2 Please select which New Zealand universities you applied to: (n=763)  
 Q2.3 Have you previously attended another New Zealand tertiary institution? (n=225)  
 Q7.1 Is there anything else you would like to tell us about your experience as a new student at the University? (n=616)

# IMPORTANT FACTORS WHEN CHOOSING A UNIVERSITY

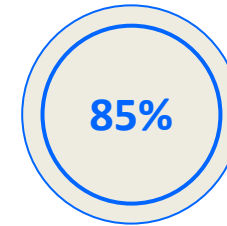
New students highlighted the importance of the programme offered (93%), the university's reputation (88%), opportunity to attend face-to-face courses (88%), and university's facilities (85%) when choosing a university.



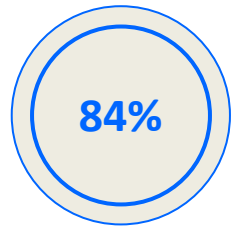
Moderately – Extremely  
(n=2041)  
**University Reputation**  
(2023: 86%, n=1997; 2022: 88%, n=2367)



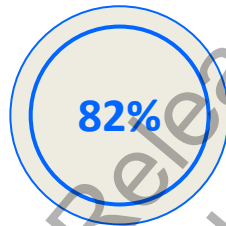
Moderately – Extremely  
(n=2036)  
**Opportunity to Attend  
Face-to-Face Courses**  
(2023: 84%, n=2000)



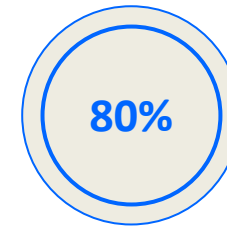
Moderately – Extremely  
(n=2039)  
**Programme Offered**  
(2023: 92%, n=2008; 2022: 94%, n=2364)



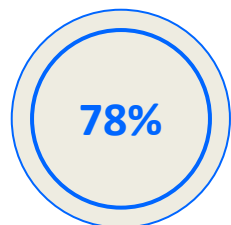
Moderately – Extremely  
(n=2034)  
**Career Opportunities  
(post study)**  
(2023: 81%, n=2006; 2022: 81%, n=2358)



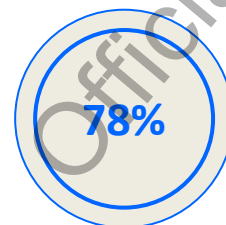
Moderately – Extremely  
(n=2037)  
**Opportunity to Live in Wellington**  
(2023: 79%, n=2003, 2022: 77%, n=2358)



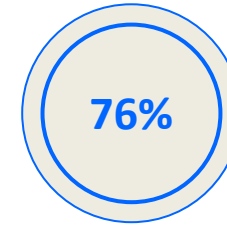
Moderately – Extremely  
(n=1866)  
**Recommendations  
(family/friends/colleagues)**  
(2023: 77%, n=1879; 2022: 77%, n=2358)



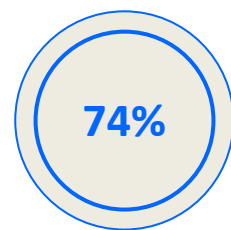
Moderately – Extremely  
(n=2038)  
**Connections with Industry,  
Experts and Peers**  
(2023: 75%, n=2006)



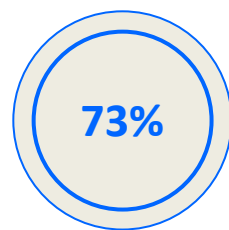
Moderately – Extremely  
(n=2037)  
**Student Social Life**  
(2023: 75%, n=2004, 2022: 73%, n=2355)



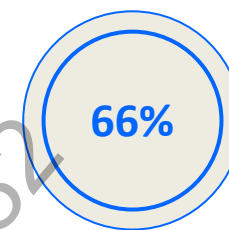
Moderately – Extremely  
(n=2035)  
**Student Safety**  
(2023: 68%, n=2002)



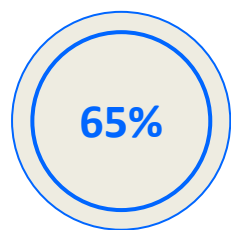
Moderately – Extremely  
(n=2038)  
**Flexible Delivery of Content  
(online and in person)**



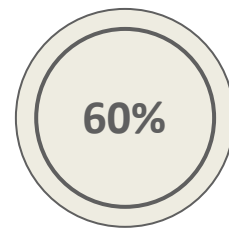
Moderately – Extremely  
(n=2037)  
**University Support Services**  
(2023: 67%, n=2004; 2022: 62%, n=2358)



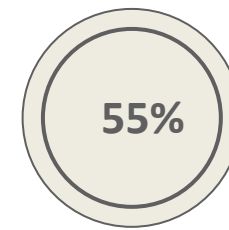
Moderately – Extremely  
(n=2032)  
**University Fees**  
(2023: 66%, n=2032; 2022: 57%, n=2008)



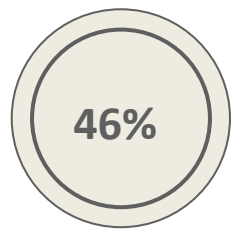
Moderately – Extremely  
(n=2033)  
**Work Opportunities  
(during study)**  
(2023: 62%, n=2004; 2022: 61%, n=2356)



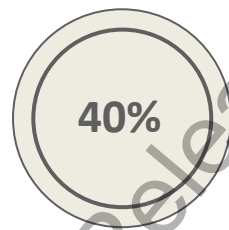
Moderately – Extremely  
(n=2030)  
**Ability to Study with  
a Particular Academic**  
(2023: 59%, n=2007)



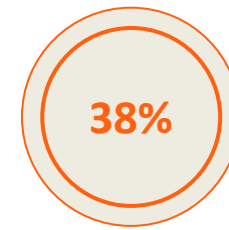
Moderately – Extremely  
(n=2037)  
**University Accommodation**



Moderately – Extremely  
(n=475)  
**Block Courses\***  
(2023: 45%, n=1993)



Moderately – Extremely  
(n=2035)  
**Opportunity to Attend  
Fully Online Courses**  
(2023: 44%, n=2000)



Moderately – Extremely  
(n=2033)  
**Scholarship(s) you Received**  
(2023: 36%, n=1994; 2022: 41%, n=2355)



Moderately – Extremely  
(n=478)  
**Evening and Weekend Courses\***  
(2023: 27%, n=1999)



Moderately – Extremely  
(n=2024)  
**Part-Time Study**  
(2023: 30%, n=2000)

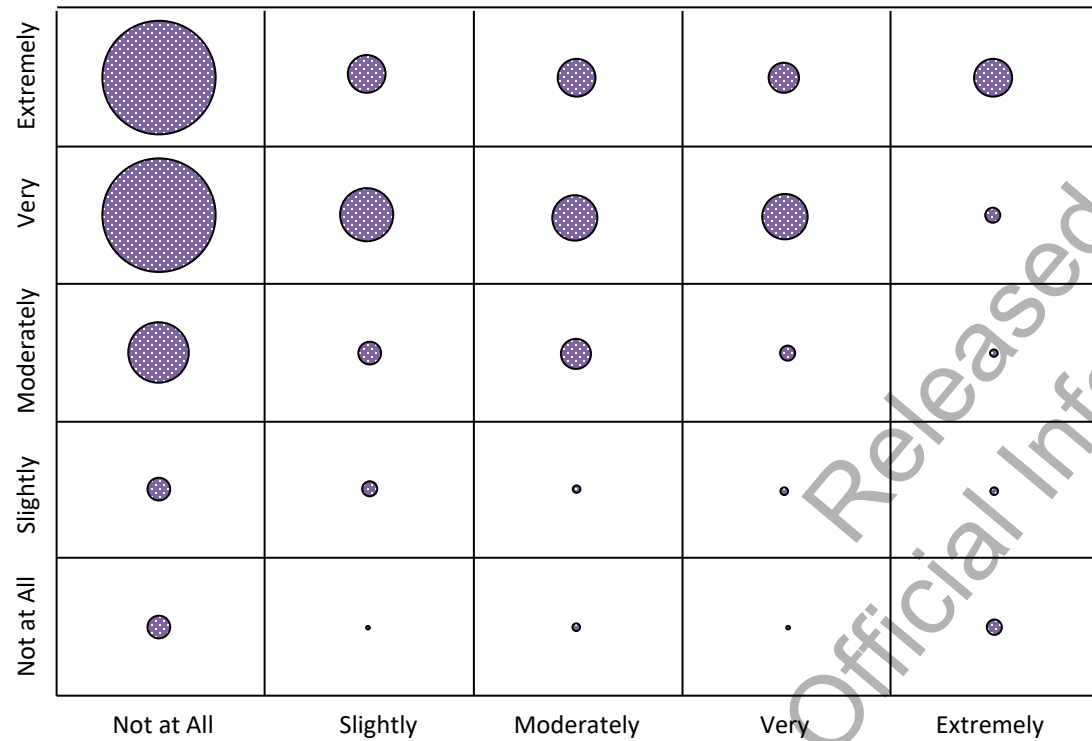


Moderately – Extremely  
(n=1729)  
**Other**  
(2023: 12%, n=693; 2022: 19%, n=216)

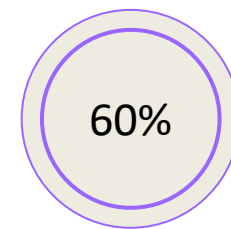
# STUDENT LEARNING PREFERENCE

When making their decision to study at the University, students were asked how important they found the opportunities to study face-to-face and fully online. Comparing responses to identify a preference, 60% prefer face-to-face, however, offering both face-to-face and online would cater to all students.

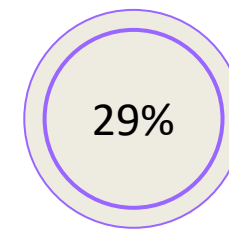
Opportunity to Study Face-to-Face



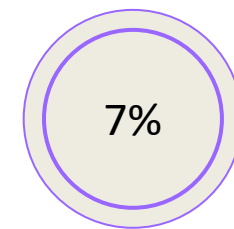
Opportunity to Study *Fully Online*



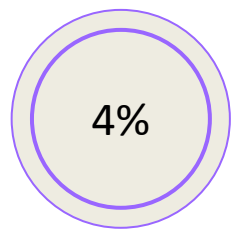
**Prefer Face-to-Face**  
(2023: 52%)



**Prefer Both**  
(2023: 33%)



**Prefer Fully Online**  
(2023: 7%)



**No Preference**  
(2023: 8%)

# USEFUL INFORMATION SOURCES WHEN CHOOSING A UNIVERSITY

Students indicated that the most useful information sources when deciding which university to attend were the University website (92%) (2023: 82%; 2022: 86%), University events (Open Days) (87%), Family/Friends/Colleagues (86%) (2023: 82%; 2022: 87%), and University events (information evenings) (84%).



	<b>2024</b> Moderately - Extremely	<b>2023</b> Moderately – Extremely	<b>2022</b> Moderately – Extremely
University Website	92% (n=2050)	82% (n=2031)	86% (n=2291)
Family / Friends / Colleagues	86% (n=1919)	82% (n=1938)	87% (n=2253)
University Events (Open Days)	87% (n=1332)	↓	↓
University Events (information evenings)	84% (n=1291)	↓	↓
University Events (e.g., information evenings, Open Day)	↑	80% (n=1523)	58% (n=1563)
Future Student Advisers / Other University Staff	82% (n=1684)	68% (n=1740)	-
University Emails	77% (n=1861)	63% (n=1856)	-
University Publications / Brochures	77% (n=1709)	65% (n=1821)	72% (n=1946)
Teachers / School Advisers	76% (n=1130)	73% (n=1176)	73% (n=1831)
Digital Events / Webinars	76% (n=279)	63% (n=253)	52% (n=1662)
International Education Fairs	75% (n=247)	68% (n=256)	-
Your Agent	75% (n=232)	68% (n=219)	-
Student Ambassadors (in person)	70% (n=814)	-	-
Work Colleagues / Professional Networks	70% (n=602)	62% (n=660)	-
Social Media / Advertising	69% (n=1720)	55% (n=1768)	60% (n=1917)
Online Chat with Student Ambassadors	55% (n=984)	-	-

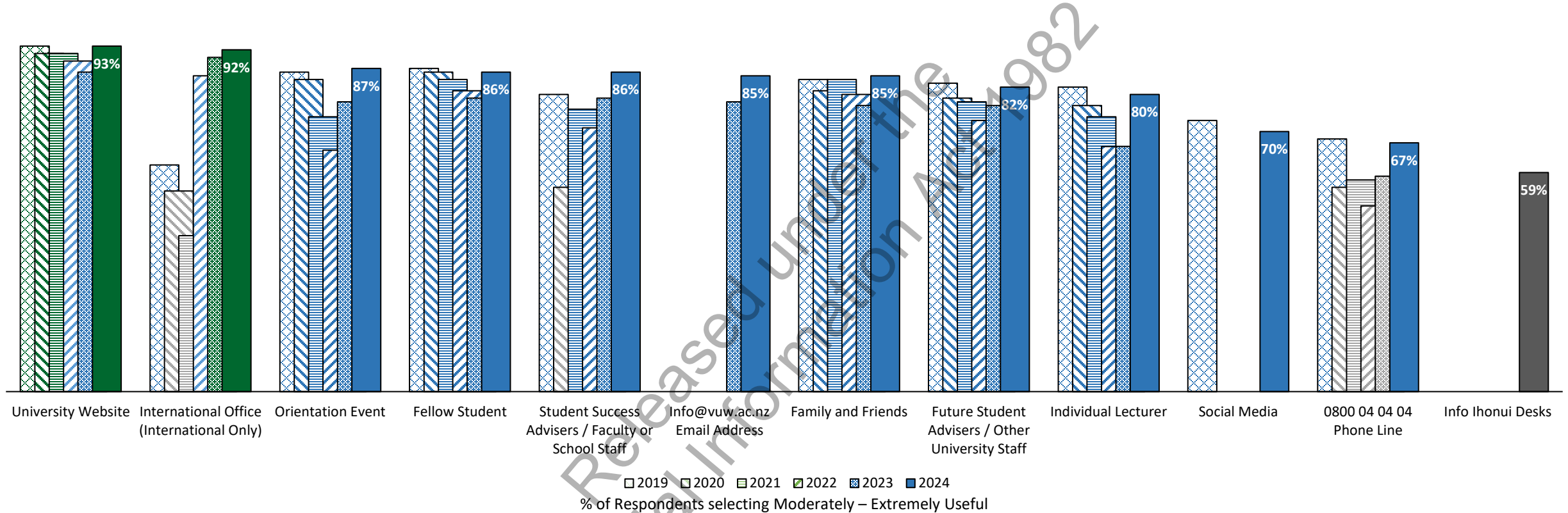
# DECIDING WHICH PROGRAMME OR COURSE TO STUDY

University website, school visits, qualification handbooks, and course advice appointments were identified as the most useful sources of information to assist new students in deciding which course or programme to study.

	2024 Moderately – Extremely	2023 Moderately – Extremely	2022 Moderately – Extremely	2021 Moderately – Extremely	2020 Moderately – Extremely
University website	91% (n=1952)	86% (n=1928)	88% (n=2,226)	90% (n=1,937)	91% (n=1,843)
School visits	83% (n=918)	75% (n=950)	65% (n=1359)	69% (n=1156)	76% (n=1149)
Publications (e.g., Qualification handbooks)	79% (n=1582)	-	66% (n=1,776)	72% (n=1,486)	76% (n=1,477)
Course advice appointments	77% (n=1345)	70% (n=1465)	72% (n=1,769)	77% (n=1,469)	76% (n=1,310)
Information evenings	74% (n=1085)	64% (n=1162)	64% (n=1,582)	55% (n=1,163)	64% (n=1,001)
Open Day	73% (n=1224)	73% (n=1224)	-	-	87% (n=1303)
Digital events / Webinars	72% (n=255)	46% (n=1193)	55% (n=1,511)	-	-
Social media	60% (n=1477)	55% (n=1488)	-	-	-
Online chat with Student Ambassador	54% (n=946)	↓	↓	↓	↓
<b>International Students</b>					
The Ambassador Platform (TAP)	↑	42% (n=158)	64% (n=56)	-	-
Your agent	71% (n=210)	68% (n=200)	-	-	-
Education New Zealand resources	76% (n=251)	68% (n=216)	-	-	-
International Office	83% (n=277)	81% (n=249)	-	-	-



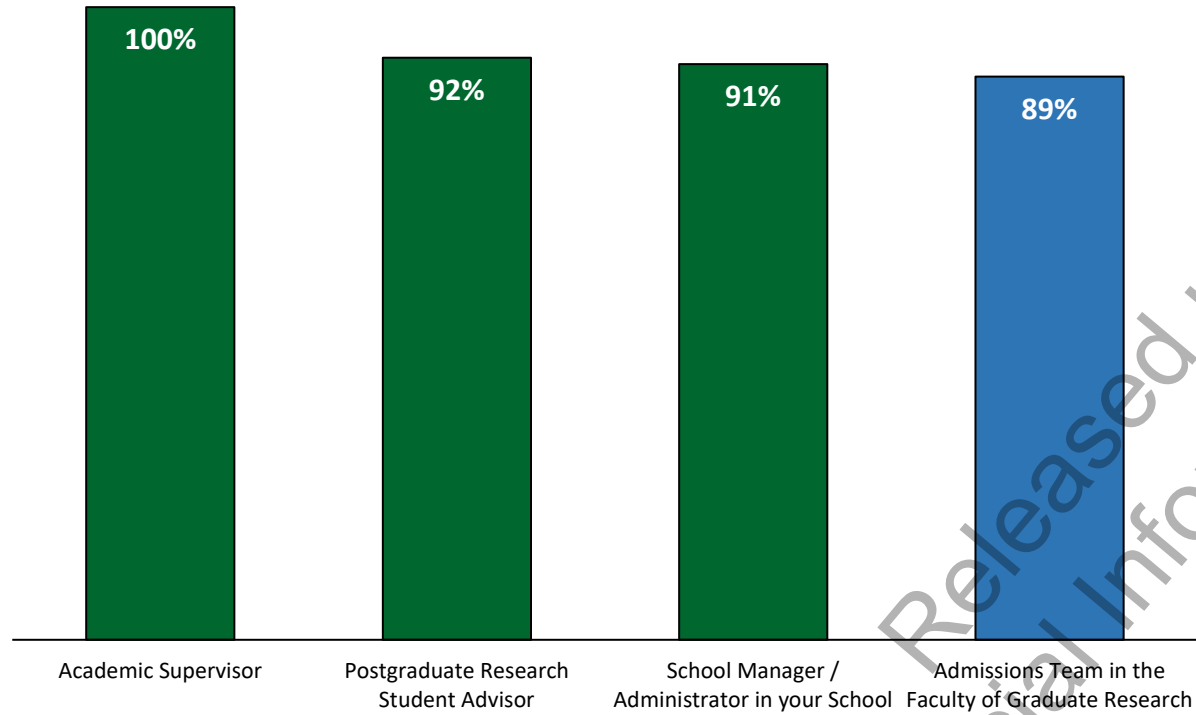
# PREPARING FOR YOUR STUDIES



98% of students identified that they used the University website, and of those who used it, 93% gave a positive rating about its usefulness as they prepared for their studies.

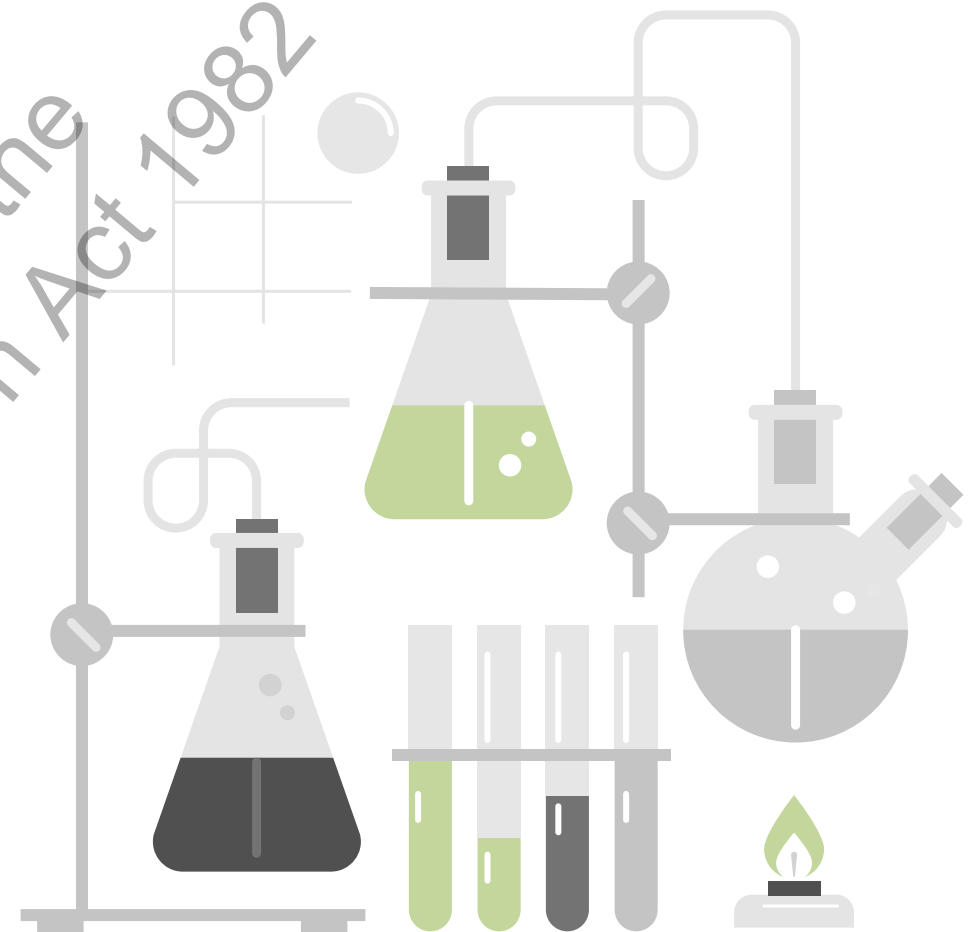
The least used source of advice was the Info Ihonui Desks which had 31% of students identifying they had used it, followed by the 0800 04 04 04 Phone Line with 37% of students having used that source.

# PREPARING FOR YOUR STUDIES – POSTGRADUATE STUDENTS



Postgraduate Research students rated four additional options positively.

It is important to note that the audience for these questions was smaller, with 40 responses for Academic Supervisor and 25 responses for Postgraduate Research Student Advisor.



# GETTING SORTED

- ENROLMENT -

- ← CyberCommons
- ↑ Lecture Theatre LT01
- ← Lecture Theatre LT03
- ↑ Library
- ← Seminar Room G25
- Seminar Room G10
- ←
- Mezzanine Level
  - Seminar Rooms (MZ01–MZ06 & MZ20)
  - Student Services
  - Te Pu Umanga & Tabu
  - Te Pūtahi Atawhai

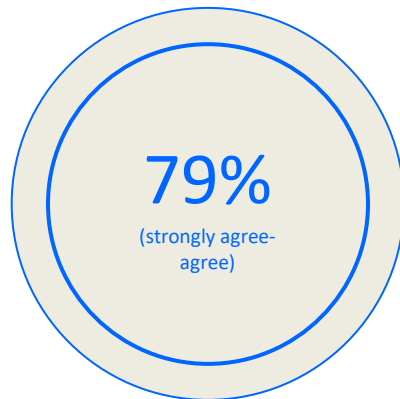
Official Information Act 1982

# MANY NEW STUDENTS RATE THEIR PRE-ENROLMENT EXPERIENCE POSITIVELY

## Communication about entry requirements was clear

(n=1938)

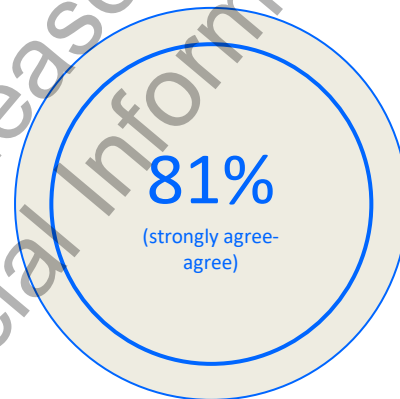
(2023: **75%**, n=1901; 2022: **77%**, n=2265; 2021: **78%**, n=1949)



## I had confidence in the academic advice about my study options

(n=2003)

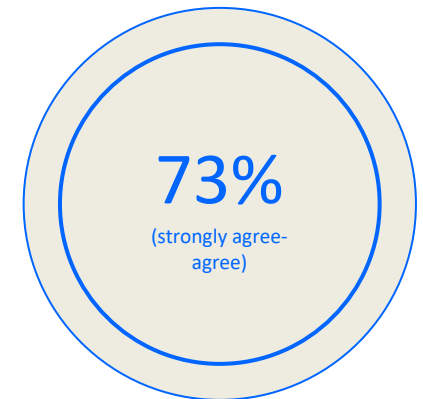
(2023: **73%**, n=1965; 2022: **72%**, n=2262; 2021: **69%**, n=1949)



## Information about fees was comprehensive

(n=1934)

(2023: **68%**, n=1896; 2022: **68%**, n=2260; 2021: **65%**, n=1949)



Q2.8 To what extent do you agree or disagree that you had confidence in the advice you received about your academic study options?

Q2.9 To what extent do you agree or disagree with the following?

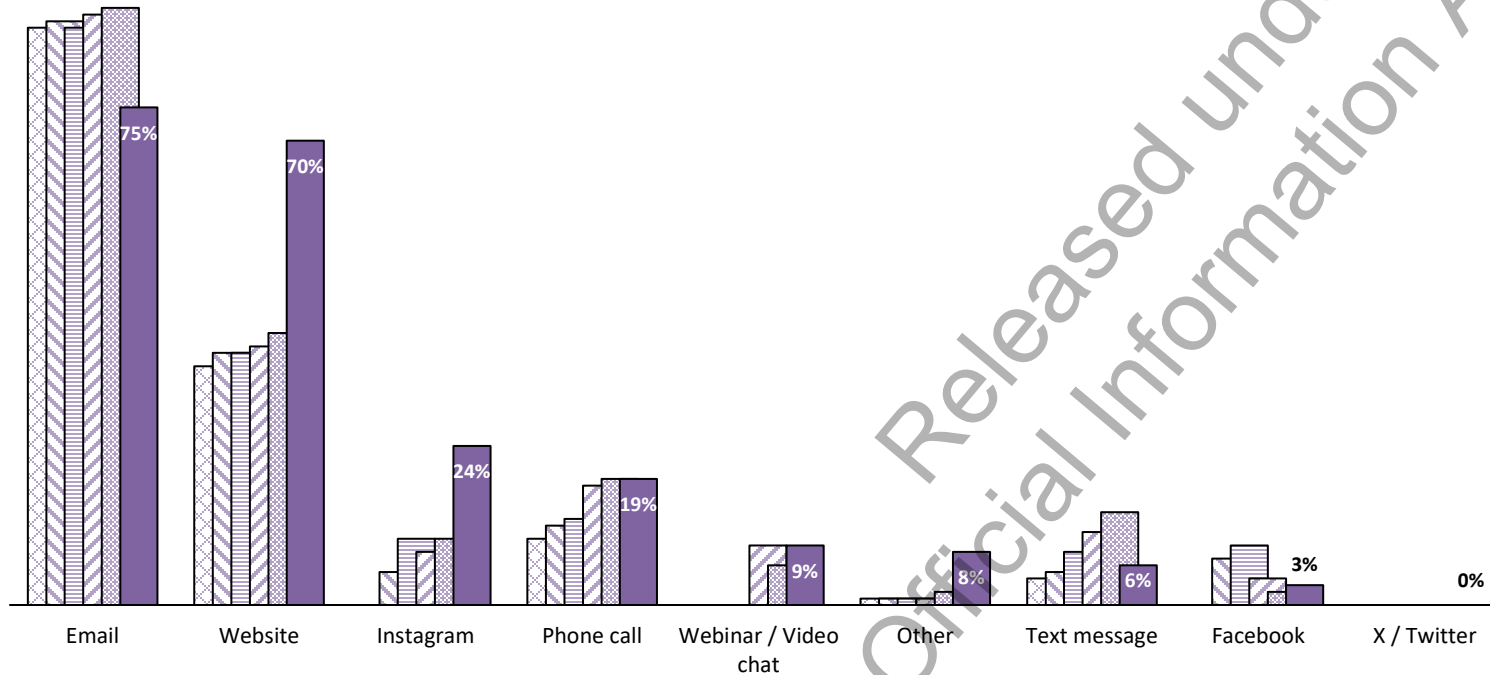
# ADMISSION AND ENROLMENT PROCESS

The admissions and enrolment process at the University has improved over the last year, with student agreement about the process and timeliness returning to historical standards.

	2024 Agree & Strongly Agree	2023 Agree & Strongly Agree		2021 Agree & Strongly Agree	2020 Agree & Strongly Agree	2019 Agree & Strongly Agree
I felt the process to apply for <b>admission to my programme</b> was completed in a timely manner	74% (n=1934)	63% (n=1901)	... <b>enrolment process</b> ... timely manner	71% (n=1894)	70% (n=1812)	75% (n=2463)
I felt the process to enrol in <b>my courses</b> was completed in a timely manner	72% (n=1932)	63% (n=1902)				
I felt the process to apply for <b>admission to my programme</b> went well for me	76% (n=1935)	64% (n=1903)	... <b>enrolment process</b> ... went well for me	75% (n=1895)	75% (n=1812)	77% (n=2463)
I felt the process to enrol in <b>my courses</b> went well for me	72% (n=1935)	65% (n=1903)				
I understood what was required of me to complete <b>my application to study at the University</b>	82% (n=1936)	73% (n=1904)	... <b>my enrolment</b>	79% (n=1895)	81% (n=1813)	81% (n=2466)

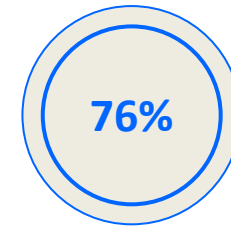
# COMMUNICATION CHANNELS BEFORE STARTING STUDIES

76% were satisfied with the communication they received from application to arrival. While still the most helpful communication channels, there was a notable increase with the website and decrease in email communication.

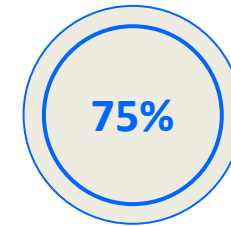


2019 (n=2486)
  2020 (n=2192)
  2021 (n=1903)
  2022 (n=2251)
  2023 (n=1885)
  2024 (n=1904)

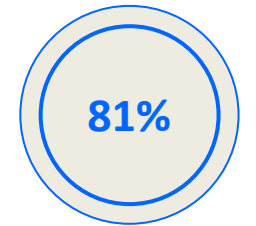
## Overall Communication Satisfaction from Application to Study



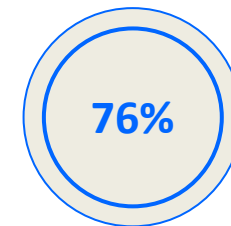
**All Students**  
(n=1913)



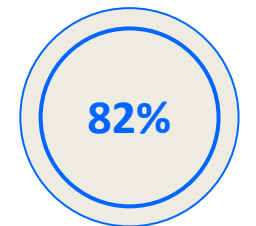
**Domestic Students**  
(n=1584)



**International Students**  
(n=329)



**Taught Students**  
(n=1873)



**Research Students**  
(n=45)

Q2.11 From the options below, which channel(s) did you find the most helpful before you started your studies?  
Q2.13 Overall, how satisfied are you with the communication and/or advice you received between submitting your application and starting your studies?

# GETTING SORTED

-INTERNATIONAL OFFICE-



# PRE-STUDY INFORMATION IS USEFUL

Responses from new international students shows an improvement on the pre-study emails they receive. 20% of new international students offered feedback on their experience.

Of the international students that provided feedback, half of those commented that they felt the communication they received from the international office was unhelpful, poorly timed, and that email response times were slow.

Students also commented that they found the admission and enrolment process, including visa application, confusing, and that they would have liked more support and helpful resources.

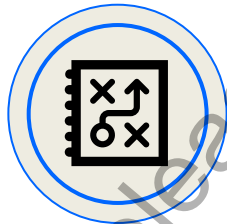


**86%**

(n=327)

**The content is clear**

(2023: **83%**, n=296; 2022: **85%**, n=98;  
2021: **82%**, n=97; 2020: **84%**, n=338)

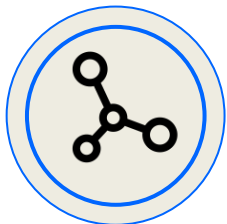


**87%**

(n=326)

**The content guided me**

(2023: **75%**, n=295)

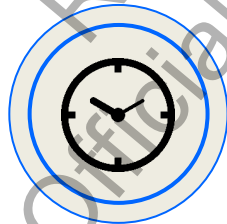


**83%**

(n=326)

**The content is helpful**

(2023: **78%**, n=296; 2022: **76%**, n=101;  
2021: **84%**, n=97; 2020: **77%**, n=340)



**76%**

(n=325)

**The content is timely**

(2023: **69%**, n=296; 2022: **77%**, n=102;  
2021: **72%**, n=97; 2020: **74%**, n=339)

Satisfaction with communication and/or advice received from the International Office

Year	Satisfied – Very Satisfied
2024	85% (n=305)
2023	83% (n=285)
2022	89% (n=65)
2021	94% (n=62)
2020	81% (n=58)

Q3.1 Thinking about the information you received, please select the level to which you agree or disagree with the following statements.

Q3.2 If you were contacted by the International Office, how satisfied are you with the communication and/or advice you received?

Q3.3 Do you have any suggestions for improving the information you received from the International Office before you started your studies? (n=58)



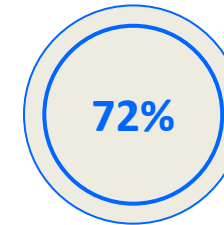
**GETTING CONNECTED**  
-ORIENTATION PROGRAMME-

Released under the Official Information Act 1982

# SOURCING INFORMATION ABOUT ORIENTATION EVENTS

72% of students attended at least one Orientation programme event or session. Hall residents were very likely to hear about the Orientation Programme in their Halls.

	2024 Moderately – Extremely	2023 Moderately – Extremely	2022 Moderately – Extremely	2021 Moderately – Extremely	2020 Moderately – Extremely	2019 Moderately – Extremely
Emails from the University	91% (n=1,708)	88% (n=1,716)	87% (n=2,070)	92% (n=1,763)	91% (n=1,951)	93% (n=2,255)
University Website	89% (n=1,669)	83% (n=1,663)	84% (n=2,008)	88% (n=1,665)	89% (n=1,893)	89% (n=2,153)
Social media (e.g., Facebook, X / Twitter, Instagram, TikTok, etc.)	79% (n=1341)	69% (n=1,325)	67% (n=1,514)	78% (n=1,265)	78% (n=1,234)	82% (n=1,743)
Publications (e.g., New Students' Orientation Pamphlet)	82% (n=1282)	-	-	81% (n=1,353)	88% (n=1,446)	91% (n=1,987)
Your Halls of Residence	93% (n=842)	-	-	-	-	-



## Attended an event or session

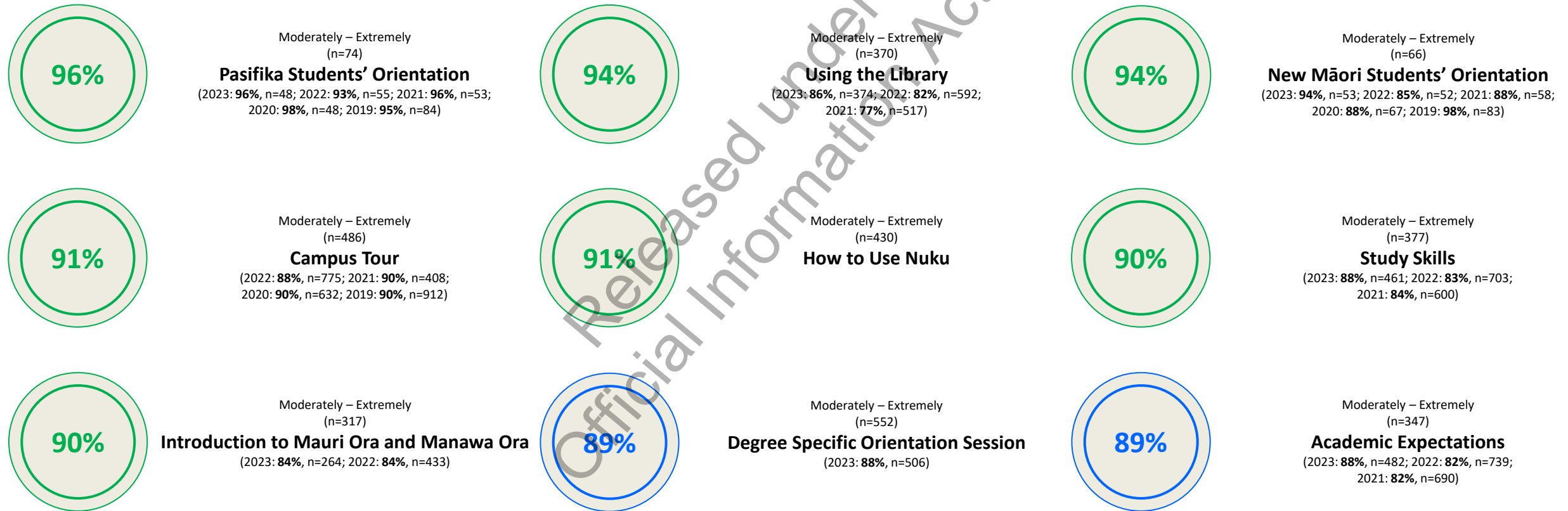
(n=1865)  
(2023: **71%**, n=1840; 2022: **52%**, n=2197; 2021: **57%**, n=1838;  
2020: **78%**, n=1769; 2019: **75%**, n=2419)

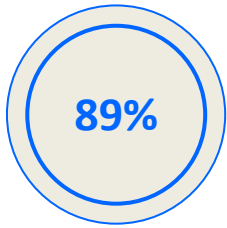
Q4.3 Did you attend any of the Orientation Programme events or sessions?

Q4.2 When learning about the University's Orientation Programme, how useful was the information communicated from the sources listed below?

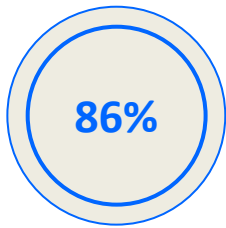
# ORIENTATION PROGRAMME EVENTS AND SESSIONS

The Orientation programme events and sessions continued to be useful for new students. Most sessions saw improvements in 2024.

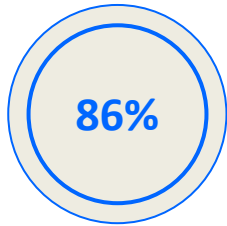




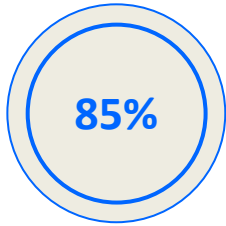
Moderately – Extremely  
(n=156)  
**Supporting Safe and Inclusive Communities**  
(2023: 79%, n=163)



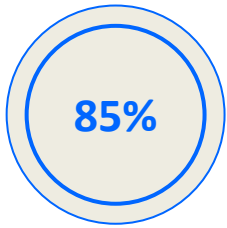
Moderately – Extremely  
(n=464)  
**Get Involved Session**  
(2023: 86%, n=431; 2022: 77%, n=485; 2021: 75%, n=355;  
2020: 83%, n=578; 2019: 87%, n=805)



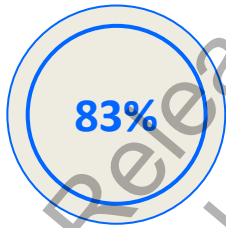
Moderately – Extremely  
(n=64)  
**Mature Students' Orientation**  
(2023: 87%, n=87; 2022: 69%, n=210;  
2020: 65%, n=121; 2019: 69%, n=222)



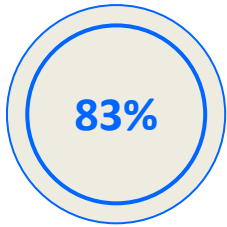
Moderately – Extremely  
(n=373)  
**Academic Writing**  
(2023: 85%, n=444; 2022: 82%, n=564)



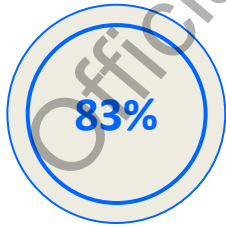
Moderately – Extremely  
(n=270)  
**Student Budgeting 101**  
(2023: 87%, n=219; 2022: 74%, n=411;  
2021: 76%, n=319)



Moderately – Extremely  
(n=507)  
**UNI 101 Sessions**  
(2023: 73%, n=707)

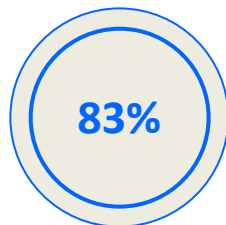


Moderately – Extremely  
(n=426)  
**Halls' Session**  
(2023: 82%, n=443)

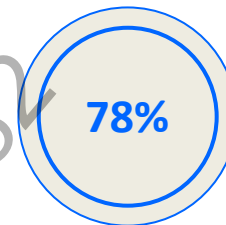


Moderately – Extremely  
(n=267)  
**UNI 101 Navigation Sessions**

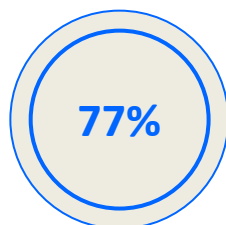




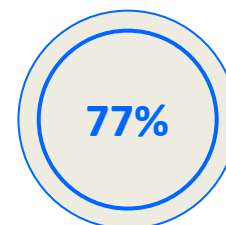
Moderately – Extremely  
(n=100)  
**Te Amaru - Disability Services' Welcome**  
(2023: 75%, n=80; 2022: 68%, n=212; 2021: 65%, n=137)



Moderately – Extremely  
(n=162)  
**Rainbow Students' Welcome**  
(2023: 73%, n=123; 2022: 69%, n=258; 2021: 72%, n=195;  
2020: 69%, n=154; 2019: 70%, n=225)



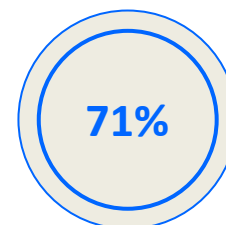
Moderately – Extremely  
(n=544)  
**Inter-Hall Chant Off**  
*Welcome Festival*  
(2023: 81%, n=225; 2021: 82%, n=669)



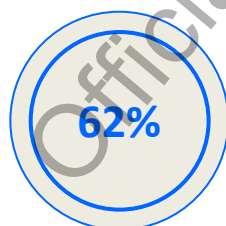
Moderately – Extremely  
(n=164)  
**WGTN Hall Events**  
(2023: 70%, n=159; 2021: 83%, n=385;  
2020: 66%, n=246; 2019: 77%, n=391)



Moderately – Extremely  
(n=563)  
**Official Welcome in the Hub**  
*Welcome Festival*  
(2023: 81%, n=225; 2021: 82%, n=669)



Moderately – Extremely  
(n=75)  
**Spirituality 101**  
(2023: 70%, n=77; 2022: 61%, n=188)



Moderately – Extremely  
(n=53)  
**Refugee-Background Students' Welcome**  
(2023: 58%, n=53; 2022: 60%, n=162;  
2020: 49%, n=77; 2019: 52%, n=140)

# INTERNATIONAL STUDENT EVENTS AND SESSIONS

The international events and sessions were catered to the audience and received high ratings from participants.

	2024	2023
City Walking Tour	82% (n=102)	86% (n=74)
Getting Connected	88% (n=128)	-
International Buddy Programme	84% (n=89)	-
International Welcome	93% (n=208)	95% (n=202)
International Welcome Night	86% (n=133)	91% (n=140)
Keeping Safe in New Zealand	83% (n=151)	90% (n=97)
Late / Online Orientation	93% (n=42)	80% (n=51)
Māori Language and Kiwi Culture	88% (n=108)	-
PhD Session	87% (n=15)	-
Private Rental	83% (n=60)	88% (n=58)
Students with Families	84% (n=51)	-



# POSTGRADUATE STUDENT EVENTS AND SESSIONS

The postgraduate events and sessions received high ratings from participants.



Moderately – Extremely  
(n=93)  
**Postgraduate Academic Preparation**  
(2023: 92%, n=87)



Moderately – Extremely  
(n=117)  
**Postgraduate Students' Welcome**  
(2023: 92%, n=122; 2022: 83%, n=52; 2021: 81%, n=36;  
2020: 94%, n=86; 2019: 93%, n=138)



Moderately – Extremely  
(n=86)  
**Thriving at University**  
(2022: 91%, n=64)

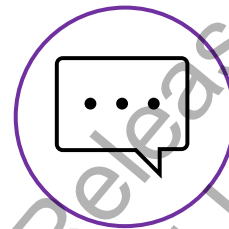


## THE DEGREE SPECIFIC ORIENTATION SESSIONS WERE GOOD AND HELPFUL

29% of students, who attended the Degree Specific Orientation Sessions, offered feedback on their experience.

35% of those respondents said they already knew the information provided, or that it was too general and repetitive, and they wanted the session to be more specific about their course.

33% of the student comments reinforced that the sessions were ‘informative’, ‘helpful’ and ‘good.’



“The degree-specific orientation sessions were incredibly informative and beneficial. They provided a detailed overview of the academic expectations and resources available for my program, which has helped me feel more prepared for my studies...”

“To me it felt like I was just being told information I already knew through open days and other previous information sessions rather than anything new and useful.”

“The session didn’t really cover too much about what to expect in the course or how to approach study which could have been useful!”

# OPPORTUNITIES TO MEET OTHERS

The Orientation programme is designed to allow students to meet each other and make friends while learning about the University and the services available to them.

Most sessions were conducive to meeting other students, however, the 'Inter-hall chant-off' and 'Official Welcome in the Hub' showed a decline when compared to the combined 'Welcome Festival' in 2023.

	Met Other Students	
	2024	2023
Getting Connected	95% (n=120)	-
Postgraduate Students' Welcome	95% (n=112)	93% (n=117)
International Welcome Night	91% (n=129)	91% (n=136)
Halls' Session	87% (n=413)	89% (n=441)
City Walking Tour	87% (n=97)	90% (n=68)
Degree Specific Orientation Sessions	84% (n=461)	-
Campus Tour	83% (n=391)	87% (n=148)
UNI 101 Sessions	80% (n=486)	82% (n=639)
Inter-Hall Chant Off	68% (n=464)	↓
Official Welcome in the Hub	67% (n=545)	↓
<i>Welcome Festival</i>	↑	82% (n=194)



# OPPORTUNITIES TO MEET OTHERS - INTERNATIONAL

The University recognises this opportunity to foster relationships between students from New Zealand and abroad to strengthen the student community.

Meeting new students across the New Zealand and International groups was most prevalent in the Halls' Session.

## International Attendees

	Met International Students		Met New Zealand Students	
	2024	2023	2024	2023
Getting Connected	93% (n=120)	-	38% (n=120)	-
Postgraduate Students' Welcome	91% (n=93)	93% (n=89)	40% (n=93)	38% (n=89)
International Welcome Night	90% (n=129)	91% (n=136)	21% (n=129)	23% (n=136)
Halls' Session	71% (n=41)	67% (n=33)	68% (n=41)	61% (n=33)
City Walking Tour	87% (n=97)	82% (n=68)	26% (n=97)	25% (n=68)
Degree Specific Orientation Sessions	79% (n=57)	-	56% (n=57)	-
UNI 101 Sessions	61% (n=49)	52% (n=58)	53% (n=49)	57% (n=58)
Campus Tour	84% (n=128)	85% (n=148)	41% (n=128)	38% (n=148)
Inter-Hall Chant Off	61% (n=46)	↓	52% (n=46)	↓
Official Welcome in the Hub	75% (n=121)	↓	40% (n=121)	↓
<i>Welcome Festival</i>	↑	74% (n=54)	↑	46% (n=54)

## New Zealand Attendees

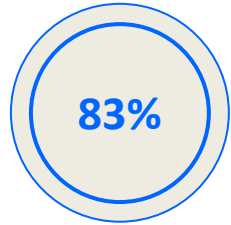
	Met International Students		Met New Zealand Students	
	2024	2023	2024	2023
Getting Connected	-	-	-	-
Postgraduate Students' Welcome	53% (n=19)	57% (n=28)	79% (n=19)	68% (n=28)
International Welcome Night	-	-	-	-
Halls' Session	41% (n=372)	33% (n=408)	85% (n=372)	87% (n=408)
City Walking Tour	-	-	-	-
Degree Specific Orientation Sessions	29% (n=404)	-	81% (n=404)	-
UNI 101 Sessions	22% (n=437)	27% (n=581)	78% (n=437)	81% (n=581)
Campus Tour	24% (n=263)	-	76% (n=263)	-
Inter-Hall Chant Off	23% (n=418)	↓	65% (n=418)	↓
Official Welcome in the Hub	22% (n=424)	↓	61% (n=424)	↓
<i>Welcome Festival</i>	↑	31% (n=140)	↑	77% (n=140)

# ORIENTATION OUTCOMES



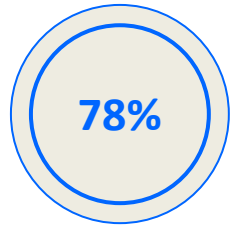
International Only  
**Uni Crew were helpful**

(n=215)  
(2023: **93%**, n=227; 2021: **92%**, n=26; 2020: **91%**, n=229; 2019: **96%**, n=347)



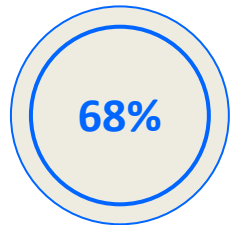
**The Student Ambassadors were helpful**

(n=1037)



**The UNI 101 programme helped me understand the services the University provides to students.**

(n=484)  
(2023: **63%**, n=705; 2022: **64%**, n=881; 2020: **73%**, n=884; 2019: **76%**, n=1231)



**The Official Welcome in the Hub was enjoyable.**

(n=537)  
*Welcome Festival was enjoyable*  
(2023: **74%**, n=224; 2020: **79%**, n=940; 2019: **82%**, n=1289)



Q5.10 How helpful did you find our Uni Crew (in green shirts) during Orientation?

Q5.9 Thinking about the Welcome Festival, do you agree or disagree that the event was enjoyable?

Q5.8 Thinking about the UNI 101 programme, do you agree or disagree that they have helped you understand the services the University provides to students?

Q5.19 How helpful did you find our Student Ambassadors (in white shirts) during Orientation?

# THE ORIENTATION PROGRAMME PREPARED STUDENTS FOR 2024

2024 saw an overall positive response from students about the benefits of the Orientation programme. The Orientation Programme 'helping students learn new skills' and 'preparing them for life in Wellington' have improved since last year but are still potential areas for growth.

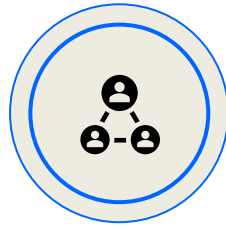


**78%**

(n=1309)

**Was fun**

(2023: **62%**, n=1271; 2022: **62%**, n=979; 2021: **72%**, n=963;  
2020: **81%**, n=1272; 2019: **82%**, n=1682)

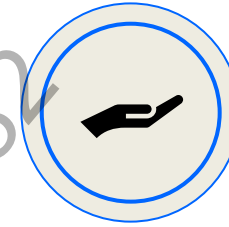


**78%**

(n=1306)

**Allowed me to meet new people**

(2023: **77%**, n=1272; 2022: **50%**, n=950; 2021: **65%**, n=927;  
2020: **81%**, n=1274; 2019: **82%**, n=1670)

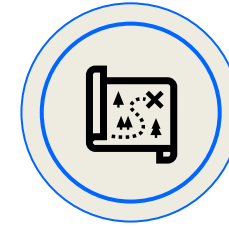


**88%**

(n=1312)

**Helped me know available resources**

(2023: **82%**, n=1273)

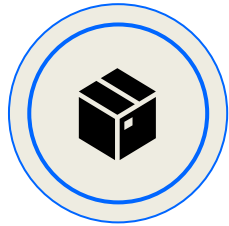


**78%**

(n=1299)

**Helped me navigate the University**

(2023: **70%**, n=1267)



**77%**

(n=1309)

**Helped me transition to the University**

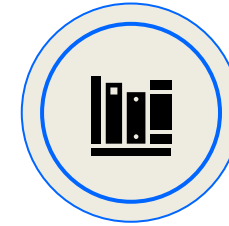


**74%**

(n=1312)

**Taught me about the academic system**

(2023: **76%**, n=1271)

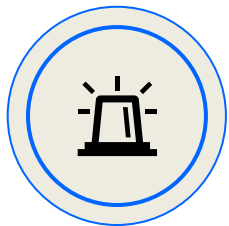


**71%**

(n=1310)

**Prepared me for study**

(2023: **61%**, n=1269; 2022: **71%**, n=989; 2021: **64%**, n=969;  
2020: **69%**, n=1277; 2019: **72%**, n=1690)

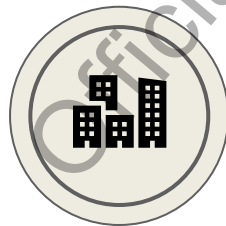


**70%**

(n=1306)

**Provided emergency contact information**

(2023: **65%**, n=1270)



**54%**

(n=1307)

**Prepared me for life in Wellington**

(2023: **44%**, n=1271; 2022: **51%**, n=831; 2021: **56%**, n=841;  
2020: **63%**, n=1138; 2019: **67%**, n=1469)



**51%**

(n=1310)

**Helped me learn new skills**

(2023: **44%**, n=1273)

# TOP SUGGESTIONS FOR THE ORIENTATION PROGRAMME

17% of students who attended the Orientation Programme, offered comments about their experience.

About a quarter commented on how good the Orientation Programme was to attend and how they were able to meet other people during the week.

However, 11% identified issues with the timing and organisation of sessions throughout the week, making it difficult to attend or catch a session they missed. Some of these students commented specifically about the timing of the Māori and Pasifika orientation sessions, which caused them to have to choose between which sessions they attended.

1

## The programme was good

24% of student suggestions mentioned how good the programme was to attend.

“Overall, it was a valuable experience that provided me with essential information about campus resources, academic expectations, the variety of activities offered during orientation allowed me to connect with fellow students and familiarize myself with the campus environment. The sessions were informative and engaging, and the orientation leaders were knowledgeable and approachable...”

2

## The timing of events could be challenging

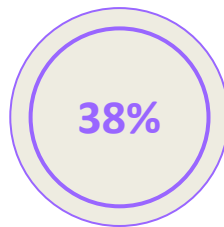
11% of student suggestions mentioned the challenges of attending based on one-time events and timings.

“Running some of the seminars/talks multiple times would be helpful - I missed out on a couple of the talks that I wanted to go to due to clashes with other events; I also noticed that at some of the more popular events, people started being turned away because the lecture theaters were full.”

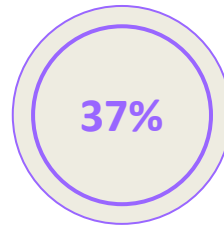
# VUWSA O WEEK ATTENDANCE

49% of new students identified that they went to OWeek events. The largest single reason students did not attend was the expense of the tickets, followed by the lack of friends going.

Year	Yes, I attended
2024	49% (n=1837)
2023	-
2022	-
2021	52% (n=1840)
2020	57% (n=1753)
2019	50% (n=2397)



**Other**  
(n=934)



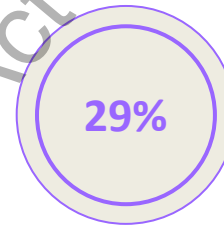
**Tickets were too expensive**  
(n=934)



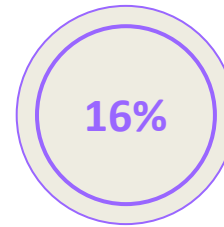
**Didn't like event options**  
(n=934)



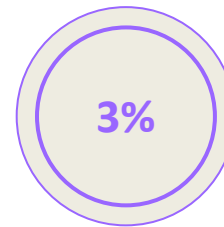
**Timing of events were bad**  
(n=934)



**Didn't know any friends going**  
(n=934)



**Didn't know about the events**  
(n=934)



**Didn't feel events were safe**  
(n=934)

Q5.17 Did you attend any OWeek events? (n=1837)

Q5.18 Were there any specific reasons why you did not attend? (n=934)

# TOP SUGGESTIONS FOR VUWSA O WEEK

About two-fifths of students, who attended VUWSA OWeek events, took the opportunity to provide additional feedback.

58% of those students commented on how fun and enjoyable the VUWSA OWeek was to attend; and 7% talked about how they were able to meet other people during the week.

However, 42% commented that they had issues with the events, due to the organisation (noise levels, security, the venue being too crowded, and lack of bathrooms), the lineup of musical acts, the drinks and tickets being too expensive, and the comedy night being disorganised and the comedians being inappropriate for the type of audience.

1

## OWeek was fun and enjoyable

58% of student suggestions mentioned how fun the week was to attend.

"The events during OWeek were all very fun, exciting and a great way to bond and get to know people in your hall, your RAs and staff and to meet other students. The choice of bands, rappers and DJs were all very good and fit the vibe well."

"They were very enjoyable, well structured, and the process of getting to and from the events was smooth."

2

## The events could be improved

42% of students commented on the organisation, individual lineup, and expense of the week.

"Ticket prices were unrealistic for university students, and the money was not worth the event as nothing was provided except water."

"Super cool, maybe give the comedians a better brief about who they were performing for because they were good comedians but didn't cater amazingly to the audience."

# GETTING UNDERWAY

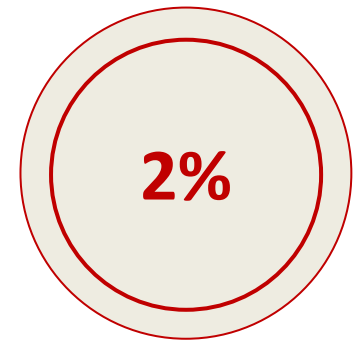
-STUDENT WELLBEING-

Official Information Released Under the Freedom of Information Act

# THE MAJORITY OF NEW STUDENTS ARE OFF TO A POSITIVE START

77% of new students are off to a positive start.

(n=1830) (2023: 71%, n=1812; 2022: 71%, n=2175; 2021: 70%, n=1838; 2020: 75%, n=1749; 2019: 78%, n=2393)



**Are not off to a good start**

(2023: 4%; 2022: 4%; 2021: 3%; 2020: 2%; 2019: 2%)



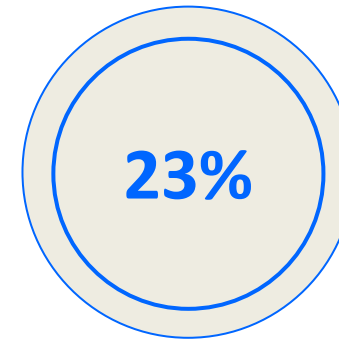
**Are off to an okay start**

(2023: 25%; 2022: 25%; 2021: 27%; 2020: 22%; 2019: 21%)



**Are off to a good start**

(2023: 40%; 2022: 42%; 2021: 40%; 2020: 42%; 2019: 43%)



**Are off to a very good start**

(2023: 20%; 2022: 20%; 2021: 21%; 2020: 22%; 2019: 24%)



**Are off to a great start**

(2023: 11%; 2022: 10%; 2021: 9%; 2020: 11%; 2019: 11%)

# POSITIVE AND NEGATIVE IMPACT ON STUDENTS' START AT THE UNIVERSITY

We asked new students to identify the experiences that had the most positive and negative impact on their start at the University.

Of the 1,119 respondents who commented on their positive start, 29% discussed the sense of community they felt from their friends and meeting new people, 20% described their positive experiences with a lecturer, 10% discussed supportive and helpful University staff, and 10% commented on the support and sense of community the Halls have provided them.

Out of 351 respondents providing information on their negative start, 24% discussed their difficulties with academic expectations, 21% commented about the difficult transition to university and 17% discussed their physical (10%) and mental health (7%) issues.

"The transition from moving away from home, friends, and family, and the difference in the workload size/individual management, and guidance in my study or work."

"Everyone is very helpful and kind, it is quite easy to get in contact with lecturers, overall meeting a bunch of new people and making new friends has been a highlight."

"Just feeling overwhelmed by the new environment and all the new information."

"The lecturers are nice and enthusiastic about teaching, which makes me enthusiastic about my learning."



# TOP PIECES OF ADVICE STUDENTS WOULD GIVE TO A NEW STUDENT

Approximately two thirds of respondents offered advice to future students. 30% of students commented on being organised, prepared, and applying early. 19% of students recommended that future students 'Get Involved' with OWeek, events, clubs, and studies. 19% brought up the importance of meeting people at the University. 16% reinforced the value of being yourself and staying calm.

1

## Be Organised, Prepare, and Apply Early

"Make sure to be as prepared as you can be, don't be afraid to ask for help because everyone is just as lost as you, being organised will be your best friend."

2

## Get Involved and Try New Things

"One piece of advice for future students includes joining student clubs, participating in extracurricular activities, attending events and taking advantage of resources like academic support services..."

3

## Meet People

"Socialise as much as you can! Knowing people can help you feel more comfortable being in class."

"To go out and have as much fun as possible. Meet new people and make lots of friends."

4

## Be Yourself and Stay Calm

"Relax, don't try and be someone you're not, it's a big change from high school but be yourself and the friends will come"

**APPENDIX**

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Official Information Act 1982

# PROFILE OF RESPONDENTS

	2024	2023	2022	2021	2020	2019
All students	2,166	2,116	2,492	2,028	1,926	2,617
Domestic	1,812	1,783	2,376	1,912	1,648	2,201
International	354	333	116	116	278	416
Female	1,439	1,362	1,602	1,349	1,275	1,676
Male	689	724	841	651	635	932
Non-Binary / Not Reported	38	30	49	28	16	9
Under 25 years	1,770	1,730	2,139	1,765	1,644	2,190
25 years and over	396	386	353	263	282	427
NZ European/Pakeha	1,275	1,237	1,698	1,423	1,225	1,593
NZ Māori	254	254	289	233	194	294
Pasifika	158	143	196	126	110	166
Asian	506	441	441	317	335	561
European	321	306	352	300	338	365
Other ethnicity	150	128	112	118	117	137
Not stated	15	66	13	0	0	4



**CAPITAL THINKING.  
GLOBALLY MINDED.**  
MAI I TE IHO KI TE PAE



VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA

# STUDENT VOICE—GETTING STARTED

A look into the experience of new students at Te Herenga Waka—Victoria University of Wellington

- TOPLINE REPORT MAY 2025-



**CAPITAL THINKING.  
GLOBALLY MINDED.**  
MAI I TE IHO KI TE PAE



VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA

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## BACKGROUND

Te Herenga Waka—Victoria University of Wellington’s vision is to provide support new students in ways that are integrated, accessible, visible and responsive to students’ needs; also, that they enhance students’ preparedness to thrive at our University. To achieve this vision, it is necessary to understand how students perceive the value of services Victoria University of Wellington provides and use this knowledge to develop a coordinated approach to continuous improvement.

During the first trimester of 2025, Te Herenga Waka—Victoria University of Wellington conducted an online survey of students new to the University in 2025, focused on student choice, admission and enrolment, and orientation activities.



## METHODOLOGY

The survey was implemented via Qualtrics, a web-based online survey tool. All students new to Victoria University of Wellington in the first trimester of 2024 were sent an e-mail invitation with a link to complete the Student Voice—Getting Started Survey.

The survey was sent to 4,894 new students on 10 March 2025. Four reminder e-mails were sent to those new students who had not yet completed the survey. The opportunity to win four \$50 prizes and a \$300 cash grand prize were offered as incentives to complete the survey. The survey officially closed on 23 March 2025. A total of 2,184 surveys were recorded in Qualtrics; of those, 2,166 were analysed (44% response rate).

## REPORT NOTES

This report provides an overview of the topline findings of the 2025 Student Voice—Getting Started Survey.

Detailed results, including subgroup specific data can be accessed through the *Student Voice—Getting Started – Report Builder*.

In tables and charts:

- Percentages may not add up to 100% due to rounding.
- Results based on small samples ( $n < 100$ ) should be interpreted as directional only.

Throughout this report:

- Where available, comparative results from previous Student Voice—Getting Started Surveys have been used.
- Spelling, grammar and paraphrasing edits have been made to quotes.

This report will be used to begin the review of recommendations and enhancements for future student intakes.

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# OVERVIEW

## STUDENT DECISION TO ATTEND TE HERENGA WAKA

80% or more of students, overall and by subgroup, had made their decision to attend Te Herenga Waka within 12 months.

Three in five students who attend Te Herenga Waka did not apply to any other tertiary institutions.

The number one factor for choosing Te Herenga Waka is the 'Programme Offered.'

The top two sources of information for a student choosing Te Herenga Waka and their course of study is the 'University Website' and 'Open Day.'

## UNIVERSITY COMMUNICATIONS TO STUDENTS

The application for admission process has the highest proportion of students in years who agreed it was completed timely and went well for them, with the enrolment in course process only slightly behind.

This year also has the highest agreement from students that the entry requirements were clear and the information about fees was comprehensive.

Before starting their studies, students found email and the university website to be the most useful channels of communication.

While just over three quarters of students were satisfied with the communication they received, there is an opportunity for improvement with timeliness being a priority.

### **Recommendations:**

- *Complete a review of the communication a student receives from the time they apply for admission to the time they start their studies to assess the timeliness, frequency, and content of official information.*
- *Ensure the University website has up-to-date and easily accessible information about key processes, deadlines, and events that are relevant to new students.*

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# OVERVIEW CONTINUED

## ORIENTATION PROGRAMME

There has been a declining trend in the use and usefulness of the NSO publications.

Attendance at the New Students' Orientation Programme has grown, but not quite reached pre-COVID participation.

Almost all orientation sessions saw improvements in participant sentiment. In particular, the sessions geared directly toward international, postgraduate, Māori, and Pasifika attendees were at or near all time high ratings.

The new Tautai Programme for Pasifika students was not as highly rated as the Pasifika Orientation.

Overall, the New Students' Orientation Programme received positive responses from participants with an increase this year in students who learned emergency contact information and felt prepared for life in Wellington.

VUWSA OWeek events have seen a continuing decline in attendance, but a vast majority of attendees say they felt welcome, safe, and had fun.





## CHOOSING A UNIVERSITY – TIMING

Students were asked to identify how long their process was from considering the study options at Te Herenga Waka—Victoria University of Wellington to submitting their application to attend.

80% or more of students, overall and by subgroup, had made their decision to attend Te Herenga Waka within 12 months.

	1 – 6 Months			6 – 12 Months			1 – 2 Years			2+ Years		
	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023
<b>Domestic Students</b> (2025: n=1711; 2024: n=1688; 2023: n=1689)	53%	54%	55%	28%	27%	27%	13%	12%	12%	6%	7%	6%
<b>International Students</b> (2025: n=351; 2024: n=347; 2023: n=316)	66%	67%	61%	21%	20%	21%	9%	8%	13%	4%	4%	6%
<b>Undergraduate Students</b> (2025: n=1596; 2024: n=1627; 2023: n=1623)	51%	52%	53%	29%	28%	28%	14%	13%	13%	6%	7%	6%
<b>Postgraduate Students</b> (2025: n=372; 2024: n=331; 2023: n=302)	68%	75%	68%	19%	17%	16%	9%	6%	11%	5%	2%	5%
<b>Doctoral Students</b> (2025: n=30; 2024: n=34; 2023: n=40)	67%	68%	65%	27%	21%	20%	3%	3%	10%	3%	9%	5%
<b>School Leavers</b> (2025: n=1250; 2024: n=1271; 2023: n=1176)	49%	49%	51%	32%	31%	31%	13%	13%	12%	6%	7%	6%
<b>Other New Students</b> (2025: n=806; 2024: n=750; 2023: n=829)	65%	67%	63%	19%	18%	19%	11%	9%	13%	5%	5%	6%

# CHOOSING A UNIVERSITY – APPLICATION

We asked new students to identify if they applied to any other universities for the 2025 academic year.

61% of new students stated that they did not apply anywhere else. 35% applied to at least one other New Zealand university, with about half of those applying to The University of Auckland (48%).

61%

(n=2165)

**Did not apply  
anywhere else**

(2024: 60%, n=2163; 2023: 63%, n=2115;  
2022: 65%, n=2472)

35%

(n=2165)

**Applied to at least one  
other NZ university**

(2024: 36%, n=2163; 2023: 32%, n=2115;  
2022: 33%, n=2472)

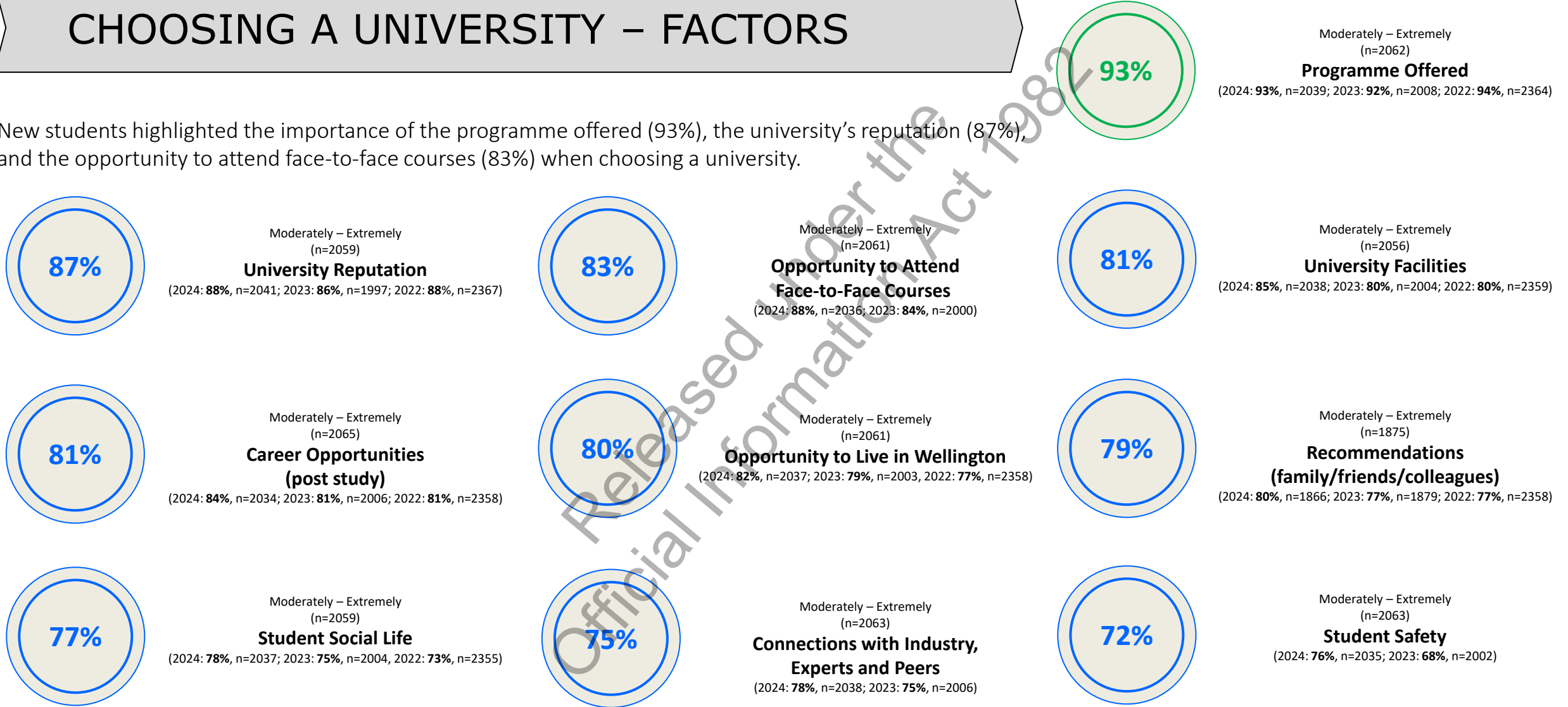


Q2.1 When choosing to pursue tertiary education, did you apply to any other universities for the 2025 academic year? (n=2165)

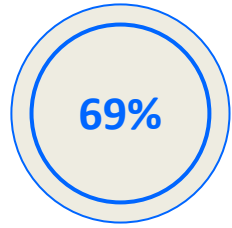
Q2.2 Please select which New Zealand universities you applied to: (n=739)

# CHOOSING A UNIVERSITY – FACTORS

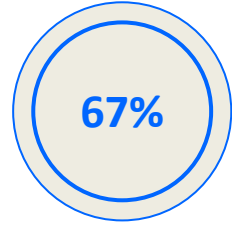
New students highlighted the importance of the programme offered (93%), the university’s reputation (87%), and the opportunity to attend face-to-face courses (83%) when choosing a university.



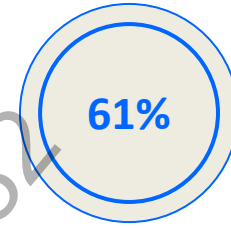
Q2.5 When making your decision to study at Te Herenga Waka—Victoria University of Wellington, how important were each of the following factors?



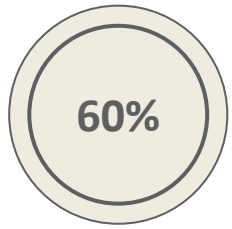
Moderately – Extremely  
(n=2061)  
**University Support Services**  
(2024: **73%**, n=2037; 2023: **67%**, n=2004; 2022: **62%**, n=2358)



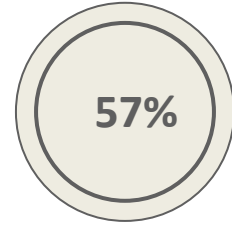
Moderately – Extremely  
(n=2061)  
**Flexible Delivery of Content  
(online and in person)**  
(2024: **74%**, n=2038)



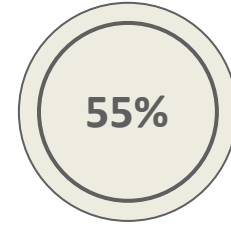
Moderately – Extremely  
(n=2064)  
**Work Opportunities  
(during study)**  
(2024: **65%**, n=2033; 2023: **62%**, n=2004; 2022: **61%**, n=2356)



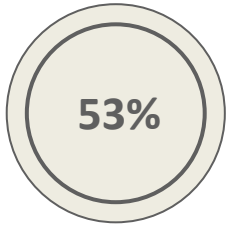
Moderately – Extremely  
(n=2062)  
**University Fees**  
(2024: **66%**, n=2032; 2023: **57%**, n=2008)



Moderately – Extremely  
(n=2060)  
**University Accommodation**  
(2024: **55%**, n=2037)



Moderately – Extremely  
(n=2052)  
**Ability to Study with  
a Particular Academic**  
(2024: **60%**, n=2030; 2023: **59%**, n=2007)



Moderately – Extremely  
(n=505)  
**Block Courses\***  
(2024: **46%**, n=475; 2023: **45%**, n=1993)



Moderately – Extremely  
(n=509)  
**Evening and Weekend Courses\***  
(2024: **37%**, n=478; 2023: **27%**, n=1999)



Moderately – Extremely  
(n=2054)  
**Scholarship(s) you Received**  
(2024: **38%**, n=2033; 2023: **36%**, n=1994; 2022: **41%**, n=2355)



Moderately – Extremely  
(n=1707)  
**Opportunity to Attend  
Fully Online Courses**  
(2024: **40%**, n=2035; 2023: **44%**, n=2000)



Moderately – Extremely  
(n=1708)  
**Part-Time Study**  
(2024: **33%**, n=2024; 2023: **30%**, n=2000)



Moderately – Extremely  
(n=1815)  
**Other**  
(2024: **30%**, n=1729; 2023: **12%**, n=693; 2022: **19%**, n=216)

## CHOOSING A UNIVERSITY – SOURCES

Students indicated that the most useful information sources when deciding which university to attend were the University website (91%), Victoria University Open Day (88%), and Family/Friends/Colleagues (86%).



	2025 Moderately – Extremely	2024 Moderately – Extremely	2023 Moderately – Extremely	2022 Moderately – Extremely
University Website	91% (n=2097)	92% (n=2050)	82% (n=2031)	86% (n=2291)
Family / Friends / Colleagues	86% (n=1951)	86% (n=1919)	82% (n=1938)	87% (n=2253)
Victoria University Open Day	88% (n=1254)	87% (n=1332)	80% (n=1523)	58% (n=1563)
Victoria University Information Evening	80% (n=1083)	84% (n=1291)		
Future Student Advisers / Other University Staff	-	82% (n=1684)	68% (n=1740)	-
Academic Staff	80% (n=1585)	-	-	-
Future Student Advisers	77% (n=1503)	-	-	-
Other University Staff	71% (n=1336)	-	-	-
University Emails	79% (n=1856)	77% (n=1861)	63% (n=1856)	-
Digital Events / Webinars	79% (n=268)	76% (n=279)	63% (n=253)	52% (n=1662)
Teachers / School Advisers	78% (n=1193)	76% (n=1130)	73% (n=1176)	73% (n=1831)
University Publications / Brochures	77% (n=1709)	77% (n=1709)	65% (n=1821)	72% (n=1946)
Your Agent	76% (n=254)	75% (n=232)	68% (n=219)	-
International Education Fairs	73% (n=244)	75% (n=247)	68% (n=256)	-
Student Ambassadors (in person)	73% (n=832)	70% (n=814)	-	-
Work Colleagues / Professional Networks	71% (n=560)	70% (n=602)	62% (n=660)	-
Social Media	71% (n=1677)	69% (n=1720)	55% (n=1768)	60% (n=1917)
Advertising	62% (n=1657)			
Online Chat with Student Ambassadors	53% (n=934)	55% (n=984)	-	-

Q2.4 When deciding which university to attend, how useful were each of the following information sources?

## CHOOSING A PROGRAMME - SOURCES

University website, Open Day, and school visits, were identified as the most useful sources of information to assist new students in deciding which course or programme to study.

	2025 Moderately – Extremely	2024 Moderately – Extremely	2023 Moderately – Extremely	2022 Moderately – Extremely	2021 Moderately – Extremely	2020 Moderately – Extremely
University website	91% (n=1977)	91% (n=1952)	86% (n=1928)	88% (n=2,226)	90% (n=1,937)	91% (n=1,843)
Open Day	84% (n=1171)	73% (n=1224)	73% (n=1224)	-	-	87% (n=1303)
School visits	82% (n=952)	83% (n=918)	75% (n=950)	65% (n=1359)	69% (n=1156)	76% (n=1149)
Qualification handbooks	79% (n=1567)	79% (n=1582)	-	66% (n=1,776)	72% (n=1,486)	76% (n=1,477)
Course advice appointments	77% (n=1319)	77% (n=1345)	70% (n=1465)	72% (n=1,769)	77% (n=1,469)	76% (n=1,310)
Information evenings	76% (n=1009)	74% (n=1085)	64% (n=1162)	64% (n=1,582)	55% (n=1,163)	64% (n=1,001)
Digital events / Webinars	73% (n=240)	72% (n=255)	46% (n=1193)	55% (n=1,511)	-	-
Social media	61% (n=1442)	60% (n=1477)	55% (n=1488)	-	-	-
Online chat with Student Ambassador	56% (n=890)	54% (n=946)	-	-	-	-
<b>International Students</b>						
The Ambassador Platform (TAP)	-	-	42% (n=158)	64% (n=56)	-	-
Your agent	73% (n=252)	71% (n=210)	68% (n=200)	-	-	-
Education New Zealand resources	79% (n=260)	76% (n=251)	68% (n=216)	-	-	-
International Office	81% (n=271)	83% (n=277)	81% (n=249)	-	-	-

Q2.7 When deciding which programme or course to study, how useful were each of the following information sources?

# GETTING SORTED

- ENROLMENT -

- ← CyberCommons
- ↑ Lecture Theatre LT01
- ← Lecture Theatre LT03
- ↑ Library
- ← Seminar Room G25
- Seminar Room G10
- ←
- Mezzanine Level
  - Seminar Rooms (MZ01-MZ06 & MZ20)
  - Student Services
  - Te Pu Umanga & Tabu
  - Te Pūtahi Atawhai

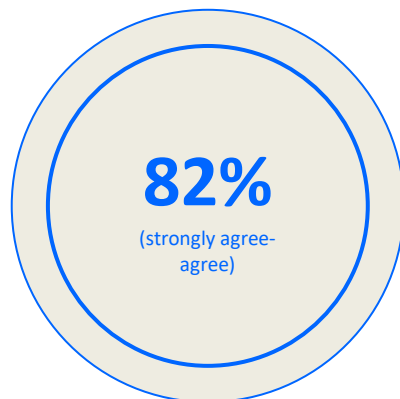
Released under the Official Information Act 1982

# PRE-ADMISSION INFORMATION

## Communication about entry requirements was clear

(n=1948)

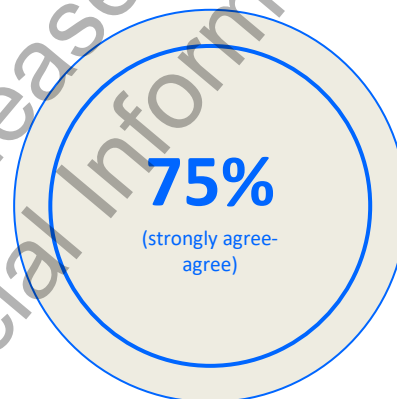
(2024: 79%, n=1938; 2023: 75%, n=1901; 2022: 77%, n=2265; 2021: 78%, n=1949)



## Information about fees was comprehensive

(n=1945)

(2024: 73%, n=1934; 2023: 68%, n=1896; 2022: 68%, n=2260; 2021: 65%, n=1949)



# ADMISSION AND ENROLMENT PROCESS

The admissions and enrolment processes sit at near all-time high agreement from students regarding completion in a timely manner and went well for them. Enrolment in courses sits slightly below the application for admission process.

	2025 Agree & Strongly Agree	2024 Agree & Strongly Agree	2023 Agree & Strongly Agree		2021 Agree & Strongly Agree	2020 Agree & Strongly Agree	2019 Agree & Strongly Agree
I felt the process to apply for <b>admission to my programme</b> was completed in a timely manner	75% (n=1943)	74% (n=1934)	63% (n=1901)	... enrolment process ... timely manner	71% (n=1894)	70% (n=1812)	75% (n=2463)
I felt the process to enrol in <b>my courses</b> was completed in a timely manner	74% (n=1945)	72% (n=1932)	63% (n=1902)				
I felt the process to apply for <b>admission to my programme</b> went well for me	78% (n=1945)	76% (n=1935)	64% (n=1903)	... enrolment process ... went well for me	75% (n=1895)	75% (n=1812)	77% (n=2463)
I felt the process to enrol in <b>my courses</b> went well for me	76% (n=1947)	72% (n=1935)	65% (n=1903)				
I understood what was required of me to complete <b>my application to study at the University</b>	82% (n=1947)	82% (n=1936)	73% (n=1904)	... my enrolment	79% (n=1895)	81% (n=1813)	81% (n=2466)

# UNIVERSITY COMMUNICATION

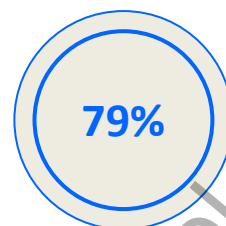
77% were satisfied with the communication they received from application to enrolment. After enrolment was confirmed, students thought the content was useful (79%) and easy to understand (75%).

Overall information and/or advice  
between submitting your application  
for admission and confirming your  
enrolment?  
(n=1901)



After your Enrolment was Confirmed

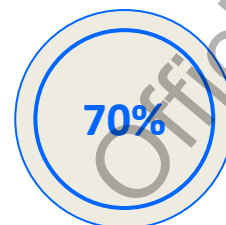
The content was  
useful  
(n=1893)



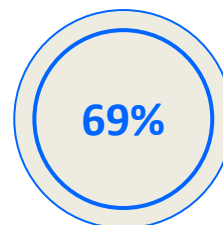
The content was  
easy to understand  
(n=1897)



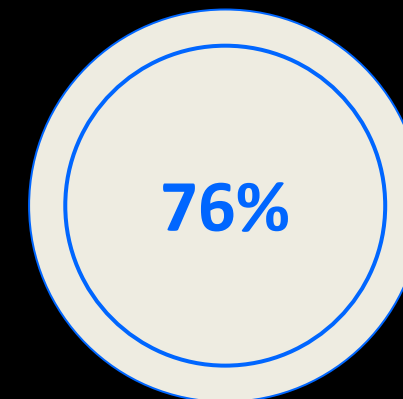
The content helped me  
prepare for my study  
(n=1898)



The content was given to  
me at the right time  
(n=1895)



Overall Communication Satisfaction  
from Application to Study (2024)



All Students  
(n=1913)

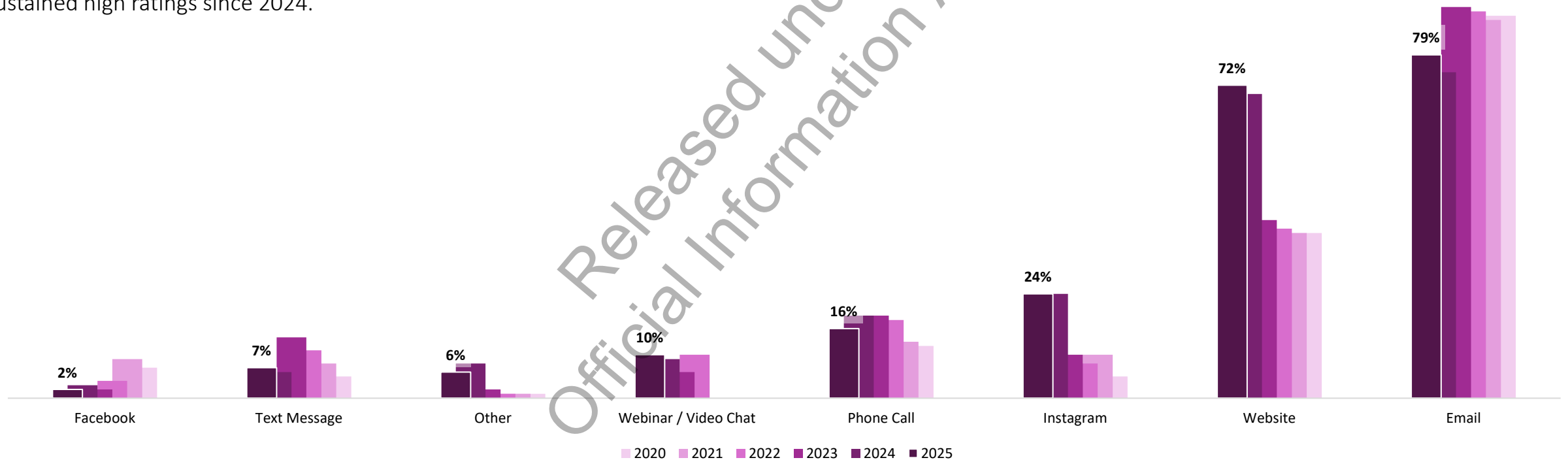
Q2.13 Overall, how satisfied are you with the information and/or advice you received between submitting your application for admission and confirming your enrolment?

Q2.14 Regarding the information and/or advice the University provided after your enrolment was confirmed, to what extent do you agree or disagree that:

## PRE-STUDY INFORMATION - COMMUNICATION CHANNELS

79% of students found Email to be the most helpful communication channel before starting their studies. 72% identified the website as one of the most helpful.

While Email improved over 2024, it remains slightly below ratings in 2023 and earlier. The website continues to see sustained high ratings since 2024.



# GETTING SORTED

-INTERNATIONAL OFFICE-



# PRE-STUDY INFORMATION - INTERNATIONAL

International students found the pre-study information useful (88%), and showed an increase in satisfaction with the communication from the International Office (91%).

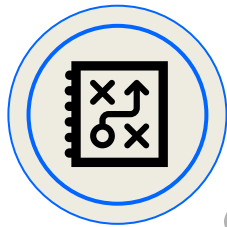


**82%**

(n=334)

**The content is clear**

(2024: **86%**, n=327; 2023: **83%**, n=296; 2022: **85%**, n=98; 2021: **82%**, n=97; 2020: **84%**, n=338)



**81%**

(n=341)

**The content guided me**

(2024: **87%**, n=326; 2023: **75%**, n=295)

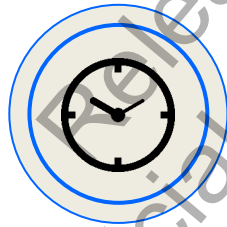


**88%**

(n=334)

**The content is useful**

(2024: **83%**, n=326; 2023: **78%**, n=296; 2022: **76%**, n=101; 2021: **84%**, n=97; 2020: **77%**, n=340)



**77%**

(n=334)

**The content is timely**

(2024: **76%**, n=325; 2023: **69%**, n=296; 2022: **77%**, n=102; 2021: **72%**, n=97; 2020: **74%**, n=339)

Satisfaction with information and/or advice received from the International Office

Year	Satisfied – Very Satisfied
2025	91% (n=309)
2024	85% (n=305)
2023	83% (n=285)
2022	89% (n=65)
2021	94% (n=62)
2020	81% (n=58)

Q3.6 Thinking about the emails you received as an international student, do you agree or disagree that the content guided you through the actions required to attend the University?  
 Q2.14 Regarding the information and/or advice the University provided after your enrolment was confirmed, to what extent do you agree or disagree that:  
 Q3.2 If you were contacted by the International Office, how satisfied are you with the information and/or advice you received?

# GETTING CONNECTED

-ORIENTATION PROGRAMME-



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# ORIENTATION PROGRAMME - AWARENESS

Hall residents were very likely to hear about the Orientation Programme in their Halls.

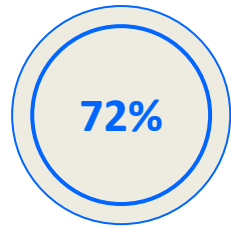
	2025 Moderately – Extremely	2024 Moderately – Extremely	2023 Moderately – Extremely	2022 Moderately – Extremely	2021 Moderately – Extremely	2020 Moderately – Extremely
Emails from the University	90% (n=1,662)	91% (n=1,708)	88% (n=1,716)	87% (n=2,070)	92% (n=1,763)	91% (n=1,951)
University Website	90% (n=1,662)	89% (n=1,669)	83% (n=1,663)	84% (n=2,008)	88% (n=1,665)	89% (n=1,893)
Social media (e.g., Facebook, Instagram, TikTok, etc.)	80% (n=1,433)	79% (n=1,341)	69% (n=1,325)	67% (n=1,514)	78% (n=1,265)	78% (n=1,234)
Publications (New Students' Orientation Pamphlet)	78% (n=1,361)	82% (n=1,282)	-	-	81% (n=1,353)	88% (n=1,446)
Your Halls of Residence / Tau Mai Programme*	93% (n=845)	93% (n=842)	-	-	-	-

\* Only displayed to Hall Residents

2025	2024	2023	2022	2021	2020
<b>% of students who used the source of information</b>					
93%	92%	93%	94%	95%	94%
89%	90%	91%	91%	90%	90%
77%	72%	73%	69%	69%	70%
63%	69%	-	-	73%	82%
96%	98%	-	-	-	-

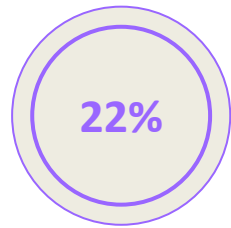
# ORIENTATION PROGRAMME - ATTENDANCE

72% of students attended at least one Orientation programme event or session. The Te Aro and Pipitea Campus Welcome Day sessions were well rated.



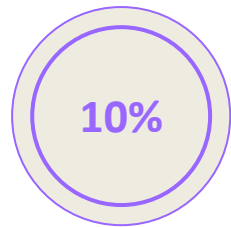
## Attended an event or session

(n=1870)  
(2024: **72%**, n=1865; 2023: **71%**, n=1840; 2022: **52%**, n=2197;  
2021: **57%**, n=1838; 2020: **78%**, n=1769; 2019: **75%**, n=2419)



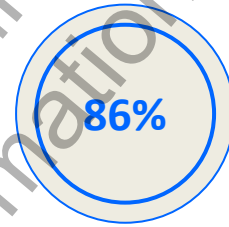
## Attended Te Aro Campus Welcome Day Sessions

(n=1334)



## Attended Pipitea Campus Welcome Day Sessions

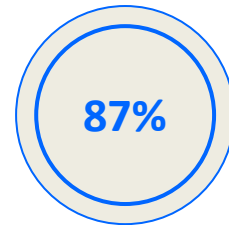
(n=1334)



Very Satisfied and Satisfied

## Te Aro Campus Welcome Day Sessions

(n=287)



Very Satisfied and Satisfied

## Pipitea Campus Welcome Day Sessions

(n=138)

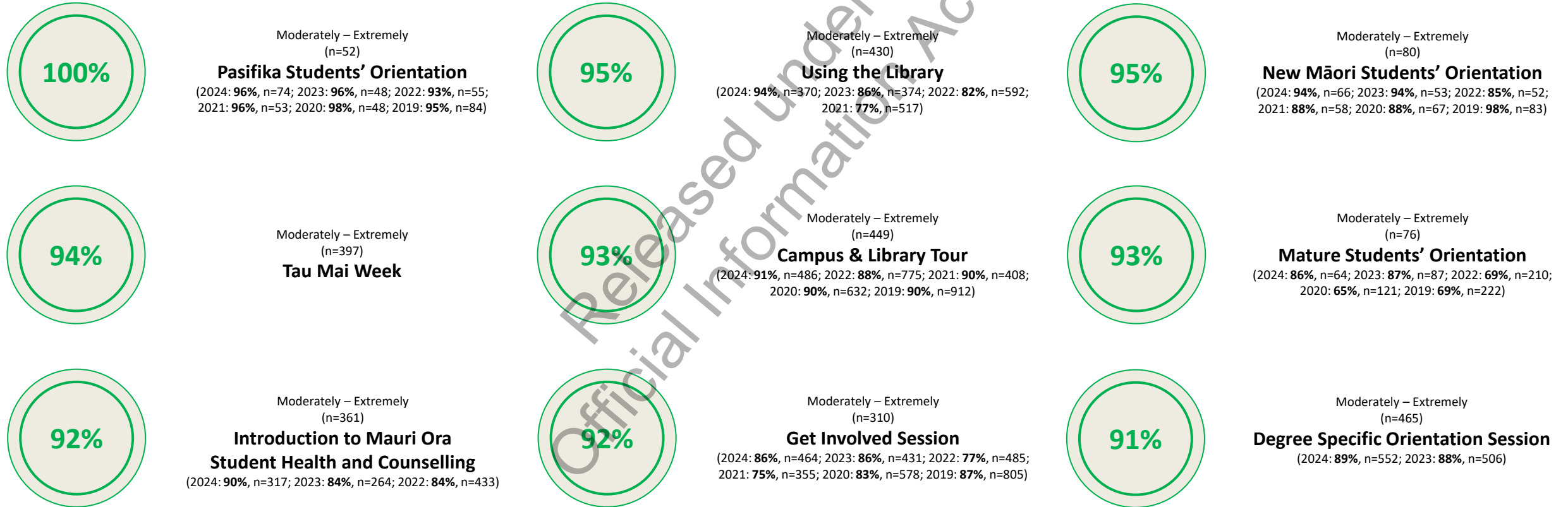
Q4.3 Did you attend any of the Orientation Programme events or sessions?

Q4.4 How satisfied were you with the Te Aro Campus Welcome Day sessions that were held at the Te Aro Campus on Tuesday 18 February?

Q4.5 How satisfied were you with the Pipitea Campus Welcome Day sessions that were held at the Pipitea Campus on Wednesday 19 February?

# ORIENTATION PROGRAMME - EVENTS AND SESSIONS

The Orientation programme events and sessions continued to be useful for new students. Most sessions saw improvements in 2025. There were only slight drops for “Introduction to Nuku,” “Academic Expectations,” “Uni 101 Sessions,” and “Official Welcome in the Hub.”



Q5.5 Thinking about the New Students' Orientation Programme events or sessions you attended, how useful were the events or sessions below?



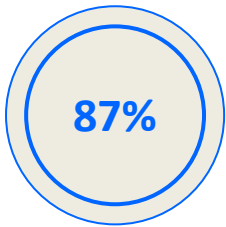
Moderately – Extremely  
(n=231)  
**Introduction to Careers & Employment**



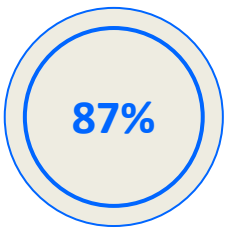
Moderately – Extremely  
(n=294)  
**Student Budgeting**  
(2024: 85%, n=270; 2023: 87%, n=219; 2022: 74%, n=411;  
2021: 76%, n=319)



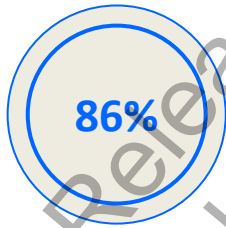
Moderately – Extremely  
(n=411)  
**Study Skills**  
(2024: 90%, n=377; 2023: 88%, n=461; 2022: 83%, n=703;  
2021: 84%, n=600)



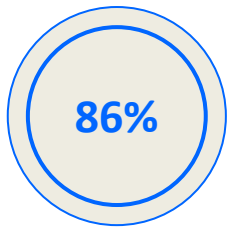
Moderately – Extremely  
(n=202)  
**Supporting You to Thrive  
Manawa Ora – Student Wellbeing**



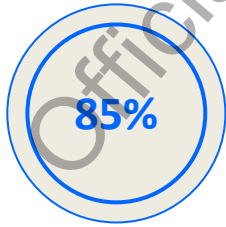
Moderately – Extremely  
(n=446)  
**Introduction to Nuku**  
(2024: 91%, n=430)



Moderately – Extremely  
(n=429)  
**Academic Expectations**  
(2024: 89%, n=347; 2023: 88%, n=482; 2022: 82%, n=739;  
2021: 82%, n=690)

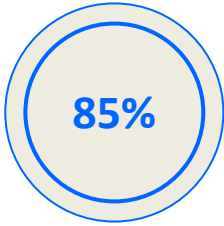


Moderately – Extremely  
(n=155)  
**Rainbow Students' Welcome**  
(2024: 78%, n=162; 2023: 73%, n=123; 2022: 69%, n=258;  
2021: 72%, n=195; 2020: 69%, n=154; 2019: 70%, n=225)

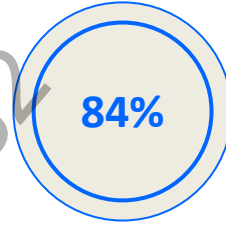


Moderately – Extremely  
(n=403)  
**Academic Writing**  
(2024: 85%, n=373; 2023: 85%, n=444; 2022: 82%, n=564)

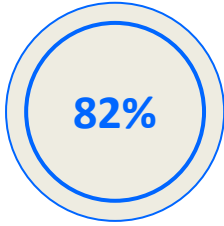




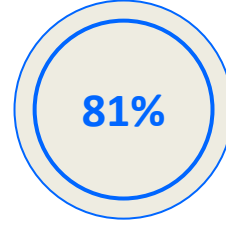
Moderately – Extremely  
(n=110)  
**Te Amaru - Disability Services' Welcome**  
(2024: **83%**, n=100; 2023: **75%**, n=80; 2022: **68%**, n=212;  
2021: **65%**, n=137)



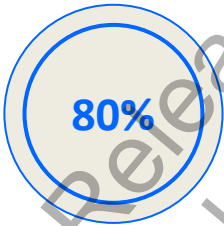
Moderately – Extremely  
(n=274)  
**UNI 101 Navigation Sessions**  
(2024: **83%**, n=267)



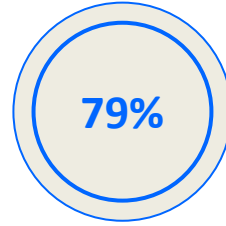
Moderately – Extremely  
(n=116)  
**WGTN Hall Events**  
(2024: **77%**, n=164; 2023: **70%**, n=159; 2021: **83%**, n=385;  
2020: **66%**, n=246; 2019: **77%**, n=391)



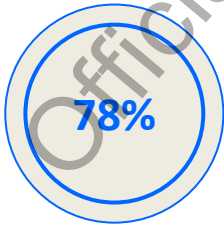
Moderately – Extremely  
(n=409)  
**UNI 101 Sessions**  
(2024: **83%**, n=507; 2023: **73%**, n=707)



Moderately – Extremely  
(n=81)  
**Spirituality 101**  
(2024: **71%**, n=75; 2023: **70%**, n=77; 2022: **61%**, n=188)



Moderately – Extremely  
(n=52)  
**Refugee-Background Students' Welcome**  
(2024: **62%**, n=53; 2023: **58%**, n=53; 2022: **60%**, n=162;  
2020: **49%**, n=77; 2019: **52%**, n=140)



Moderately – Extremely  
(n=534)  
**Official Welcome in the Hub**  
(2024: **75%**, n=563; 2023: **81%**, n=225; 2021: **82%**, n=669)

## ORIENTATION PROGRAMME - INTERNATIONAL

Most of the international events and sessions saw a strong increase in student ratings in 2025. With all but “Private Rental” (89%) receiving 90%+ useful ratings from the student group.

	2025	2024	2023
City Walking Tour	90% (n=108)	82% (n=102)	86% (n=74)
Getting Connected	97% (n=175)	88% (n=128)	-
International Welcome	96% (n=226)	93% (n=208)	95% (n=202)
International Welcome Night	93% (n=162)	86% (n=133)	91% (n=140)
Keeping Safe in New Zealand	92% (n=191)	83% (n=151)	90% (n=97)
Late / Online Orientation	94% (n=52)	93% (n=42)	80% (n=51)
Pōwhiri	96% (n=186)	-	-
Private Rental	89% (n=140)	83% (n=60)	88% (n=58)



# ORIENTATION PROGRAMME - POSTGRADUATE

The postgraduate events and sessions hit record highs in useful ratings from postgraduate students.

99%

Moderately – Extremely  
(n=109)  
**Postgraduate Academic Preparation**  
(2024: 96%, n=93; 2023: 92%, n=87)

98%

Moderately – Extremely  
(n=145)  
**Postgraduate Students' Welcome**  
(2024: 93%, n=117; 2023: 92%, n=122; 2022: 83%, n=52;  
2021: 81%, n=36; 2020: 94%, n=86; 2019: 93%, n=138)

99%

Moderately – Extremely  
(n=99)  
**Thriving at University**  
(2024: 93%, n=86; 2022: 91%, n=64)



# ORIENTATION PROGRAMME - CONNECTIONS

The Orientation programme is designed to allow students to meet each other and make friends while learning about the University and the services available to them.

	Met Other Students		
	2025	2024	2023
Getting Connected	93% (n=162)	95% (n=120)	-
Postgraduate Students' Welcome	93% (n=135)	95% (n=112)	93% (n=117)
International Welcome Night	95% (n=148)	91% (n=129)	91% (n=136)
Degree Specific Orientation Sessions	83% (n=432)	84% (n=461)	-
Campus & Library Tour	77% (n=420)	83% (n=391)	87% (n=148)
Movie Night	97% (n=387)	-	-
UNI 101 Sessions	78% (n=376)	80% (n=486)	82% (n=639)
Tau Mai Week	97% (n=387)	-	-
Official Welcome in the Hub	70% (n=505)	67% (n=545)	-
Welcome Festival	-	-	82% (n=194)



# ORIENTATION PROGRAMME - COMMUNITY

96%

International Only  
**International Uni Crew were helpful**

(n=249)

(2024: **94%**, n=215; 2023: **93%**, n=227; 2021: **92%**, n=26; 2020: **91%**, n=229; 2019: **96%**, n=347)

87%

**The Student Ambassadors were helpful**

(n=1097)

(2024: **83%**, n=1037)

77%

**The UNI 101 programme helped me understand the services the University provides to students.**

(n=405)

(2024: **78%**, n=484; 2023: **63%**, n=705; 2022: **64%**, n=881; 2020: **73%**, n=884; 2019: **76%**, n=1231)

73%

**The Official Welcome in the Hub was enjoyable.**

(n=529)

(2024: **68%**, n=537; 2023: **74%**, n=224; 2020: **79%**, n=940; 2019: **82%**, n=1289)



- Q5.10 How helpful did you find our International Uni Crew (in green t-shirts) during Orientation?  
 Q5.19 How helpful did you find our Student Ambassadors (in white t-shirts) during Orientation?  
 Q5.8 The UNI 101 sessions helped me understand the services the University provides to students.  
 Q5.9 The Official Welcome in the Hub was enjoyable.

# TAUTAI AND ORIENTATION PROGRAMME - PASIFIKA



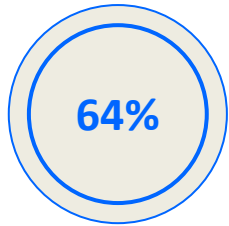
**Pasifika Pillars Support Service Staff and Student Ambassadors were helpful**  
(n=78)



Moderately – Extremely  
(n=52)  
**Pasifika Students’ Orientation**  
(2024: 96%, n=74; 2023: 96%, n=48; 2022: 93%, n=55; 2021: 96%, n=53; 2020: 98%, n=48; 2019: 95%, n=84)

## Tautai Programme

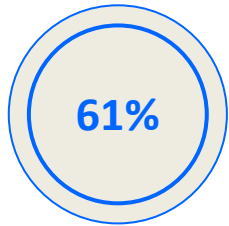
## Pasifika Orientation



**Helped me understand the services the University provides to students**  
(n=127)



**Helped me understand the services the University provides to students**  
(n=52)



**Helped me understand the academic requirements of the University for my courses**  
(n=126)



**Helped me understand the academic requirements of the University for my study**  
(n=52)

- Q5.26 How helpful did you find our Pasifika Pillars Support Service Staff and Student Ambassadors (in black t-shirts) during Tautai and Pasifika Orientation?
- Q3.4 Tautai helped me understand the services the University provides to students
- Q3.5 Tautai Programme helped me understand the academic requirements of the University for my courses
- Q5.2 Thinking about the New Students’ Orientation Programme events or sessions you attended, how useful were the events or sessions below?
- Q5.23 Pasifika Orientation helped me understand the services the University provides to students
- Q5.24 Pasifika Orientation helped me understand the academic requirements of the University for my study

# ORIENTATION PROGRAMME - MĀORI

95%

Moderately – Extremely  
(n=80)

**New Māori Students' Orientation**  
(2024: 94%, n=66; 2023: 94%, n=53; 2022: 85%, n=52;  
2021: 88%, n=58; 2020: 88%, n=67; 2019: 98%, n=83)

86%

**Made me aware of Māori services  
available to me**  
(n=80)

70%

**Helped me form connections with  
Māori staff and students**  
(n=79)



Q5.2 Thinking about the New Students' Orientation Programme events or sessions you attended, how useful were the events or sessions below?

Q5.21 Māori orientation week helped me form connections with Māori staff and students

Q5.22 Māori orientation made me aware of Māori services available to me

# ORIENTATION PROGRAMME - OUTCOMES

2025 respondents had 5% higher agreement than last year that the New Students' Orientation Programme provided them with information about who to contact in an emergency and prepared them for life in Wellington.

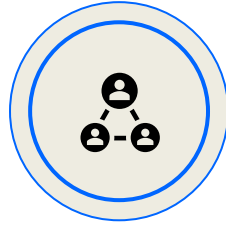


**78%**

(n=1315)

**Was fun**

(2024: **78%**, n=1309; 2023: **62%**, n=1271; 2022: **62%**, n=979; 2021: **72%**, n=963; 2020: **81%**, n=1272; 2019: **82%**, n=1682)

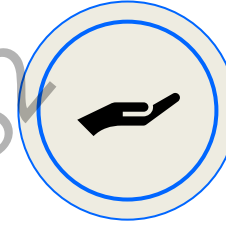


**76%**

(n=1313)

**Allowed me to meet new people**

(2024: **78%**, n=1306; 2023: **77%**, n=1272; 2022: **50%**, n=950; 2021: **65%**, n=927; 2020: **81%**, n=1274; 2019: **82%**, n=1670)

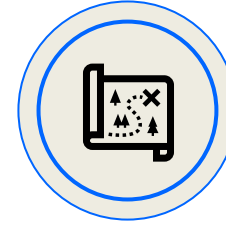


**89%**

(n=1314)

**Helped me know available resources**

(2024: **88%**, n=1312; 2023: **82%**, n=1273)

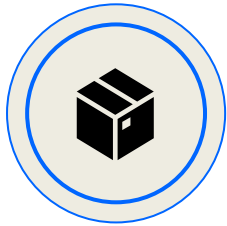


**79%**

(n=1307)

**Helped me navigate the University**

(2024: **78%**, n=1299; 2023: **70%**, n=1267)



**74%**

(n=1314)

**Helped me transition to the University**

(2024: **77%**, n=1309)

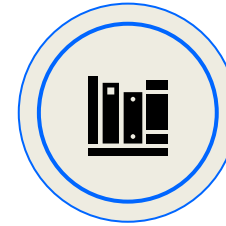


**72%**

(n=1314)

**Taught me about the academic system**

(2024: **74%**, n=1312; 2023: **76%**, n=1271)

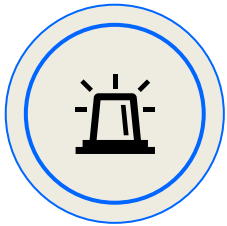


**72%**

(n=1316)

**Prepared me for study**

(2024: **71%**, n=1310; 2023: **61%**, n=1269; 2022: **71%**, n=989; 2021: **64%**, n=969; 2020: **69%**, n=1277; 2019: **72%**, n=1690)

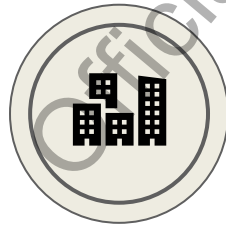


**75%**

(n=1314)

**Provided emergency contact information**

(2024: **70%**, n=1306; 2023: **65%**, n=1270)

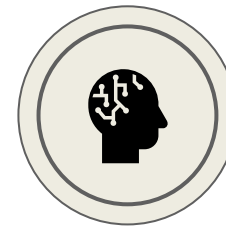


**59%**

(n=1314)

**Prepared me for life in Wellington**

(2024: **54%**, n=1307; 2023: **44%**, n=1271; 2022: **51%**, n=831; 2021: **56%**, n=841; 2020: **63%**, n=1138; 2019: **67%**, n=1469)



**52%**

(n=1311)

**Helped me learn new skills**

(2024: **51%**, n=1310; 2023: **44%**, n=1273)

# ORIENTATION PROGRAMME - FEEDBACK

21% of students who attended the Orientation Programme, offered comments about their experience.

About a third of students commented on how good the Orientation Programme was and how they were able to meet other people during the week.

5% of students were hoping there would be more activities to help them get to know other students. 4% of respondents identified issues with the timing of sessions overlapping during the week. There were some constructive suggestions such as recording the core sessions and making them available online; creating smaller group-based sessions such as splitting some degree specific sessions; and including a Haka at the Official Welcome for students.

1

## The programme was good

30% of student suggestions mentioned how good the programme was to attend.

“Loved the orientation program every session was very well organized and fun, love it, love it, love it.”

“The orientation programme was great and I was glad I attended the programme. I’ll definitely advocate and encourage first years I know of to attend the orientation”

2

## Opportunities to meet others

7% of student suggestions discussed how the sessions gave them an opportunity to meet others.

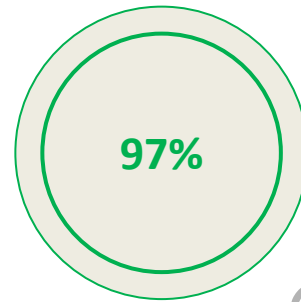
“I really enjoyed the Orientation Programme as it offered a wide range of activities and allowed me to meet a variety of new people!”

“It was very enjoyable and a good way to meet new people whilst learning helpful skills relevant to uni.”

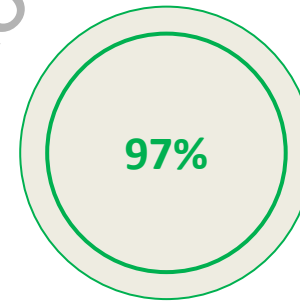
# VUWSA O WEEK

45% of new students identified that they went to OWeek events. Of those who attended, over 90% felt safe, welcome, and had fun.

Year	Yes, I attended
2025	45% (n=1856)
2024	49% (n=1837)
2023	-
2022	-
2021	52% (n=1840)
2020	57% (n=1753)
2019	50% (n=2397)



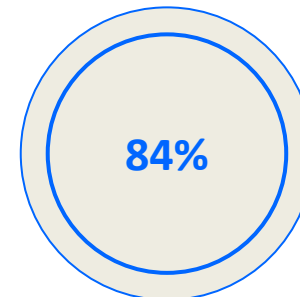
**Did you feel safe?**  
(n=838)



**Did you feel welcome?**  
(n=837)



**Did you have fun?**  
(n=838)



**Did you meet new people?**  
(n=838)

Q5.17 Did you attend any of the evening VUWSA OWeek events, including music/comedy nights and the Toga Party?  
Q5.20 Thinking about the evening OWeek events you attended:

# GETTING UNDERWAY

-STUDENT ADVICE-

Official Information Released Under the Freedom of Information Act

## ADVICE FOR FUTURE STUDENTS

Over two thirds of respondents shared their most impactful piece of advice for future students. 23% of respondents advised future students to ‘Connect With Others.’ 22% recommended to ‘Get Involved’ with activities from Orientation to Clubs at the University. 15% suggested that students ‘Be Prepared’ whether that was in their studies or their move to Wellington. 12% identified the benefit to ‘Do Things Early’ from accommodation to assignments. And, 12% advised that students ‘Ask For Help.’

Proportion of Respondents	Topic of Advice
23%	Connect With Others
22%	Get Involved
15%	Be Prepared
12%	Do Things Early
12%	Ask For Help

“... Take initiative to get in contact, use the university resources, and get involved because no one is on your back to do it for you or encourage you to it. Use your student success advisor, tutors, and help centres to get your university life figured out early including tricky and complicated areas such as your timetable, student health, and adjusting to the difference in assignments and work load. Doing the work now and organising these things will make it easier down the track despite it being annoying and difficult right now. And lastly, it’s okay to be stressed and confused everybody is feeling that way right now, so these difficult tasks together to motivate you to get it done.”

“Use O Week for three things 1. to make connections and meet new people (set up study buddies now so you’re not frantically sorting this in week one), 2. To figure out where your classes will be and where to find/contact lecturers, 3. To understand Nuku and how to get to its most important pages. Then use the first week of classes to learn what is expected of you in the forms of course deadlines, what the quizzes look for and how heavy your readings workload will be and use this to change your routine around a schedule that really works.”

**APPENDIX**

Official Information Act 1982  
Released under the

## PROFILE OF RESPONDENTS

	2025	2024	2023	2022	2021	2020	2019
All Respondents	2,166	2,164	2,115	2,490	2,027	1,926	2,617
Domestic	1,806	1,810	1,783	2,375	1,911	1,648	2,201
International	360	354	332	115	116	278	416
Female	1,381	1,437	1,362	1,601	1,349	1,275	1,676
Male	746	689	723	840	650	635	932
Non-Binary / Not Reported	39	38	30	49	28	16	9
Under 25 Years	1,741	1,768	1,730	2,138	1,764	1,644	2,190
25 Years and Over	425	396	385	352	263	282	427
NZ European/Pakeha	1,266	1,274	1,237	1,697	1,423	1,225	1,593
NZ Māori	254	253	254	289	233	194	294
Pasifika	157	158	142	196	126	110	166
Asian	536	505	441	440	317	335	561
European	323	321	306	352	300	338	365
Other Ethnicity	159	150	128	112	117	117	137
Not Stated	12	15	66	13	0	0	4



**CAPITAL THINKING.  
GLOBALLY MINDED.**  
MAI I TE IHO KI TE PAE



VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA

# 2024 Have Your Say

STUDENT SURVEY RESULTS

- TOPLINE REPORT SEPTEMBER 2024 -



**CAPITAL THINKING.  
GLOBALLY MINDED.**  
MAI I TE IHO KI TE PAE



VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA

# Introduction

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The Student Voice—Have Your Say survey was introduced in 2017, updating the Student Experience Improvement Survey that had been used since 2013. In 2021, a more holistic collection of questions was developed and has seen only minor changes in terms, names, and services since. The Have Your Say survey is now run as a single, annual student survey for all students in Trimester 2.

The survey was opened on 29 July 2024 and remained open through 18 August 2024.

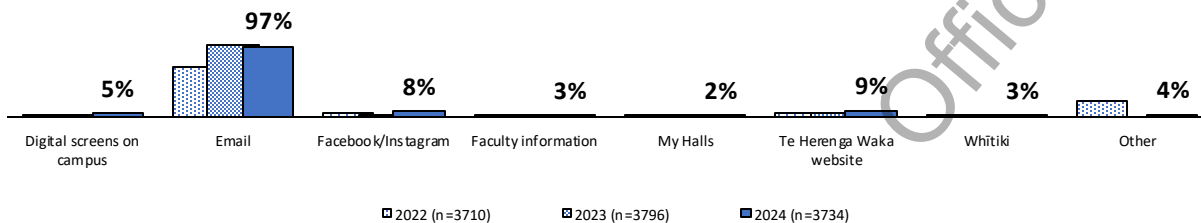
This Topline Report has been created as an overview of the data collected from the 2024 Have Your Say survey. For more detailed information, the Report Builder provides all response data and offers filters to explore specific student groups.

# Methodology

The 2024 Have Your Say survey included questions to assess the academic, social, and university experiences for all students at the University. The survey obtained student responses over three weeks from 4,464 students (23.0%) enrolled in study at Victoria University of Wellington in 2024.

Survey logic – displaying appropriate questions or responses - was applied to the survey to reduce the number of questions asked of students and skip questions that were not applicable to specific student groups. Based on student data, students were sorted by their taught or research status, as well as their domestic or international status. Additionally, students were able to select if they are residing within New Zealand or abroad, which then branched them into the appropriate questions. They were also asked to select the ways they have engaged with classes (all, some or none fully-online classes), which led to a split in questions being asked. With lists of services and spaces at the University, students were first asked if they were aware of or had used the service before asking for them to rate their satisfaction.

Students were asked at the end of the survey to list all communication channels where they saw the survey promoted. Channels beyond email had limited impact.



Throughout this report:

- Percentages may not add up to 100% due to rounding.
- Results based on small samples (n<115) should be interpreted as directional.
- A few questions allowed respondents to select more than one option, leading to a sum of responses greater than 100%.

Further analysis and detailed data can be accessed through the *Have Your Say Report Builder*. Filters include Level of Study, Faculty, Research/Taught status, Domestic/International status, Full Time/Part Time status, Ethnicity, and Age Group. Data for these filters were pulled from the University's student database except for "Onshore/Offshore" and "Online/In-Person" as the students were able to select these indicators within the survey.

## Colour Coding

The report sections have colour coding based on a set positive response.

**Green** – 90% or more

**Blue** – 60% to 89%

**Gray** – 41% to 59%

**Orange** – 11% to 40%

**Red** – 10% or less

**Purple** – No Scale Rating

# Key Findings

## Academic Experience

Overall satisfaction with the academic experience has increased by 5% compared with 2023 and 2022.

## Academic Journey

32% of students have changed their degree or major since they began at this University, which is a sustained decrease since 2021 (37%). 2024 has the highest percent of students not taking any fully online courses (66%) since at least 2021. While the number of students who have skipped class has declined since 2021, there has been an increase in students turning in assignments late. Open communication between students and academic and administrative staff has increased over previous years.

## Lecturer and Supervisor Satisfaction

Lecturer and supervisor satisfaction across the University remains high.

## Teaching Experience

Most taught students are not asked to step into teaching roles, but all students, whether research or taught, recognise the benefits in building professional development, increasing interest in teaching again, and enhancing their academic experience.

## Academic Obstacles

Both taught and research students indicated that they found 'feeling depressed, stressed, or upset' 'course/research load' and 'competing job responsibilities' obstacles to their academic success.

## Academic Skills

While 'Leadership skills' and 'Quantitative skills' were the only two to improve year over year, they remain the lowest rated improvement in skills by students.

## Technology

Technology and digital tools help students achieve their academic goals and improve the assessment experience.

## Artificial Intelligence

The University is doing well in providing guidance on how to use AI tools appropriately, but less than half of students agree that they understand how to use the tools for their future studies and/or employment.

## University Communication

This year has seen an improvement in student satisfaction with the quality of information they receive about degree requirements, rules and regulations, and services and facilities.

Official Information Act 1982

# Key Findings

## Student Community

There has been a jump in satisfaction with the University Community, particularly in comparison with 2022. Those in a Hall of Residence have a higher satisfaction. However, students can still find it difficult to fit in with the social scene. Students agree that staff are knowledgeable and helpful. They feel safe at the University and feel that diversity and inclusion is important. In general, student groups feel like there is an increased level of respect for others compared with previous years. And, while there has been an increase in students feeling valued, the percent of students that agree with those statements is just over half. Only 41% feel connected with the University community.

## University Satisfaction

Three quarters of students are satisfied with the overall performance of services and facilities.

## University Services

Satisfaction with the Online Learning Environment has continued to improve since the switch to Nuku from Blackboard. The use of Titoko Student Success Advisors has jumped year over year reaching over half of all students. Since 2021, there has been a 10% increase in student sentiment regarding service delivery across the University. However, nearly all student services have had the lowest awareness rating in years.

## Financial Circumstances

More students are stating that their costs of living are manageable this year, but there has also been an increase since 2021 of students saying that they occasionally to very often worry about their financial circumstances.

## Commuting

Use of the bus as a main transport option continues to increase year over year. The percent of students on campus has returned to levels last seen in 2021.

## Sustainability

The percent of students that agree the university is environmentally responsible has been increasing every year since 2021.

## Wellbeing and Illbeing

The average score for students on the WHO-5 Wellbeing Index Score is 12, similar to previous years. Just under half of the students at the University identify regularly feeling nervous, anxious or on edge.

# **ACADEMIC EXPERIENCE**

Released under the  
Official Information Act 1982

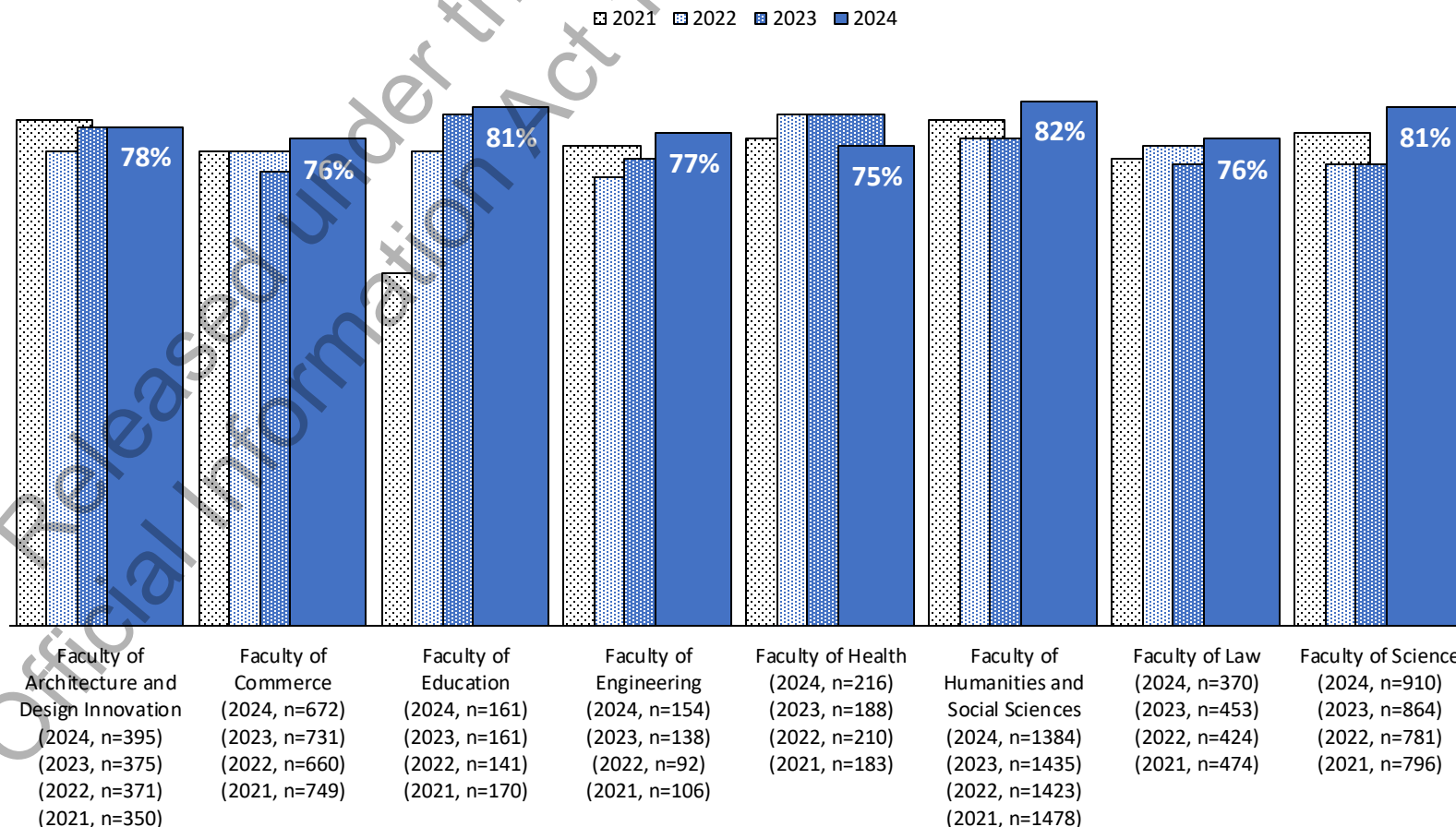
# Academic Experience

A majority of students noted that they were satisfied or very satisfied with their academic experience. Separating responses by Faculty, almost all Faculties have a similar student satisfaction with their overall academic experience, with larger increases in satisfaction for the Faculty of Humanities and Social Sciences, and Faculty of Science.



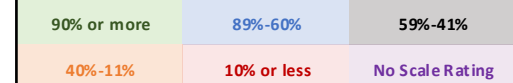
Overall satisfaction with the academic experience at Te Herenga Waka—Victoria University of Wellington

(2023: 75%, n=4070)  
(2022: 75%, n=4060)  
(2021: 76%, n=4169)



Faculty of Architecture and Design Innovation (2024, n=395) (2023, n=375) (2022, n=371) (2021, n=350)	Faculty of Commerce (2024, n=672) (2023, n=731) (2022, n=660) (2021, n=749)	Faculty of Education (2024, n=161) (2023, n=161) (2022, n=141) (2021, n=170)	Faculty of Engineering (2024, n=154) (2023, n=138) (2022, n=92) (2021, n=106)	Faculty of Health (2024, n=216) (2023, n=188) (2022, n=210) (2021, n=183)	Faculty of Humanities and Social Sciences (2024, n=1384) (2023, n=1435) (2022, n=1423) (2021, n=1478)	Faculty of Law (2024, n=370) (2023, n=453) (2022, n=424) (2021, n=474)	Faculty of Science (2024, n=910) (2023, n=864) (2022, n=781) (2021, n=796)
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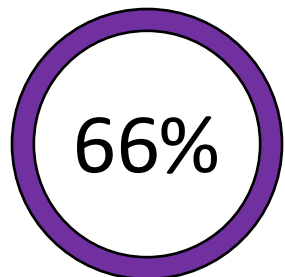
Q: Overall, how satisfied are you with your academic experience as a student of Te Herenga Waka—Victoria University of Wellington?



# Learner Status

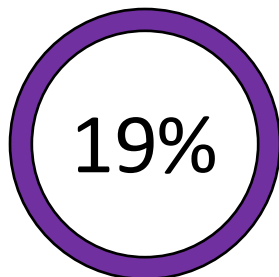
## Taught Students

(2024: n=4076; 2023: n=4119; 2022: n=4018; 2021: n=4360)



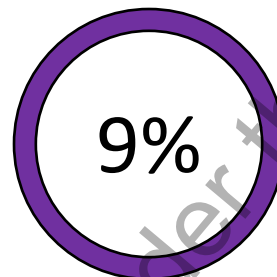
Taking no taught courses  
fully online

(2023: 59%; 2022: 44%; 2021: 60%)



Taking some taught  
courses fully online

(2023: 23%; 2022: 33%; 2021: 23%)



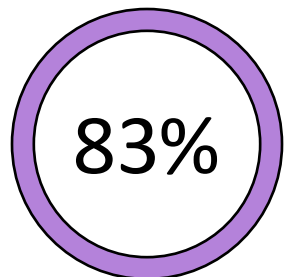
Taking all taught courses  
fully online

(2023: 12%; 2022: 19%; 2021: 13%)

In 2024, two thirds of students were not taking any fully online courses, an increase over previous years.

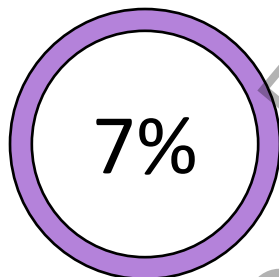
Working on  
thesis/dissertation

(2023: 82%; 2022: 84%; 2021: 85%)



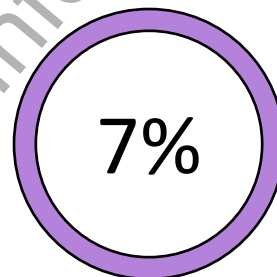
Thesis/dissertation under  
examination

(2023: 7%; 2022: 10%; 2021: 7%)



Defended  
thesis/dissertation

(2023: 7%; 2022: 4%; 2021: 4%)



The majority of research students are working on their thesis/dissertation.

(2024: n=405; 2023: n=518; 2022: 462; 2021: 399)

## Research Students

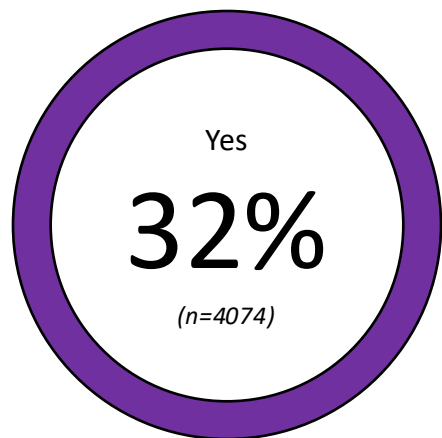
Q: Are you currently enrolled in fully online courses at the University? [Taught students]

Q: Which of the following are you undertaking at this time: [Research students]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Changing Degrees or Majors

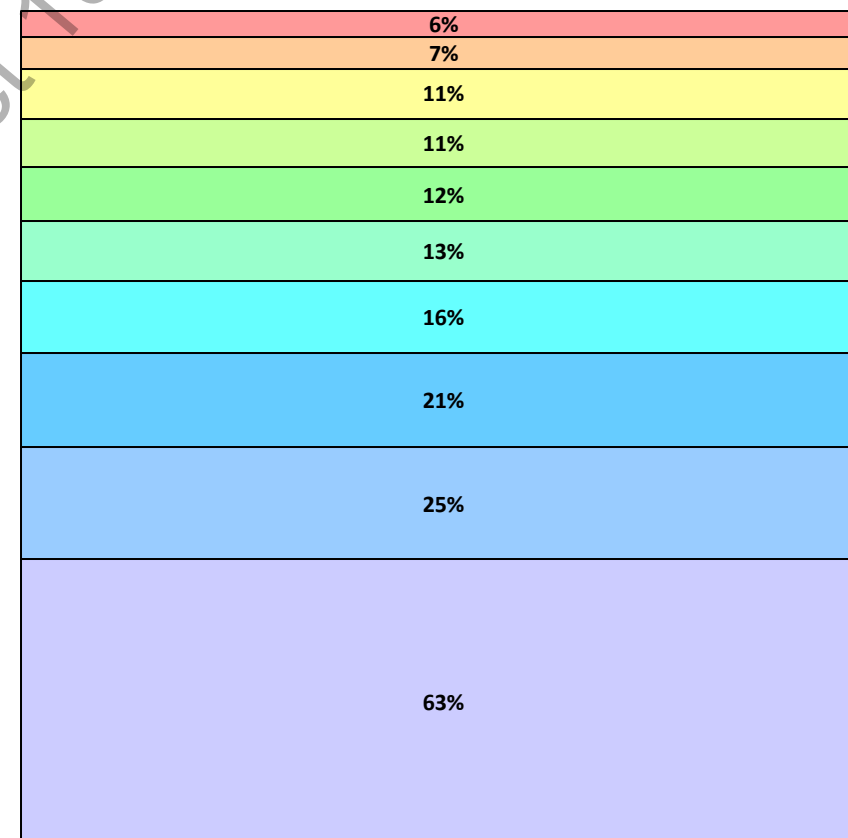
About a third of taught students have changed their planned degree or major at the University. Nearly two-thirds of those who have changed have done so because their new degree/major interests them more than their originally planned degree/major. A quarter note that the 'introductory courses' turned them off the subject.



Changed planned degree or major since beginning at the University

(2023: 35%, n=4095)  
(2022: 36%, n=4001)  
(2021: 37%, n=4313)

- The lecturers in my planned degree/major were not approachable
- I like the students in my new degree/major better than my originally planned degree/major
- My planned degree/major did not offer the topics I wanted to study
- I realised I was poorly prepared to pursue my planned degree/major
- The courses in my planned degree/major were not delivered in a way that suited my personal situation/commitments
- My grades in my planned degree/major were not as good as I would have liked
- My planned degree/major was too competitive or stressful
- I can get a better job with my new degree/major than my originally planned degree/major
- The introductory course(s) in my planned degree/major turned me off the subject
- My new degree/major interests me more than my originally planned degree/major



All Students (n=1289)

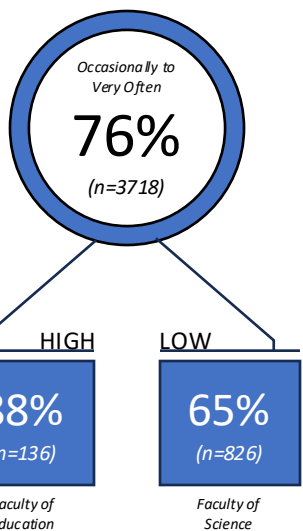
Q: Have you changed your planned degree or major since you began at Te Herenga Waka—Victoria University of Wellington?  
Q: As you made your decision, which of the following influenced your decision to change? (Select all that apply)

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Classroom Engagement

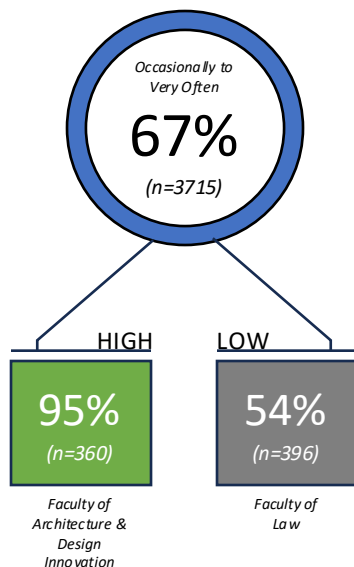
There has been improvement since 2021 with students feeling they had a class where the lecturer knew their name. Less than half of students identified that they have made a class presentation – with the lowest proportion of students in the Faculty of Law.

Contributed to a class discussion



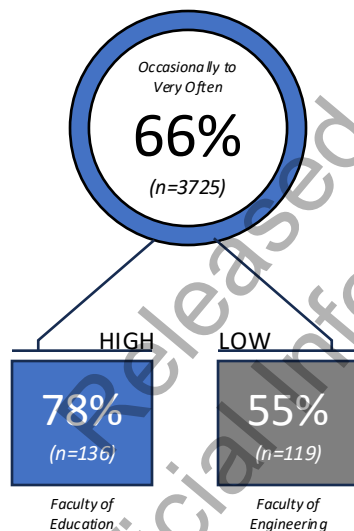
(2023: 78%, n=3722)  
(2022: 78%, n=3713)  
(2021: 77%, n=3980)

Completed a creative project or research paper as part of your coursework



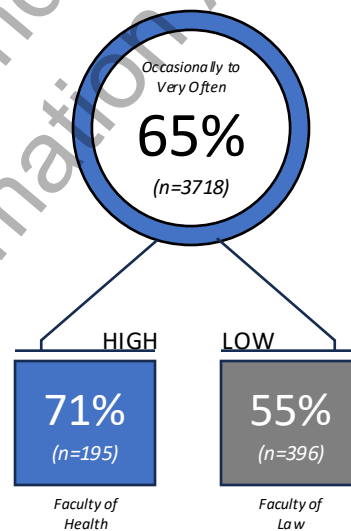
(2023: 68%, n=3722)  
(2022: 69%, n=3716)  
(2021: 65%, n=3978)

Brought up ideas or concepts from different courses during class discussions



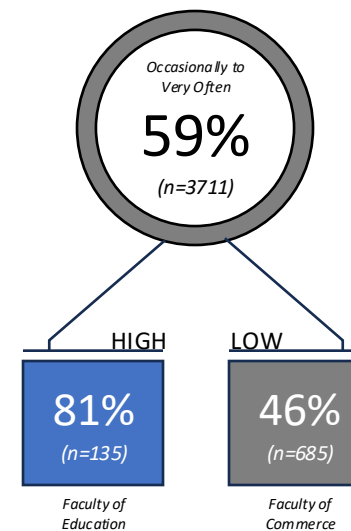
(2023: 66%, n=3722)  
(2022: 67%, n=3717)  
(2021: 66%, n=3982)

Found your classes so interesting that you did more work than was required



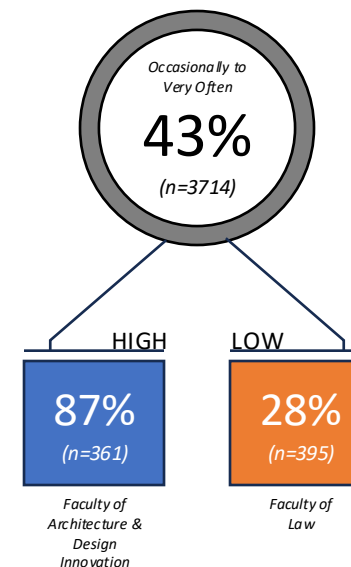
(2023: 64%, n=3724)  
(2022: 61%, n=3714)  
(2021: 63%, n=3982)

Had a class in which the lecturer knew or learned your name



(2023: 57%, n=3723)  
(2022: 55%, n=3714)  
(2021: 55%, n=3980)

Made a class presentation

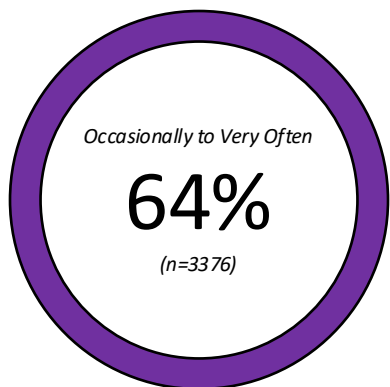


(2023: 44%, n=3720)  
(2022: 42%, n=3707)  
(2021: 40%, n=3981)

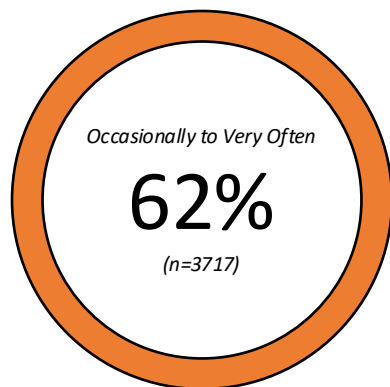
# Course Engagement

A majority of students have used the lecture recordings as a replacement for class attendance. 62% have been confused about what they should be doing in their course. However, 2024, had the lowest percent of students stating that they've been unprepared for a lecture or skipped class in comparison back to 2021. While still under a quarter of students stated they have turned in a course assignment late, this percent has been increasing since at least 2021.

During this academic year, how often have you done each of the following?



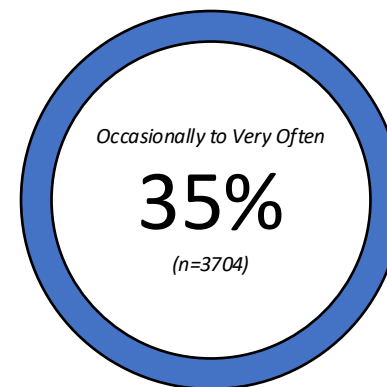
Watched the lecture recording instead of attending class



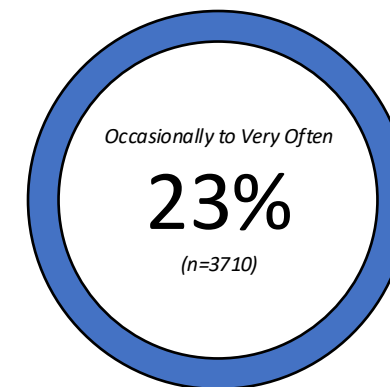
Been confused about what you should be doing in your course



Been unprepared for a lecture  
(2023: 57%, n=3726)  
(2022: 61%, n=3716)  
(2021: 60%, n=3975)



Skipped class  
(2023: 42%, n=3717)  
(2022: 44%, n=3697)  
(2021: 46%, n=3967)



Turned in a course assignment late  
(2023: 21%, n=3717)  
(2022: 20%, n=3704)  
(2021: 16%, n=3967)

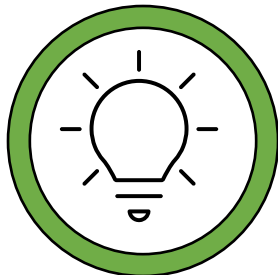
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90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Lecturers at the university are respectful and equitable. They provide clear guidance on the requirements to pass while increasing students' enthusiasm for the subject. Nearly two-thirds of students are satisfied with their access to lecturers outside of class.



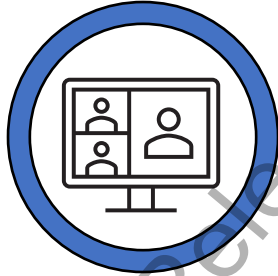
**98%**  
Occasionally, Often, or Very Often  
(n=3540)  
Lecturers maintaining respectful interactions in classes  
(2023: 99%, n=3564; 2022: 98%, n=3582; 2021: 99%, n=3793)



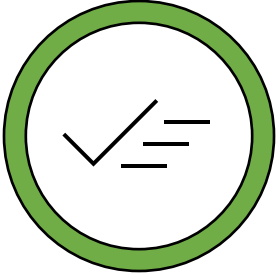
**91%**  
Occasionally, Often, or Very Often  
(n=3543)  
A lecturer who increases your enthusiasm for the subject  
(2023: 91%, n=3562; 2022: 90%, n=3580; 2021: 91%, n=3802)



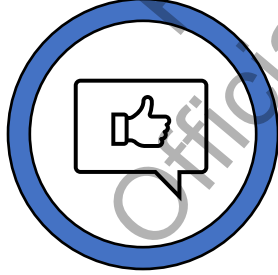
**97%**  
Occasionally, Often, or Very Often  
(n=3539)  
Lecturers treating students equitably and fairly  
(2023: 97%, n=3557; 2022: 96%, n=3579; 2021: 97%, n=3795)



**89%**  
Occasionally, Often, or Very Often  
(n=1003)  
Lecturers providing support to successfully learn online  
(2023: 87%, n=3558; 2022: 90%, n=3578; 2021: 90%, n=3797)



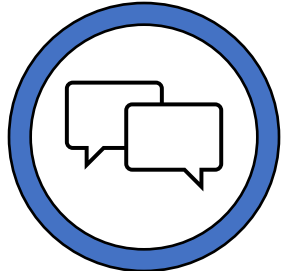
**94%**  
Occasionally, Often, or Very Often  
(n=3311)  
Lecturers providing clear guidance on what you need to do to pass



**87%**  
Occasionally, Often, or Very Often  
(n=3541)  
Lecturers providing prompt and useful feedback on student work  
(2023: 86%, n=3562; 2022: 84%, n=3581; 2021: 84%, n=3799)

How satisfied are you with your access to lecturers outside of class?

**64%**  
Satisfied or Very Satisfied  
(n=3545)  
Satisfied with access outside of class  
(2023: 63%, n=3564; 2022: 61%, n=3585; 2021: 62%, n=3797)

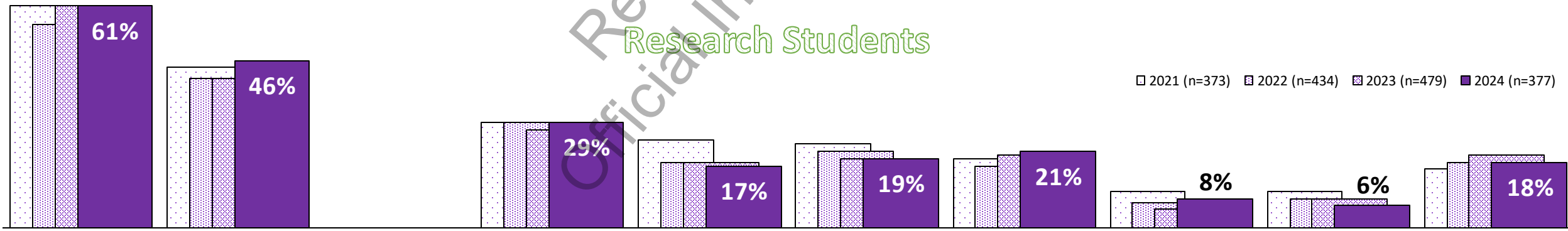
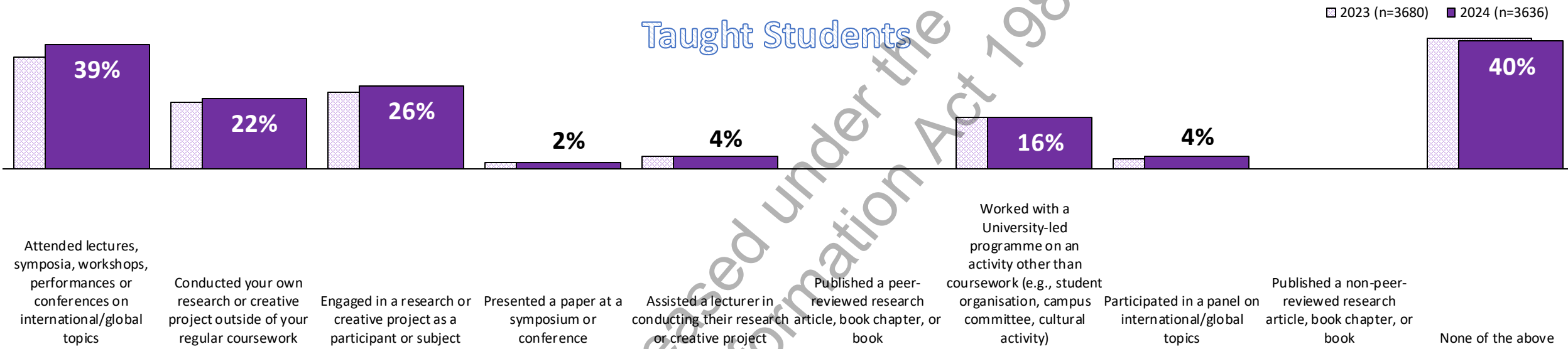


90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

Q: In your courses this year, have you experienced the following: [Taught Students]  
Q: How satisfied are you with your access to lecturers outside of class? [Taught Students]

# Research Activities

Research students have identified a decline in assisting lecturers and publishing on their own since 2021.



Q: Please select all of the following you have done this academic year: (Select all that apply)



# Supervisors

While supervisor guidance regarding scholarships and other financial support saw a jump in satisfaction this year, there's still room for growth to align with the high satisfaction with other supervisor support. Overall, 85% are satisfied or very satisfied with their primary supervisor. 46% of research students meet with their supervisor more than twice a month, while only 8% meet less than once a month.

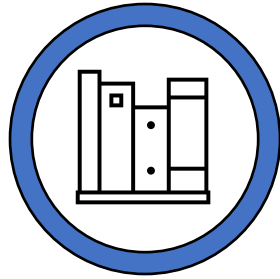


**93%**

Satisfied or Very Satisfied  
(n=379)

Level of respect received from supervisor

(2023: 89%, n=490; 2022: 90%, n=444; 2021: 92%, n=383)

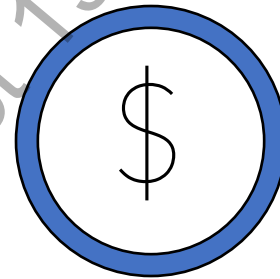


**82%**

Satisfied or Very Satisfied  
(n=381)

Level of research support from supervisor

(2023: 80%, n=489; 2022: 78%, n=441; 2021: 81%, n=382)

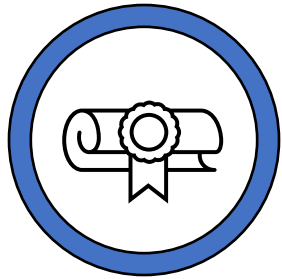


**64%**

Satisfied or Very Satisfied  
(n=381)

Guidance from supervisor regarding scholarships and other financial support

(2023: 58%, n=490; 2022: 58%, n=444; 2021: 58%, n=383)



**88%**

Satisfied or Very Satisfied  
(n=381)

Expertise of supervisor in relation to field of research

(2023: 86%, n=488; 2022: 87%, n=443; 2021: 88%, n=382)

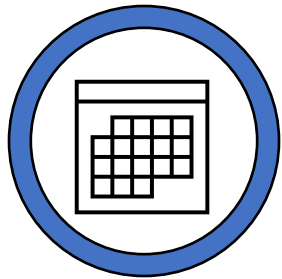


**80%**

Satisfied or Very Satisfied  
(n=381)

Level of writing support from supervisor

(2023: 74%, n=488; 2022: 75%, n=443; 2021: 77%, n=383)

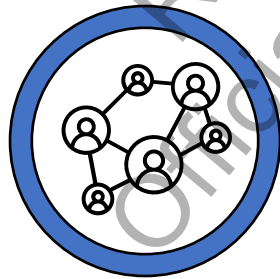


**83%**

Satisfied or Very Satisfied  
(n=381)

Amount of time supervisor has for student

(2023: 80%, n=488; 2022: 79%, n=445; 2021: 80%, n=382)

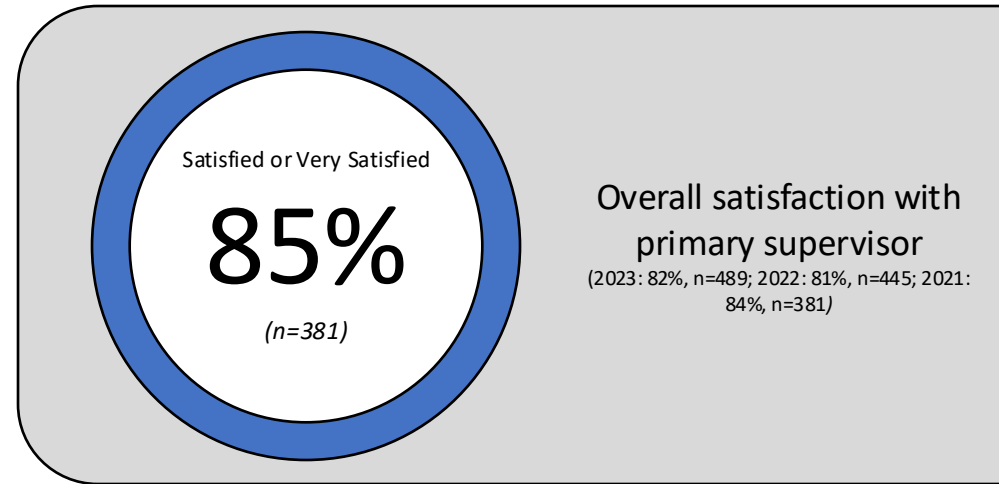


**70%**

Satisfied or Very Satisfied  
(n=381)

Support from supervisor to network with other researchers and scholars

(2023: 63%, n=489; 2022: 64%, n=444; 2021: 66%, n=382)



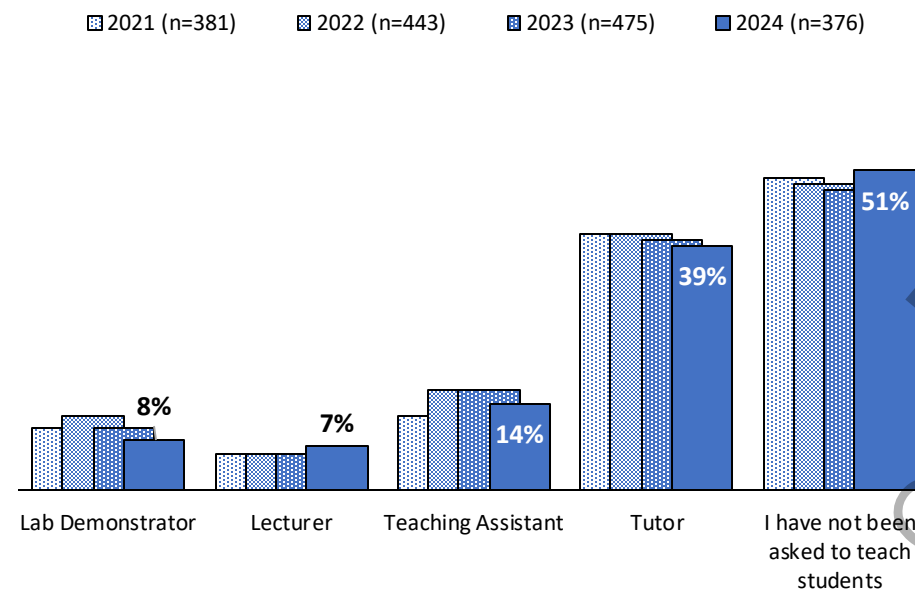
Q: Thinking about your primary supervisor, how satisfied are you with... [Research Students]  
Q: Overall, how satisfied are you with your primary supervisor? [Research Students]  
Q: In a typical month, how often do you meet with your primary supervisor? [Research Students]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Teaching Experience

The most common teaching role research students take on is as a tutor. Most students agree that teaching benefits them with enhancing their academic experience, building professional development, and increasing interest in teaching again.

Since beginning your postgraduate/professional programme, have you held any of these paid teaching positions that required you to teach students of the University? (Select all that apply)

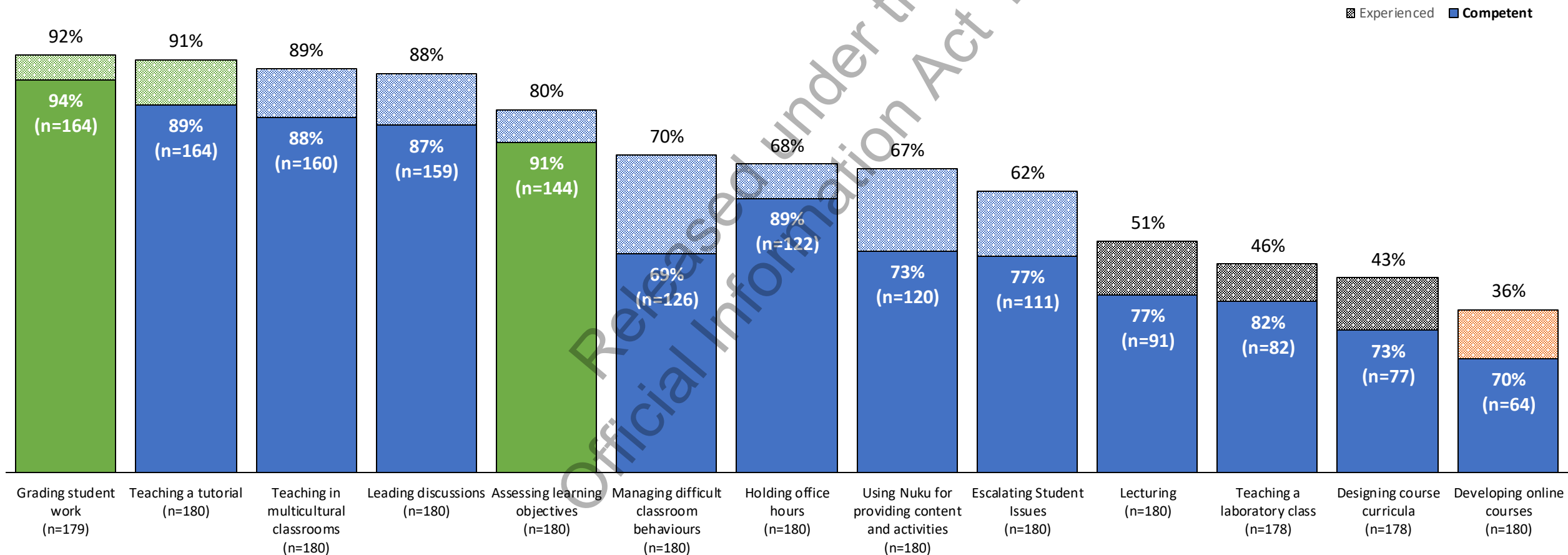


	% Agree or Strongly Agree			
	2024	2023	2022	2021
Teaching enhanced my academic experience	84% (n=179)	81% (n=236)	78% (n=220)	78% (n=178)
Teaching helped my professional development	81% (n=179)	81% (n=237)	78% (n=219)	79% (n=178)
Teaching increased my interest in teaching again in the future	74% (n=180)	71% (n=237)	70% (n=220)	71% (n=178)
I received ideas and advice on teaching from my peers	67% (n=180)	67% (n=236)	68% (n=220)	61% (n=178)
I received formal training to teach	47% (n=180)	43% (n=237)	29% (n=220)	35% (n=178)
I received training on using Nuku	41% (n=180)	-	-	-
I received feedback on my teaching by academic staff	40% (n=180)	33% (n=236)	31% (n=220)	35% (n=178)
I received mentoring on my teaching	38% (n=180)	32% (n=237)	28% (n=220)	34% (n=177)
I received feedback on my teaching based on student evaluations	34% (n=180)	32% (n=237)	25% (n=220)	31% (n=178)
Teaching increased the length of my programme of study	26% (n=180)	25% (n=237)	29% (n=218)	24% (n=178)

Q: Since beginning your postgraduate/professional programme, have you held any of these paid teaching positions that required you to teach students of the University? (Select all that apply) [Research Students]  
 Q: To what extent do you agree with the following: [Research Students]

# Teaching Competence

A minority of research students engaged in a teaching/tutoring role have experienced teaching a laboratory class, designing course curricula, and developing online courses. Research students identified high competence across teaching objectives, however, managing difficult classroom behaviours and developing online courses were the lowest.



Q: How competent do you feel in each of the following areas related to teaching? [Research Students, Asked if 'Held a Teaching Position']



# Academic Expectations

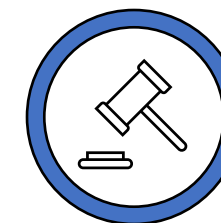
Student agreement that there is open communication at the University and that they have opportunities to influence the design and experience of their learning has gone up over previous years. Students this year have an improved satisfaction with the quality of information they receive.

	% Agree or Strongly Agree			
	2024	2023	2022	2021
I understand what academic integrity means in my programme of study, e.g., how to avoid plagiarism and not cheating	95% (n=4049)	96% (n=4180)	96% (n=4133)	96% (n=4271)
I understand the academic requirements for my programme of study	89% (n=4048)	90% (n=4178)	88% (n=4131)	89% (n=4273)
I understand the rules and policies of my school/faculty/institute	84% (n=4051)	81% (n=4181)	79% (n=4130)	78% (n=4271)
I understand ethical approaches to AI in my learning	84% (n=4050)	-	-	-
I am confident the programme of study I am undertaking is right for me	78% (n=4052)	78% (n=4184)	75% (n=4135)	77% (n=4278)
There is open communication between students and lecturers/academic staff	76% (n=4042)	71% (n=4181)	66% (n=4136)	71% (n=4276)
My learning journey reflects the University's place in Wellington, Aotearoa—New Zealand, and its bi-cultural context	61% (n=4043)	54% (n=4180)	-	-
There is open communication between students and schools/faculties/institutes	60% (n=4045)	52% (n=4184)	50% (n=4130)	53% (n=4271)
I have opportunities to influence the design and experience of my learning	52% (n=4045)	46% (n=4185)	-	-

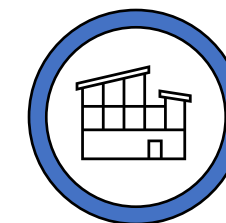
How satisfied are you with the quality of information provided by the University regarding:



**72%**  
Satisfied or Very Satisfied  
(n=3824)  
Degree requirements  
(2023: 69%, n=3977)  
(2022: 68%, n=4000)  
(2021: 69%, n=4087)



**72%**  
Satisfied or Very Satisfied  
(n=3836)  
University rules and regulations  
(2023: 70%, n=3963)  
(2022: 68%, n=4007)  
(2021: 67%, n=4098)



**69%**  
Satisfied or Very Satisfied  
(n=3827)  
University services and facilities  
(2023: 64%, n=3975)  
(2022: 63%, n=4016)  
(2021: 63%, n=4105)

Q: To what extent do you agree with the following:

Q: How satisfied are you with the quality of information provided by the University regarding:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Academic Obstacles

The top obstacles for taught and research students included workload (across courses and research); feeling depressed, stressed or upset; and competing job responsibilities. Research students identified a large increase this year in teaching/tutoring responsibilities being an obstacle to their learning.

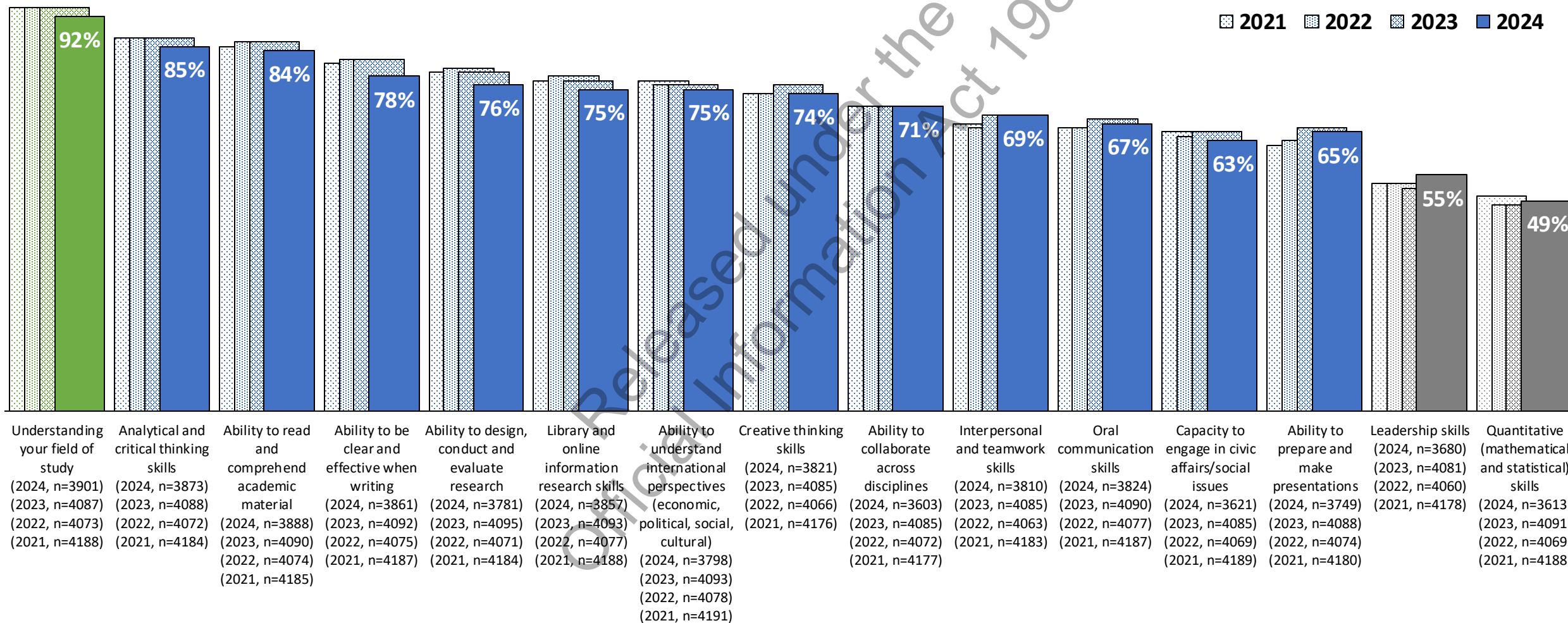
Occasionally to Very Often				Research Students	Taught Students	Occasionally to Very Often			
2021	2022	2023	2024			2024	2023	2022	2021
67% (n=384)	69% (n=445)	67% (n=495)	63% (n=379)	Feeling depressed, stressed, or upset	Workload across all courses	73% (n=3479)	77% (n=3604)	75% (n=3788)	74% (n=3823)
54% (n=381)	56% (n=441)	58% (n=485)	62% (n=376)	Research load	Feeling depressed, stressed, or upset	66% (n=3725)	71% (n=3840)	75% (n=3788)	74% (n=4042)
50% (n=387)	57% (n=445)	52% (n=496)	57% (n=314)	Competing job responsibilities (e.g., paid employment)	Competing job responsibilities (e.g., paid employment)	61% (n=3213)	60% (n=3845)	66% (n=3788)	57% (n=4043)
26% (n=384)	32% (n=444)	25% (n=493)	49% (n=251)	Teaching/tutoring responsibilities	Poor study behaviours (e.g., wait till last minute, easily distracted, too much social time)	56% (n=3705)	60% (n=3850)	63% (n=3789)	60% (n=4043)
48% (n=383)	49% (n=445)	46% (n=494)	47% (n=352)	Competing family responsibilities	Physical illness or condition	45% (n=3482)	45% (n=3842)	50% (n=3785)	40% (n=4039)
34% (n=387)	45% (n=446)	44% (n=493)	47% (n=363)	Physical illness or condition	Competing family responsibilities	42% (n=3444)	45% (n=3842)	49% (n=3784)	44% (n=4038)
44% (n=383)	48% (n=446)	42% (n=495)	43% (n=376)	Poor study behaviours (e.g., wait until last minute, easily distracted, too much social time)	Other competing responsibilities (e.g., athletics, clubs, internships)	39% (n=3150)	36% (n=3840)	37% (n=3789)	36% (n=4042)

Q: During this academic year, how often have each of the following been obstacles to your academic work or success:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Academic Skills

Students were asked to rate their level of improvement in a number of academic skills. While 'Leadership skills' and 'Quantitative skills' were the only two to improve year over year, they remain the lowest rated skill by students.



Q: Thinking back to the beginning of your study at Te Herenga Waka—Victoria University of Wellington, how much have you improved in:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

19

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# TECHNOLOGY

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# Digital Tools

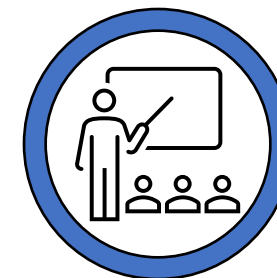
Technology and digital tools help students achieve their academic goals and improve the assessment experience.



**84%**  
Agree or Strongly Agree  
(n=3309)  
Technology helps me  
achieve my academic  
outcomes  
(2023: 85%, n=3329)  
(2022: 83%, n=3445)  
(2021: 81%, n=3592)



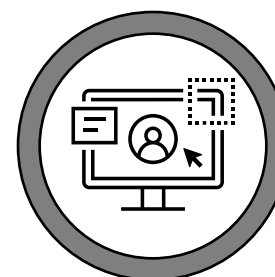
**83%**  
Agree or Strongly Agree  
(n=3310)  
Assessments are more  
accessible for me using  
digital tools



**79%**  
Agree or Strongly Agree  
(n=3000)  
I attend class even when  
materials from class  
lectures are available  
online  
(2023: 78%, n=2893)  
(2022: 68%, n=2776)  
(2021: 74%, n=3120)



**69%**  
Agree or Strongly Agree  
(n=3310)  
Assessments are easier for  
me to pass using digital  
tools



**45%**  
Agree or Strongly Agree  
(n=3312)  
I get more actively  
involved in courses that  
use technology  
(2023: 46%, n=3336)  
(2022: 45%, n=3447)  
(2021: 41%, n=3596)

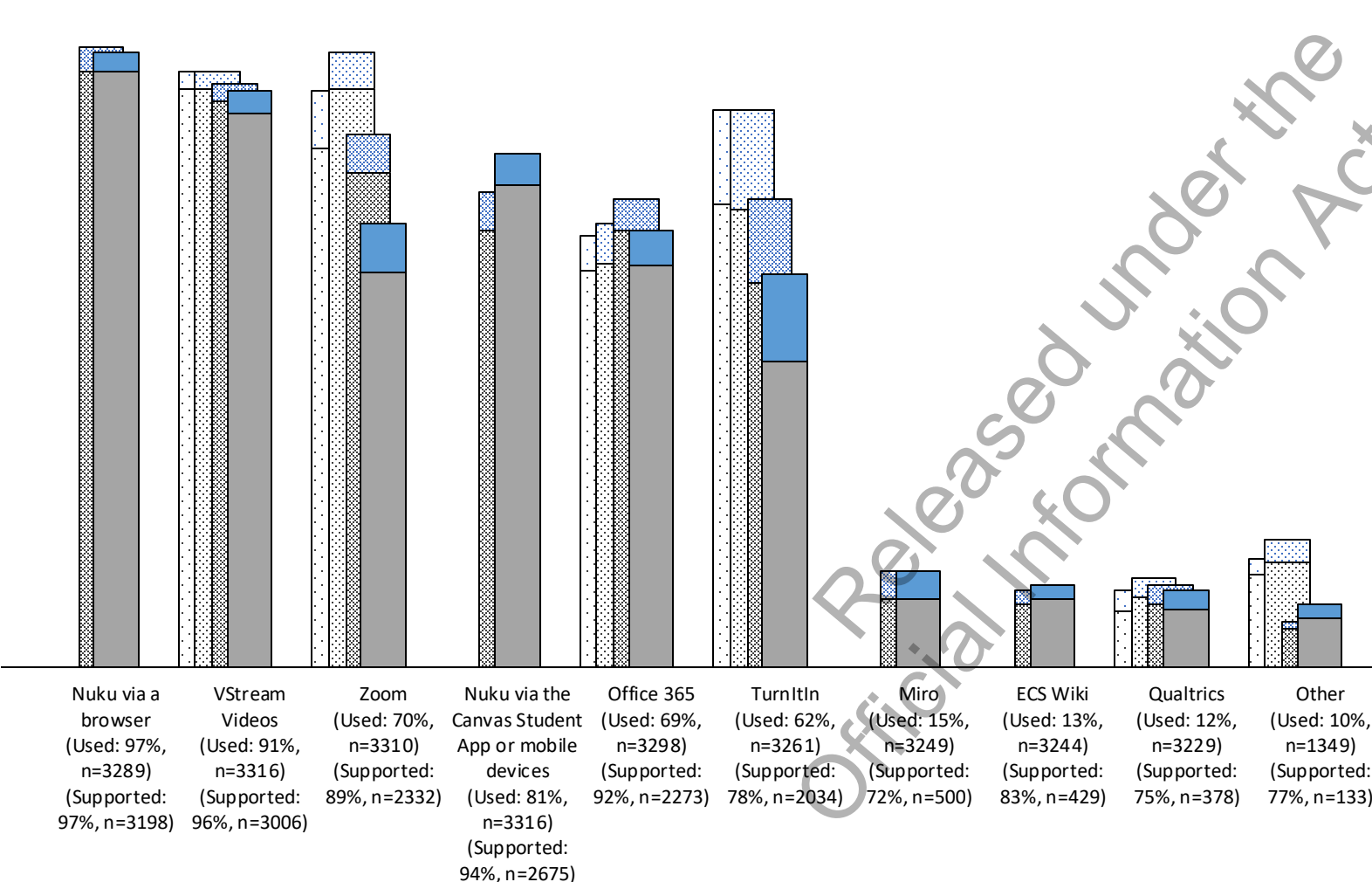
Official Information Act 1982

Q: From the list of digital tools below, please select the tools you have used in your classes, and if they have supported your learning:

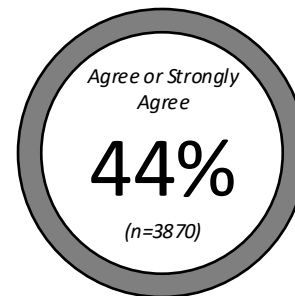
90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Digital Tools

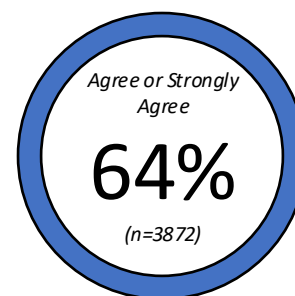
Zoom and TurnItIn have seen declines in use across courses since 2022.



The University has helped me understand Artificial Intelligence in ways that will support my future work and study



I have clear and helpful guidelines from my lecturers and tutors on using Artificial Intelligence appropriately



Q: From the list of digital tools below, please select the tools you have used in your classes, and if they have supported your learning:  
 Q: The University has helped me understand Artificial Intelligence in ways that support my future work and study  
 Q: I have clear and helpful guidelines from my lecturers and tutors on using Artificial Intelligence appropriately

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating



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# COMMUNITY

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# Student Community

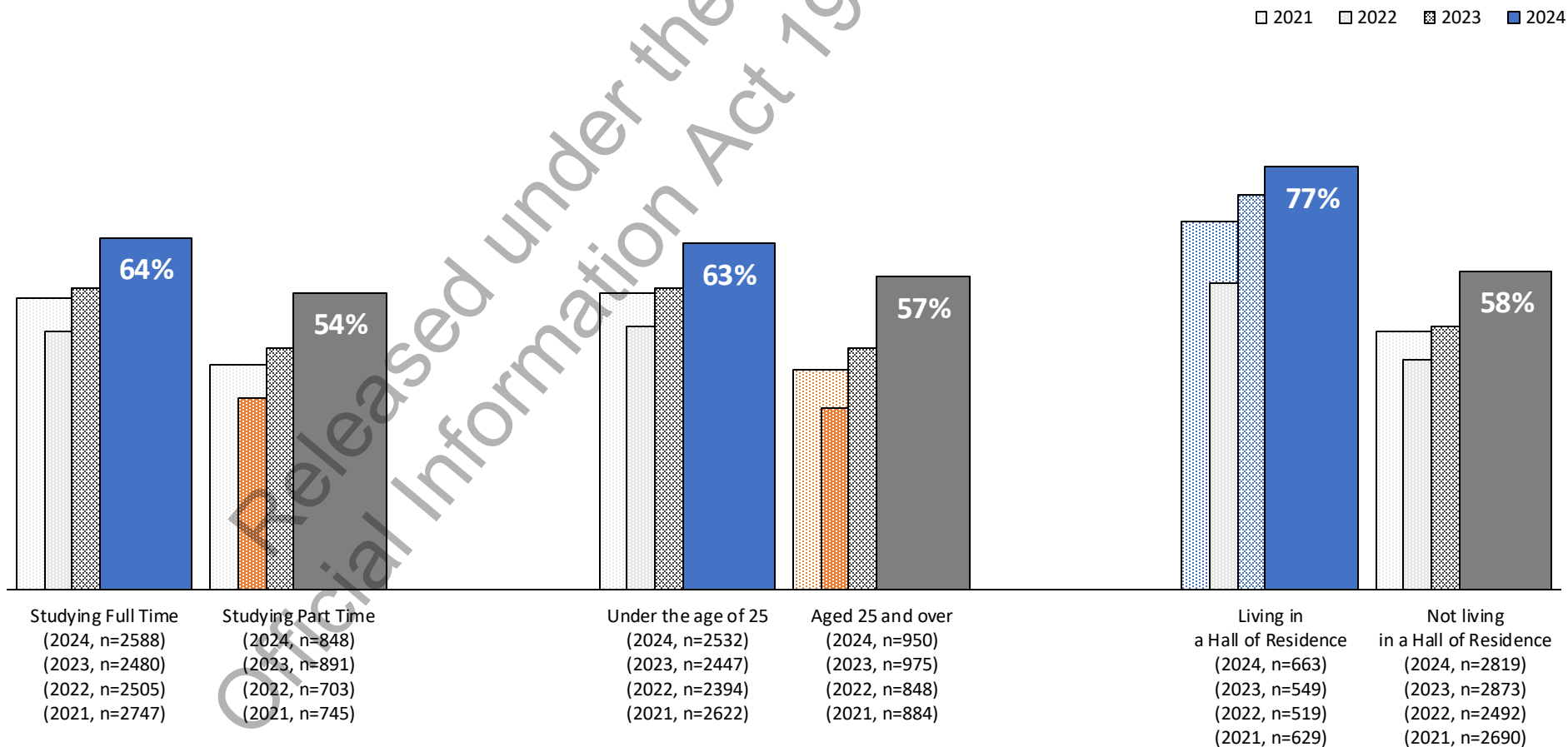
Onshore, Not Fully Online Students

61% of students are satisfied with the student community at Te Herenga Waka—Victoria University of Wellington. Students in Halls have a higher student community satisfaction rating.



Overall satisfaction with the student community at Victoria University of Wellington

(2023: 52%, n=3422)  
(2022: 44%, n=3242)  
(2021: 51%, n=3506)



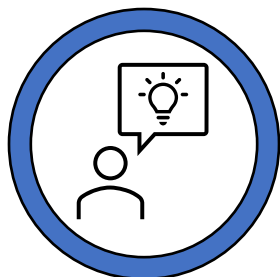
\*Year of study is based on first year enrolled at this University

Q: Overall, how satisfied are you with the student community at Te Herenga Waka—Victoria University of Wellington? [Onshore, Not Fully Online Students]



# Community - Support

Agreement that students feel safe on campus has steadily increased since 2021. Staff are helpful and take into account students' circumstances. While improving, only a third of students feel it is easy to comfortably socialise.



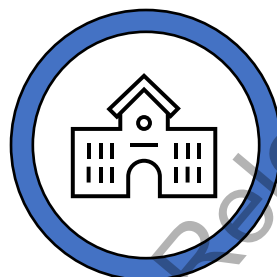
**89%**  
Agree or Strongly Agree  
(n=3813)  
Staff are knowledgeable  
(2023: 89%, n=3931)  
(2022: 88%, n=3949)  
(2021: 89%, n=4045)



**88%**  
Agree or Strongly Agree  
(n=3787)  
Staff are helpful  
(2023: 86%, n=3919)  
(2022: 84%, n=3936)  
(2021: 85%, n=4026)



**86%**  
Agree or Strongly Agree  
[Onshore] (n=3321)  
I feel safe at this university  
(2023: 84%, n=3289)  
(2022: 82%, n=3213)  
(2021: 81%, n=3500)



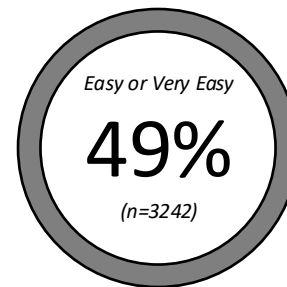
**81%**  
Agree or Strongly Agree  
(n=3813)  
Knowing what I know now, I  
would still choose to enrol at this  
university  
(2023: 77%, n=3929)  
(2022: 79%, n=3948)  
(2021: 80%, n=4048)



**68%**  
Agree or Strongly Agree  
(n=3813)  
Staff take into account my  
individual circumstances  
(2023: 66%, n=3940)  
(2022: 65%, n=3958)  
(2021: 63%, n=4050)

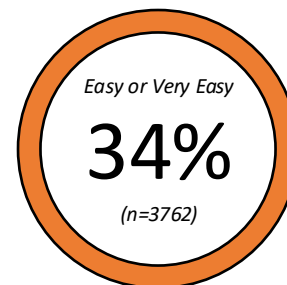
**Participating in classroom or study group  
discussions**

[Not Fully Online, Onshore Students]  
(2023: 54%, n=2835)  
(2022: 49%, n=2726)  
(2021: 52%, n=3063)



**Fitting into the social scene and finding  
where I can comfortably socialise**

[Onshore Students]  
(2023: 32%, n=3814)  
(2022: 26%, n=3821)  
(2021: 32%, n=3829)



Q: To what extent do you agree with the following:

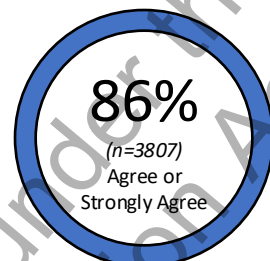
Q: How easy or difficult have the following been at this university:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Community - Respect

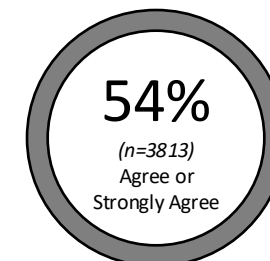
There is a high level of agreement across students that they are respected no matter their differences within the student body, with students with disabilities or impairments seeing a marked increase this year. This year, students are feeling more valued, connected, and proud to be a part of the University – though there is still room for improvement regarding the student community.

Students ... are respected at this university	% agree or strongly agree			
	2024	2023	2022	2021
Students of my sexual orientation ...	<b>85%</b> <i>(n=3320)</i>	<b>84%</b> <i>(n=3396)</i>	<b>82%</b> <i>(n=3409)</i>	<b>83%</b> <i>(n=3494)</i>
Students of my gender ...	<b>86%</b> <i>(n=3488)</i>	<b>83%</b> <i>(n=3777)</i>	<b>81%</b> <i>(n=3811)</i>	<b>82%</b> <i>(n=3878)</i>
Students of my ethnicity ...	<b>83%</b> <i>(n=3389)</i>	<b>82%</b> <i>(n=3397)</i>	<b>81%</b> <i>(n=3401)</i>	<b>81%</b> <i>(n=3469)</i>
Students of my immigration background ...	<b>80%</b> <i>(n=2521)</i>	<b>79%</b> <i>(n=2549)</i>	<b>77%</b> <i>(n=2515)</i>	<b>77%</b> <i>(n=2616)</i>
Students of my political beliefs ...	<b>74%</b> <i>(n=3392)</i>	<b>75%</b> <i>(n=3409)</i>	<b>73%</b> <i>(n=3468)</i>	<b>74%</b> <i>(n=3544)</i>
Students of my religious beliefs ...	<b>74%</b> <i>(n=2569)</i>	<b>72%</b> <i>(n=2582)</i>	<b>69%</b> <i>(n=2534)</i>	<b>71%</b> <i>(n=2662)</i>
Students with disabilities or impairments like me ...	<b>69%</b> <i>(n=2056)</i>	<b>61%</b> <i>(n=2170)</i>	<b>61%</b> <i>(n=2092)</i>	<b>61%</b> <i>(n=2139)</i>



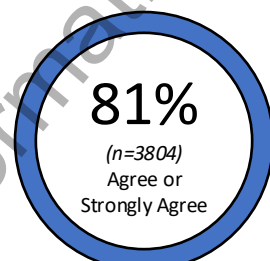
Diversity and inclusivity are important to me

*(2023: 87%, n=3932)*  
*(2022: 88%, n=3950)*  
*(2021: 88%, n=4043)*



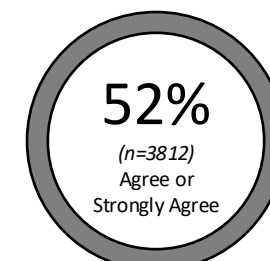
I feel my opinions are valued at this university

*(2023: 48%, n=3939)*  
*(2022: 47%, n=3955)*  
*(2021: 48%, n=4055)*



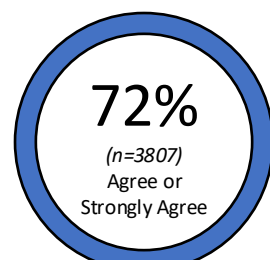
Diversity and inclusivity are important at this university

*(2023: 78%, n=3929)*  
*(2022: 76%, n=3947)*  
*(2021: 74%, n=4039)*



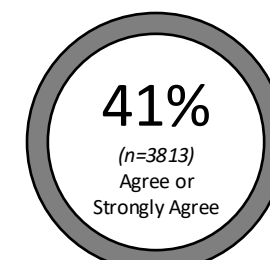
I feel valued as an individual at this university

*(2023: 46%, n=3937)*  
*(2022: 41%, n=3951)*  
*(2021: 45%, n=4053)*



I am proud to be a student at this university

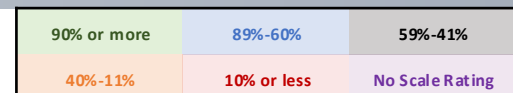
*(2023: 66%, n=3935)*  
*(2022: 67%, n=3955)*  
*(2021: 66%, n=4051)*



I feel connected with the university community

*(2023: 36%, n=3941)*  
*(2022: 30%, n=3955)*  
*(2021: 36%, n=4055)*

Q: Please indicate how strongly you agree or disagree with the following statements in terms of yourself:  
Q: To what extent do you agree with the following:

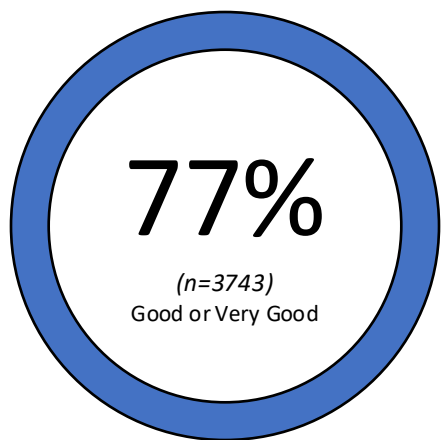


# SERVICES & FACILITIES

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# University Satisfaction

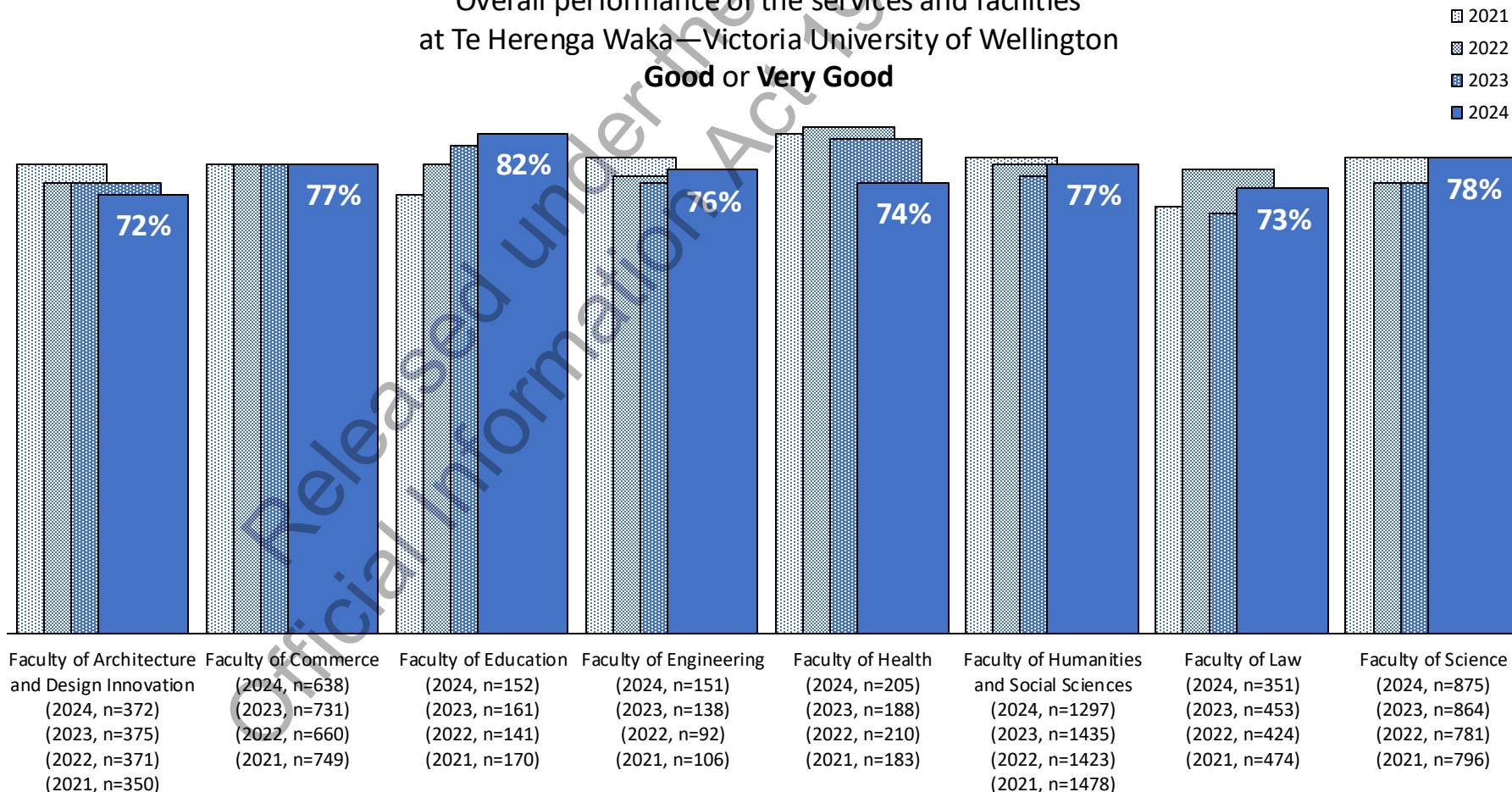
Three quarters of all students rate the services and facilities at Te Herenga Waka—Victoria University of Wellington as good or very good.



## Overall performance of the services and facilities at Victoria University of Wellington

(2023: 75%, n=3844)  
(2022: 76%, n=3853)  
(2021: 77%, n=3962)

Overall performance of the services and facilities at Te Herenga Waka—Victoria University of Wellington  
**Good or Very Good**



Faculty	(2024, n=)	(2023, n=)	(2022, n=)	(2021, n=)
Faculty of Architecture and Design Innovation	638	731	375	350
Faculty of Commerce	638	731	660	749
Faculty of Education	152	161	141	170
Faculty of Engineering	151	138	92	106
Faculty of Health	205	188	210	183
Faculty of Humanities and Social Sciences	1297	1435	1423	1478
Faculty of Law	351	453	424	474
Faculty of Science	875	864	781	796

\*Year of study is based on first year enrolled at this University

Q: Please rate the overall performance of the services and facilities at Te Herenga Waka—Victoria University of Wellington



# Student Support Services

All students were asked about the list of student support services below.

	% Aware				% Used (of those Aware)				% Satisfied (of those Used)			
	2024	2023	2022	2021	2024	2023	2022	2021	2024	2023	2022	2021
Āwhina - Māori student support	75% (n=3756)	78% (n=3869)	86% (n=3919)	82% (n=4009)	9% (n=2830)	10% (n=3005)	8% (n=3354)	8% (n=3305)	76% (n=260)	85% (n=289)	87% (n=254)	84% (n=270)
Kahukura - Rainbow and Inclusion	72% (n=3768)	72% (n=3877)	78% (n=3913)	79% (n=4011)	8% (n=2726)	6% (n=2801)	5% (n=3064)	5% (n=3167)	73% (n=226)	78% (n=155)	74% (n=136)	66% (n=152)
Kaiārahi Tahua Taura - Student Finance Advisers	75% (n=3776)	75% (n=3876)	80% (n=3909)	84% (n=4015)	16% (n=2818)	14% (n=2902)	15% (n=3133)	14% (n=3363)	77% (n=442)	78% (n=401)	75% (n=478)	74% (n=476)
Kaiārahi Taura Rangahau Paerua – Postgraduate Research Student Advisors	46% (n=3764)	-	-	-	10% (n=1735)	-	-	-	74% (n=174)	-	-	-
Kaitohutohu – Taura – Tītoko Student Success Advisers	78% (n=3770)	76% (n=3878)	-	-	51% (n=2930)	14% (n=2902)	-	-	79% (n=1472)	78% (n=401)	-	-
Manawa Ora - Student Wellbeing	78% (n=3778)	80% (n=3875)	83% (n=3917)	85% (n=4001)	20% (n=2955)	21% (n=3088)	18% (n=3252)	18% (n=3381)	69% (n=587)	74% (n=635)	67% (n=578)	67% (n=618)
Mauri Ora - Student Counselling	87% (n=3720)	88% (n=3777)	92% (n=3790)	94% (n=3812)	26% (n=3244)	27% (n=3306)	26% (n=3473)	25% (n=3584)	62% (n=835)	60% (n=880)	57% (n=889)	53% (n=904)
Mauri Ora - Student Health	92% (n=3723)	93% (n=3774)	95% (n=3792)	97% (n=3817)	50% (n=3420)	50% (n=3493)	47% (n=3603)	51% (n=3703)	70% (n=1708)	70% (n=1733)	65% (n=1700)	60% (n=1878)
Ngā Ratonga Kohungahunga - University Kids Wellington	45% (n=3728)	48% (n=3774)	53% (n=3783)	51% (n=3802)	2% (n=1695)	2% (n=1797)	2% (n=2006)	2% (n=1932)	58% (n=38)	72% (n=32)	71% (n=31)	80% (n=30)
Pasifika Student Success	74% (n=3769)	75% (n=3865)	75% (n=3909)	76% (n=4011)	7% (n=2771)	6% (n=2898)	5% (n=2938)	5% (n=3056)	85% (n=193)	85% (n=177)	86% (n=152)	89% (n=151)
Pūtea Āwhina - Hardship Fund	66% (n=3765)	69% (n=3877)	72% (n=3917)	79% (n=4010)	11% (n=2493)	11% (n=2662)	9% (n=2832)	9% (n=3161)	80% (n=267)	84% (n=279)	83% (n=250)	85% (n=279)
Scholarships Office	71% (n=3728)	74% (n=3864)	76% (n=3919)	75% (n=4012)	32% (n=2658)	32% (n=2853)	31% (n=2985)	28% (n=3015)	78% (n=847)	78% (n=904)	79% (n=912)	78% (n=849)

Q: Are you aware of the following student support services?

Q: How satisfied are you with the service(s) you have used? [If 'Aware and Used' was selected previously]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Student Support Services

All students were asked about the list of student support services below.

	% Aware				% Used (of those Aware)				% Satisfied (of those Used)			
	2024	2023	2022	2021	2024	2023	2022	2021	2024	2023	2022	2021
Taura Konene - Refugee-Background Students	<b>50%</b> (n=3767)	50% (n=3876)	62% (n=3916)	64% (n=4013)	<b>2%</b> (n=1868)	1% (n=1933)	1% (n=2437)	1% (n=2552)	<b>56%</b> (n=45)	85% (n=27)	75% (n=28)	77% (n=30)
Tauria - Student Interest and Conflict Resolution	<b>51%</b> (n=3775)	54% (n=3876)	56% (n=3912)	58% (n=4011)	<b>8%</b> (n=1909)	6% (n=2092)	6% (n=2180)	6% (n=2326)	<b>55%</b> (n=141)	54% (n=123)	55% (n=128)	65% (n=141)
Te Amaru - Disability Services	<b>73%</b> (n=3769)	75% (n=3874)	80% (n=3917)	89% (n=4015)	<b>17%</b> (n=2734)	15% (n=2896)	13% (n=3134)	13% (n=3554)	<b>72%</b> (n=452)	73% (n=424)	77% (n=392)	74% (n=454)
Te Haumiri - International Student Experience Team	<b>76%</b> (n=655)	74% (n=588)	97% (n=324)	95% (n=456)	<b>53%</b> (n=500)	47% (n=433)	78% (n=313)	71% (n=435)	<b>84%</b> (n=264)	88% (n=201)	84% (n=239)	82% (n=308)
Te Kopanga - Hall of Residence	<b>77%</b> (n=3475)	80% (n=3450)	96% (n=3433)	96% (n=3597)	<b>41%</b> (n=2661)	40% (n=2764)	42% (n=3299)	43% (n=3444)	<b>71%</b> (n=1101)	67% (n=1094)	62% (n=1362)	68% (n=1473)
Te Kopanga - University Accommodation Services	<b>71%</b> (n=3724)	73% (n=3776)	83% (n=3784)	83% (n=3811)	<b>33%</b> (n=2653)	31% (n=2751)	27% (n=3156)	26% (n=3180)	<b>71%</b> (n=876)	67% (n=842)	63% (n=860)	63% (n=809)
Te Ratonga Rapu Mahi - Careers and Employment	<b>73%</b> (n=3776)	73% (n=3877)	93% (n=3924)	93% (n=4021)	<b>18%</b> (n=2749)	20% (n=2837)	25% (n=3640)	28% (n=3758)	<b>76%</b> (n=502)	78% (n=553)	76% (n=893)	75% (n=1029)
Te Taiako - Student Learning	<b>77%</b> (n=3768)	79% (n=3874)	87% (n=3919)	89% (n=4008)	<b>31%</b> (n=2911)	33% (n=3044)	33% (n=3424)	32% (n=3549)	<b>80%</b> (n=908)	81% (n=1004)	82% (n=1125)	83% (n=1132)
Tītoko Student Service Centre (info@vuw.ac.nz / 0800 04 04 04)	<b>65%</b> (n=3767)	78% (n=3881)	63% (n=3908)	63% (n=4011)	<b>32%</b> (n=2448)	38% (n=3017)	25% (n=2472)	25% (n=2534)	<b>78%</b> (n=775)	77% (n=1149)	81% (n=615)	82% (n=631)
University Recreation – Club Support	<b>73%</b> (n=3771)	89% (n=3848)	91% (n=3903)	93% (n=4004)	<b>19%</b> (n=2748)	30% (n=3413)	27% (n=3566)	31% (n=3720)	<b>80%</b> (n=504)	79% (n=1002)	77% (n=947)	77% (n=1153)
University Recreation – Sport and Fitness	<b>85%</b> (n=3731)	80% (n=3773)	82% (n=3784)	84% (n=3811)	<b>33%</b> (n=3163)	36% (n=3019)	32% (n=3114)	34% (n=3208)	<b>85%</b> (n=1036)	86% (n=1064)	87% (n=983)	84% (n=1087)
WGTV Hall	<b>57%</b> (n=3625)	62% (n=3722)	67% (n=3782)	70% (n=3804)	<b>16%</b> (n=2062)	15% (n=2324)	12% (n=2516)	13% (n=2673)	<b>59%</b> (n=328)	59% (n=351)	42% (n=298)	46% (n=357)

Q: Are you aware of the following student support services?

Q: How satisfied are you with the service(s) you have used? [If 'Aware and Used' was selected previously]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Student Support Services

Some services are targeted for specific student groups. Based on the available student data, the services below show their ratings filtered for the target population.

	Student Group	% Aware				% Used (of those Aware)				% Satisfied (of those Used)			
		2024	2023	2022	2021	2024	2023	2022	2021	2024	2023	2022	2021
Āwhina - Māori student support	Māori	<b>96%</b> (n=354)	97% (n=405)	97% (n=410)	97% (n=423)	<b>52%</b> (n=339)	57% (n=392)	46% (n=398)	51% (n=409)	<b>87%</b> (n=175)	90% (n=221)	92% (n=182)	87% (n=204)
Kaiārahi Taura Rangahau Paerua – Postgraduate Research Student Advisors	Research Postgraduates	<b>62%</b> (n=368)	-	-	-	<b>34%</b> (n=227)	-	-	-	<b>76%</b> (n=78)	-	-	-
Pasifika Student Success	Pasifika	<b>96%</b> (n=246)	96% (n=221)	96% (n=234)	99% (n=202)	<b>67%</b> (n=236)	68% (n=212)	59% (n=225)	60% (n=199)	<b>90%</b> (n=157)	91% (n=144)	89% (n=131)	93% (n=120)
Taura Konene - Refugee-Background Students	Refugee Background	<b>89%</b> (n=19)	79% (n=24)	88% (n=42)	92% (n=36)	<b>41%</b> (n=17)	37% (n=19)	35% (n=37)	45% (n=33)	<b>71%</b> (n=7)	86% (n=7)	85% (n=13)	100% (n=15)
Te Haumiri - International Student Experience Team	International	<b>76%</b> (n=655)	74% (n=588)	98% (n=312)	96% (n=446)	<b>53%</b> (n=500)	47% (n=433)	79% (n=305)	71% (n=427)	<b>84%</b> (n=264)	88% (n=201)	83% (n=236)	82% (n=303)
Te Kopanga - Hall of Residence	Hall Resident	<b>86%</b> (n=661)	87% (n=545)	99% (n=536)	99% (n=643)	<b>76%</b> (n=569)	82% (n=473)	89% (n=529)	90% (n=636)	<b>83%</b> (n=432)	77% (n=388)	67% (n=469)	73% (n=572)
WGTV Hall	Non-Hall Resident	<b>57%</b> (n=2972)	62% (n=3180)	69% (n=2800)	71% (n=2857)	<b>13%</b> (n=1680)	13% (n=1966)	12% (n=1925)	15% (n=2027)	<b>57%</b> (n=254)	54% (n=253)	37% (n=223)	45% (n=296)

Q: Are you aware of the following student support services?

Q: How satisfied are you with the service(s) you have used? [If 'Aware and Used' was selected previously]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# VUWSA Student Services

Most students are aware of class representatives, but about a quarter make use of their services.

	% Aware				% Used (of those Aware)				% Satisfied (Asked if Used)			
	2024	2023	2022	2021	2024	2023	2022	2021	2024	2023	2022	2021
Advocacy Services	<b>67%</b> (n=3794)	70% (n=3898)	62% (n=3929)	66% (n=4017)	<b>16%</b> (n=2542)	15% (n=2741)	11% (n=2452)	13% (n=2638)	<b>77%</b> (n=398)	73% (n=403)	75% (n=277)	70% (n=346)
Class Representatives	<b>93%</b> (n=3803)	94% (n=3906)	94% (n=3931)	95% (n=4026)	<b>28%</b> (n=3524)	29% (n=3677)	29% (n=3679)	30% (n=3819)	<b>76%</b> (n=998)	77% (n=1064)	77% (n=1077)	79% (n=1142)
Salient	<b>74%</b> (n=3742)	77% (n=3793)	78% (n=3797)	82% (n=3815)	<b>47%</b> (n=2762)	54% (n=2913)	45% (n=2943)	45% (n=3120)	<b>77%</b> (n=1284)	74% (n=1559)	78% (n=1320)	79% (n=1391)

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Q: Are you aware of the following Victoria University of Wellington Students' Association (VUWSA) services?  
 Q: How satisfied are you with the service(s) you have used? [If 'Aware and Used' was selected previously]

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# University Services

Nuku (Online Learning Environment), previously Blackboard, has seen an increase in satisfaction compared to previous years.

	% Used				% Satisfied (of those Used)			
	2024	2023	2022	2021	2024	2023	2022	2021
Admissions and Enrolment	<b>97%</b> (n=3754)	96% (n=3855)	95% (n=3866)	95% (n=3972)	<b>66%</b> (n=3631)	65% (n=3706)	67% (n=3687)	70% (n=3779)
Assignment Management (Submitting and Returning Assignments)	<b>89%</b> (n=3406)	86% (n=3427)	84% (n=3869)	84% (n=3970)	<b>77%</b> (n=3040)	76% (n=2949)	69% (n=3240)	73% (n=3318)
Nuku / Blackboard (Online Learning Environment)	<b>99%</b> (n=3411)	99% (n=3428)	97% (n=3862)	98% (n=3967)	<b>86%</b> (n=3381)	82% (n=3396)	67% (n=3753)	80% (n=3876)
Course Information on Nuku / Blackboard (Course Outlines)	<b>99%</b> (n=3414)	99% (n=3431)	96% (n=3873)	97% (n=3971)	<b>81%</b> (n=3372)	80% (n=3388)	74% (n=3731)	80% (n=3845)
Course Information on the University Website (Course Finder)	<b>95%</b> (n=3411)	96% (n=3434)	94% (n=3873)	94% (n=3969)	<b>69%</b> (n=3251)	70% (n=3291)	68% (n=3624)	71% (n=3721)
Digital Solutions Support Services	<b>56%</b> (n=3752)	53% (n=3855)	53% (n=3863)	55% (n=3962)	<b>56%</b> (n=2115)	54% (n=2027)	54% (n=2039)	59% (n=2193)
Library Resources (Books, Journals and Online Databases)	<b>92%</b> (n=3759)	91% (n=3856)	93% (n=3871)	94% (n=3970)	<b>80%</b> (n=3458)	82% (n=3528)	82% (n=3594)	83% (n=3717)
Library Services	<b>87%</b> (n=3752)	85% (n=3842)	86% (n=3863)	87% (n=3958)	<b>80%</b> (n=3255)	80% (n=3261)	79% (n=3311)	81% (n=3433)

Q: How satisfied are you with the following university services:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# University Services

The use of School Administration Services and Specialist Equipment or Software has increased compared to previous years.

	% Used				% Satisfied (of those Used)			
	2024	2023	2022	2021	2024	2023	2022	2021
myAllocator (Tutorial Booking)	<b>84%</b> (n=3409)	<b>85%</b> (n=3427)	<b>83%</b> (n=3865)	<b>83%</b> (n=3973)	<b>63%</b> (n=2870)	<b>61%</b> (n=2929)	<b>56%</b> (n=3189)	<b>60%</b> (n=3316)
myDegree (Degree Audit)	<b>80%</b> (n=3412)	<b>84%</b> (n=3425)	<b>84%</b> (n=3861)	<b>82%</b> (n=3967)	<b>68%</b> (n=2746)	<b>69%</b> (n=2870)	<b>67%</b> (n=3228)	<b>70%</b> (n=3251)
Pūaha (Student Portal)	<b>98%</b> (n=3755)	-	-	-	<b>78%</b> (n=3692)	-	-	-
School Administration Services	<b>72%</b> (n=3761)	<b>68%</b> (n=3857)	<b>68%</b> (n=3856)	<b>68%</b> (n=3961)	<b>57%</b> (n=2690)	<b>57%</b> (n=2629)	<b>56%</b> (n=2609)	<b>60%</b> (n=2680)
Specialist Equipment or Software	<b>52%</b> (n=3753)	<b>47%</b> (n=3857)	<b>46%</b> (n=3859)	<b>47%</b> (n=3971)	<b>55%</b> (n=1965)	<b>54%</b> (n=1815)	<b>51%</b> (n=1788)	<b>56%</b> (n=1876)
Talis-Aspire (Course Reading Lists)	<b>83%</b> (n=3414)	<b>87%</b> (n=3425)	<b>76%</b> (n=3868)	<b>76%</b> (n=3969)	<b>67%</b> (n=2817)	<b>71%</b> (n=2965)	<b>65%</b> (n=2924)	<b>69%</b> (n=3020)
Te Here Tāura Rangahau – Faculty of Graduate Research	<b>90%</b> (n=367)	-	-	-	<b>73%</b> (n=330)	-	-	-

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Q: How satisfied are you with the following university services:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# University Spaces

	% Used				% Satisfied (of those Used)			
	2024	2023	2022	2021	2024	2023	2022	2021
Boyd-Wilson Arena	18% (n=3448)	-	-	-	59% (n=636)	-	-	-
Boyd-Wilson Field	27% (n=3449)	26% (n=3457)	26% (n=3489)	26% (n=3618)	68% (n=947)	66% (n=892)	71% (n=893)	70% (n=943)
Cafes and Food	86% (n=3474)	86% (n=3461)	83% (n=3504)	85% (n=3624)	66% (n=2990)	62% (n=2962)	65% (n=2920)	64% (n=3095)
Classrooms (lecture theatres and seminar rooms)	96% (n=3471)	96% (n=3465)	93% (n=3501)	95% (n=3625)	75% (n=3318)	76% (n=3311)	76% (n=3264)	77% (n=3460)
ClubHouse	13% (n=3442)	11% (n=3446)	10% (n=3489)	10% (n=3615)	41% (n=453)	34% (n=393)	37% (n=338)	37% (n=353)
Computer Facilities	59% (n=3469)	59% (n=3462)	55% (n=3491)	61% (n=3616)	76% (n=2061)	75% (n=2046)	77% (n=1928)	75% (n=2214)
Hall of Residence	51% (n=3472)	48% (n=3460)	46% (n=3496)	48% (n=3613)	62% (n=1767)	57% (n=1665)	57% (n=1602)	61% (n=1722)
Kelburn Recreation Centre	41% (n=3464)	40% (n=3456)	39% (n=3495)	40% (n=3619)	73% (n=1412)	76% (n=1377)	73% (n=1356)	75% (n=1458)
Lab Facilities	42% (n=3457)	39% (n=3461)	35% (n=3493)	35% (n=3619)	74% (n=1440)	75% (n=1351)	76% (n=1210)	75% (n=1279)
Library	94% (n=3475)	92% (n=3459)	91% (n=3499)	93% (n=3619)	88% (n=3251)	88% (n=3196)	86% (n=3174)	84% (n=3371)
Pipitea Fitness	15% (n=3447)	13% (n=3454)	12% (n=3495)	12% (n=3618)	42% (n=516)	43% (n=435)	38% (n=408)	41% (n=434)
Spaces for Group Work	70% (n=3471)	66% (n=3464)	58% (n=3490)	59% (n=3616)	72% (n=2415)	71% (n=2272)	71% (n=2026)	66% (n=2117)
Spaces for Individual Work	79% (n=3477)	77% (n=3463)	72% (n=3499)	74% (n=3618)	73% (n=2754)	71% (n=2654)	72% (n=2507)	67% (n=2664)
The Bubble	37% (n=3449)	33% (n=3454)	33% (n=3489)	34% (n=3612)	70% (n=1278)	70% (n=1129)	72% (n=1166)	67% (n=1223)
The Hub	87% (n=3474)	86% (n=3463)	82% (n=3501)	87% (n=3621)	79% (n=3015)	79% (n=2989)	79% (n=2883)	79% (n=3140)
University Kids Wellington*	15% (n=1573)	12% (n=1660)	8% (n=3498)	8% (n=3618)	41% (n=235)	40% (n=202)	28% (n=281)	29% (n=277)
Whānau Rooms	18% (n=3454)	15% (n=3455)	11% (n=3493)	11% (n=3619)	55% (n=628)	50% (n=522)	47% (n=374)	48% (n=393)

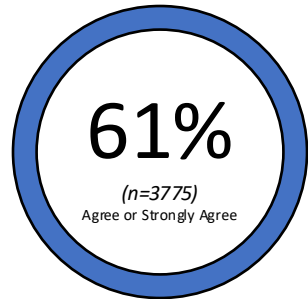
Q: How satisfied are you with the following university spaces:

\*Displayed only to those who had awareness of University Kids Wellington as a Student Support Service

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

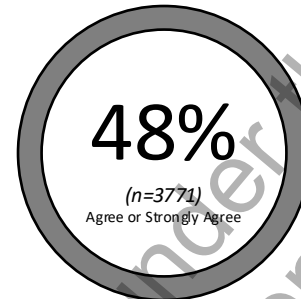
# Student Services

Since 2021, there has been a 10% increase in student sentiment regarding service delivery across the University.



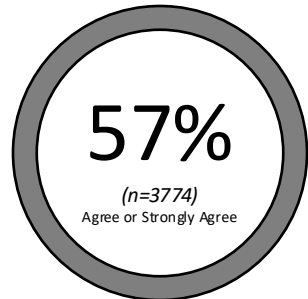
Student services are easy to access

(2023: 57%, n=3869)  
(2022: 52%, n=3898)  
(2021: 51%, n=3998)



Student services are delivered in a timely manner

(2023: 44%, n=3868)  
(2022: 40%, n=3899)  
(2021: 37%, n=3998)



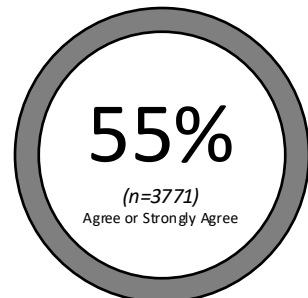
Student services support me to succeed academically

(2023: 55%, n=3861)  
(2022: 47%, n=3896)  
(2021: 47%, n=3996)



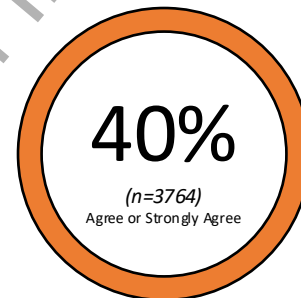
Student services are connected and seamless

(2023: 38%, n=3875)  
(2022: 31%, n=3900)  
(2021: 33%, n=4004)



Student services are reliable – they deliver what I expect

(2023: 51%, n=3868)  
(2022: 44%, n=3896)  
(2021: 45%, n=3993)



Student services are integrated into my courses and study

Q: To what extent do you agree with the following:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

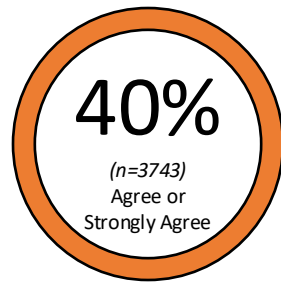


**STUDENT LIFE**

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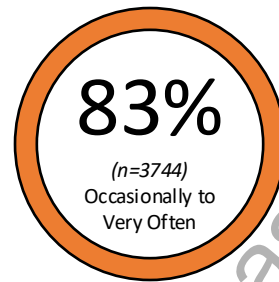
# Student Finances

While there has been an increase in students stating that their costs of living are manageable, there has also been an increase since 2021 of students saying that they occasionally to very often worry about their financial circumstances.



Studying at the University while covering your costs of living is manageable

(2023: 38%, n=3815)  
(2022: 27%, n=3796)  
(2021: 29%, n=3904)



How frequently have you worried about your financial circumstances

(2023: 81%, n=3815)  
(2022: 79%, n=3843)  
(2021: 77%, n=3937)



Official Information Act 1982

# University Access

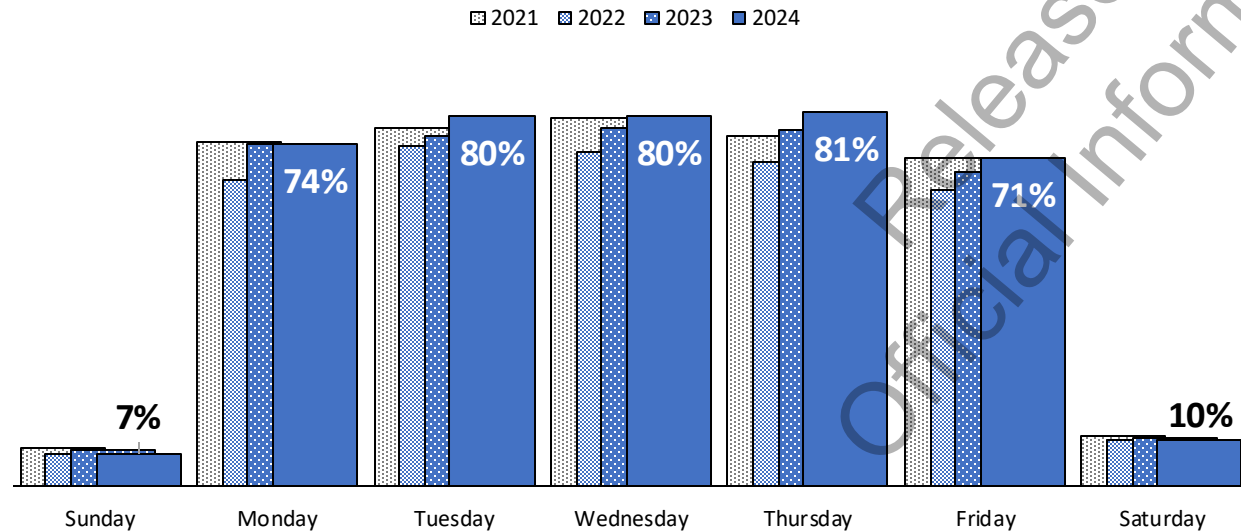
Use of the bus as a main transport option continues to increase year over year. Students on campus has returned to levels seen in 2021.

**56%**  
On campus or < 1 km, or 1 km to 5 km  
(n=3429)  
**Within 5 km**  
(2023: 55%, n=3332)  
(2022: 49%, n=3711)  
(2021: 53%, n=3730)



**22%**  
15 km to 30 km, or 30 km or more  
(n=3429)  
**15 km or more**  
(2023: 22%, n=3332)  
(2022: 28%, n=3711)  
(2021: 25%, n=3730)

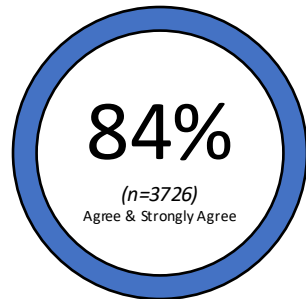
In a typical week, which days do you visit a Te Herenga Waka—Victoria University of Wellington campus or facility (excluding Halls of Residence)? (Select all that apply)  
(2024: n=3323; 2023: n=3171; 2022: n=2932; 2021: n=3291)



	2024 (n=3425)	2023 (n=3333)	2022 (n=3143)	2021 (n=3408)
Bus	37%	36%	31%	29%
Walking or Running	36%	34%	37%	40%
Train	12%	14%	13%	13%
Driving a Private Vehicle (Petrol or Diesel) with no Passengers	6%	6%	8%	7%
Driving a Private Vehicle (Petrol or Diesel) with Passengers	1%	2%	2%	2%
Passenger in a Private Vehicle (Petrol or Diesel)	1%	2%	2%	2%
Motorcycle or Moped	1%	2%	1%	2%
Cycling	1%	1%	1%	1%
Electric or Plug-in Hybrid Vehicle, Driving or as a Passenger	1%	1%	1%	1%
Scooter or e-Scooter	0%	0%	0%	0%
Ferry	0%	0%	0%	0%
Other, please specify:	2%	2%	3%	2%

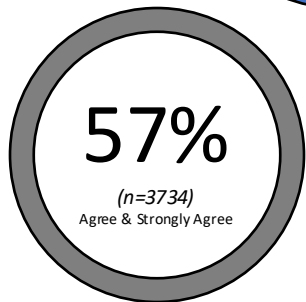
# Sustainability

The number of students agreeing that the University is environmentally responsible has increased every year since 2021.



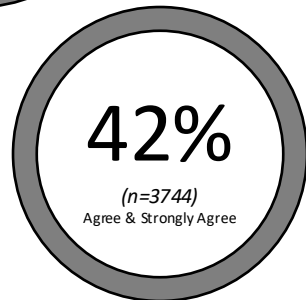
Sustainability is important to me

(2023: 87%, n=3825)  
(2022: 87%, n=3848)  
(2021: 88%, n=3946)



This University is environmentally responsible

(2023: 53%, n=3819)  
(2022: 52%, n=3843)  
(2021: 46%, n=3950)



I have become more engaged in sustainability issues while enrolled at this University

(2023: 42%, n=3839)  
(2022: 40%, n=3852)  
(2021: 44%, n=3950)



Q: To what extent do you agree with the following statements regarding environmental sustainability:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

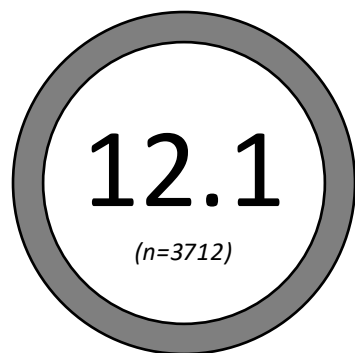


# HEALTH & WELLBEING

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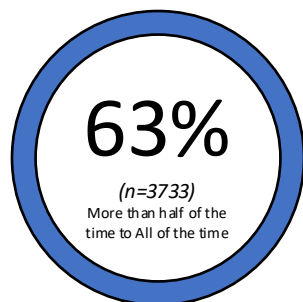
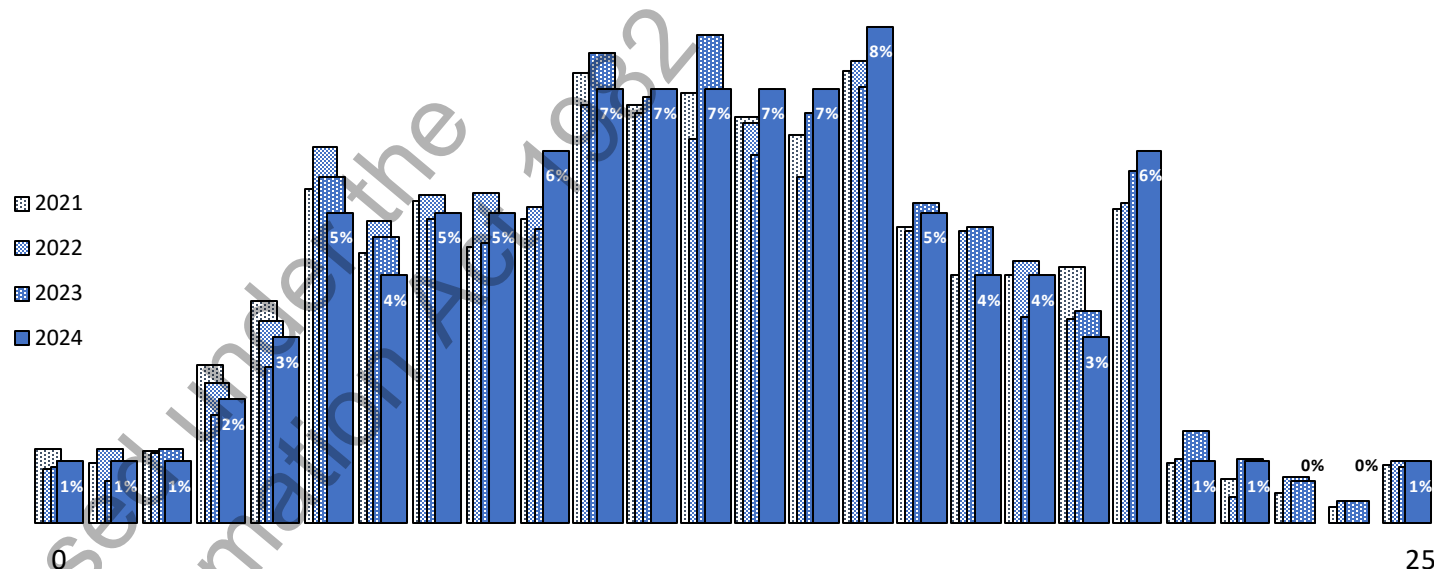
# Student Wellbeing

The WHO-5 Wellbeing Index Score is a health tool, where a score below 13 indicates poor wellbeing and is an indicator to test for depression.



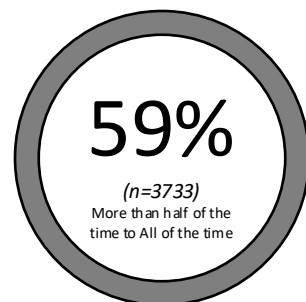
**Average WHO-5 Wellbeing Index Score**

(2023: 12.1, n=3809)  
(2022: 11.7, n=3823)  
(2021: 11.8, n=3925)



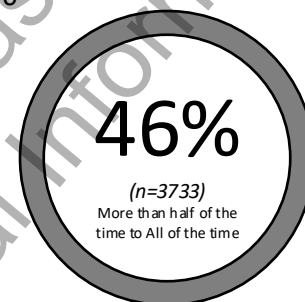
**My daily life has been filled with things that interest me**

(2023: 62%, n=3827)  
(2022: 61%, n=3843)  
(2021: 62%, n=3941)



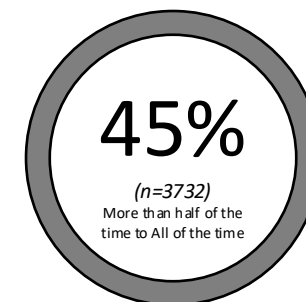
**I have felt cheerful and in good spirits**

(2023: 57%, n=3823)  
(2022: 56%, n=3842)  
(2021: 57%, n=3940)



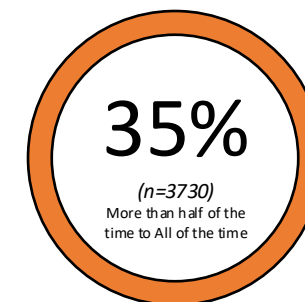
**I have felt calm and relaxed**

(2023: 46%, n=3830)  
(2022: 43%, n=3846)  
(2021: 44%, n=3944)



**I have felt active and vigorous**

(2023: 46%, n=3828)  
(2022: 43%, n=3846)  
(2021: 44%, n=3944)



**I woke up feeling fresh and rested**

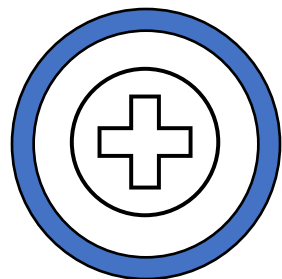
(2023: 34%, n=3819)  
(2022: 35%, n=3841)  
(2021: 34%, n=3941)

Q: Please indicate how you have been feeling over the last two weeks:

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

# Student Illbeing

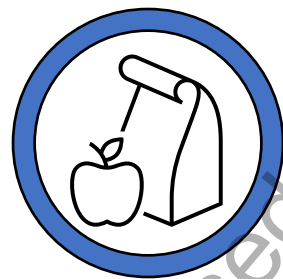
Just under half of the students at the University identify regularly feeling nervous, anxious or on edge.



**25%**

More than half the days or Nearly every day  
(n=3730)

Little interest or pleasure  
in doing things



**26%**

More than half the days or Nearly every day  
(n=3731)

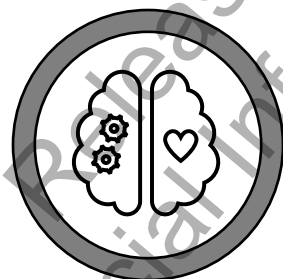
Feeling down, depressed  
or hopeless



**36%**

More than half the days or Nearly every day  
(n=3729)

Not being able to stop or  
control worrying



**43%**

More than half the days or Nearly every day  
(n=3731)

Feeling nervous, anxious or  
on edge



Q: Over the last two weeks, how often have you been bothered by the following problems?

90% or more	89%-60%	59%-41%
40%-11%	10% or less	No Scale Rating

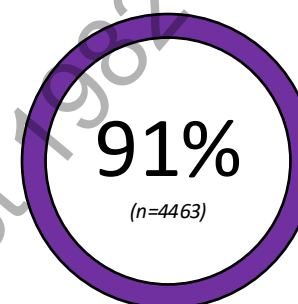


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# DEMOGRAPHICS

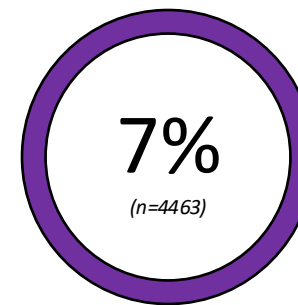
# Demographics

	Respondents	Student Population
Number of Students	4464	19452
Students Under 25	70%	70%
Students 25 and Over	30%	30%
Taught Students	91%	91%
Research Students	9%	10%
Undergraduate Students	70%	70%
Postgraduate Students	29%	29%
Domestic Students	83%	85%
International Students	17%	15%
New Zealand European/Pakeha	59%	58%
Māori	9%	11%
Pasifika	7%	7%
Asian	24%	24%
European	14%	14%
Other	7%	7%
Not Stated	1%	1%



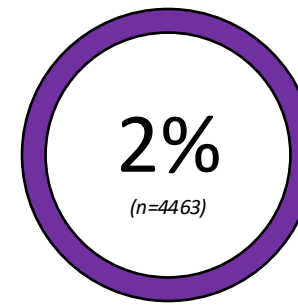
Students in NZ - Wellington Region

(2023: 89%, n=4603)  
(2022: 87%, n=4476)  
(2021: 89%, n=4742)



Students in NZ – Other

(2023: 9%, n=4603)  
(2022: 9%, n=4476)  
(2021: 6%, n=4742)



Students not in New Zealand

(2023: 2%, n=4603)  
(2022: 3%, n=4476)  
(2021: 5%, n=4742)

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VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA



# 2025 HAVE YOUR SAY STUDENT SURVEY

**TOPLINE REPORT**  
SEPTEMBER 2025

# Introduction

The Have Your Say Student Survey was introduced in 2017, updating the Student Experience Improvement Survey that had been used since 2013. In 2021, a more holistic collection of questions was developed and has seen only minor changes in terms, names, and services since. The Have Your Say Student Survey is now run as a single, annual student survey for all students in Trimester 2. It includes questions to assess the academic, social, and university experiences for all students at the University.

The 2025 iteration of the survey was opened on 21 July 2025 and remained open through 17 August 2025. The survey obtained responses from **5,017 students**.

This is a **response rate of 26%** of all enrolled students at Victoria University of Wellington in 2025 invited to take part.

This Topline Report has been created as an overview of the data collected from the 2025 Have Your Say Student Survey. Throughout this report:

- Percentages may not add up to 100% due to rounding.
- A few questions allowed respondents to select more than one option, leading to a sum of responses greater than 100%.
- 5,000 responses leads to an average margin of error of around 1.4%. So, for example, if we had an estimate of 60% we can be 95% confident that the true value lies between 58.6% and 61.4%.
- For some key indicators throughout the report we indicate whether the change is statistically significant or not.
- Results based on small numbers of responses should be viewed with caution.

For more detailed information, the [PowerBI Dashboard](#) provides all response data for the past four years, and offers filters to explore specific student groups. Filters include Level of Study, Faculty, Research/Taught status, Domestic/International status, Full Time/Part Time status, Ethnicity, and Age Group.

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# Key Findings

## Academic Experience

Overall satisfaction scores have been steadily increasing year on year. Increasing 5 percentage points in 2024 and a further 3 percentage points in 2025, reaching **83%** 'Satisfied' or 'Very satisfied' with their academic experience.

The majority of taught students (PG & UG) are taking in-person only courses. Over the past few years, there has been a reduction in students taking online-only courses, with an increase in in-person only courses.

32% of taught students (PG & UG) have changed their degree or major since they began at this University, this figure has been consistent for the past few years but down from a high of 37% in 2021.

## Lecturers & Supervisors

Lecturers and Supervisors received positive feedback for being respectful, fair and equitable, and for providing clear guidance and support. Nearly two-thirds (62%) of taught students are satisfied with their access to lecturers outside of class. The majority (82%) of research students are satisfied with their primary supervisor.

## University Communication

This year saw continued improvement in student satisfaction with the quality of information they receive about degree requirements, rules and regulations, and services and facilities.

## Digital Tools & Artificial Intelligence

Technology and digital tools help taught students achieve their academic goals and improve the assessment experience. But generally the use of technology doesn't drive active involvement in courses, only 42% agreed with this statement.

There were clear improvements in the provision of clear and helpful guidelines on AI and students feeling that the university has helped them to understand AI in ways to support their study. The level of agreement to these statements increased 10 and 9 percentage points respectively, compared to 2024.

## Community

All community connection and support questions saw positive increases this year. Staff received consistently positive ratings for being helpful and knowledgeable. Students feel very safe at the university (87%), and three quarters (75%) are proud to be students here. The majority (84%) are very happy with their decision to study here. However, connection to the student community and social scene lag behind the other measures, less than half of students felt connected to the student community and less than half found it easy to fit into the social scene.

The majority of students agree that diversity and inclusivity is important to them, this figure has been quite consistent over time. Over the past few years there has been an increase in students who agree that diversity and inclusivity is also important to the university.

# Key Findings

## Services & Facilities

Overall satisfaction with the university services and facilities has been increasing year on year. In 2025, **82%** of students responding to the survey rated the services and facilities as 'Good' or 'Very good', up 5 percentage points from 77% in 2024. International students rate the services and facilities higher than domestic students, but the increase over time has been smaller for this group.

## Student Support Services

All student support services saw an increase in reported awareness compared to last year. Most services saw a small increase in use compared to last year and a small increase in satisfaction. 'Kaitohutohu Taura - Titoko Student Success Advisers' is the most used service (56%), with a satisfaction scores of 78%.

## University Tools & Resources

Nearly all students responding reported using Nuku (Online Learning and Course Outlines) and Pūaha (Student Portal), these tools received some of the highest satisfaction scores in 2025. Library Resources also scored well. Nearly all tools and resources saw an increase in student satisfaction in 2025.

## University Spaces

The Library and The Hub were the two spaces with the highest satisfaction scores. Cafes and Food saw a further improvement this year, as did the Halls of Residence.

## Finances

The majority of students (83%) have worried about their financial circumstances, this has remained quite consistent over the past few years.

## Transport

The majority of students live 1 to 5 km from campus. Taking the bus to and from university is the most popular form of transport, closely followed by walking or running. These figures have been fairly consistent over the past few years.

## Sustainability

Sustainability is important to the majority of students who responded to the survey (86%). Around 40% of students have become more engaged in sustainability issues while at university. The percentage of students agreeing that the university is environmentally responsible (now 60%) has been increasing steadily each year.

## Health & Wellbeing

The average score for students on the WHO-5 Wellbeing Index was 12.3 in 2025, a small improvement over previous years. Half of students had a score under 13 which indicates poor wellbeing.

The PHQ-4 questions which assess symptoms of depression and anxiety, showed a small improvement with slightly lower percentages of students experiencing each of the negative feelings more than half of the time over the past two weeks. 41% of students reported regularly feeling nervous, anxious or on edge.



# ACADEMIC EXPERIENCE

Office of Undergraduate Academic Affairs

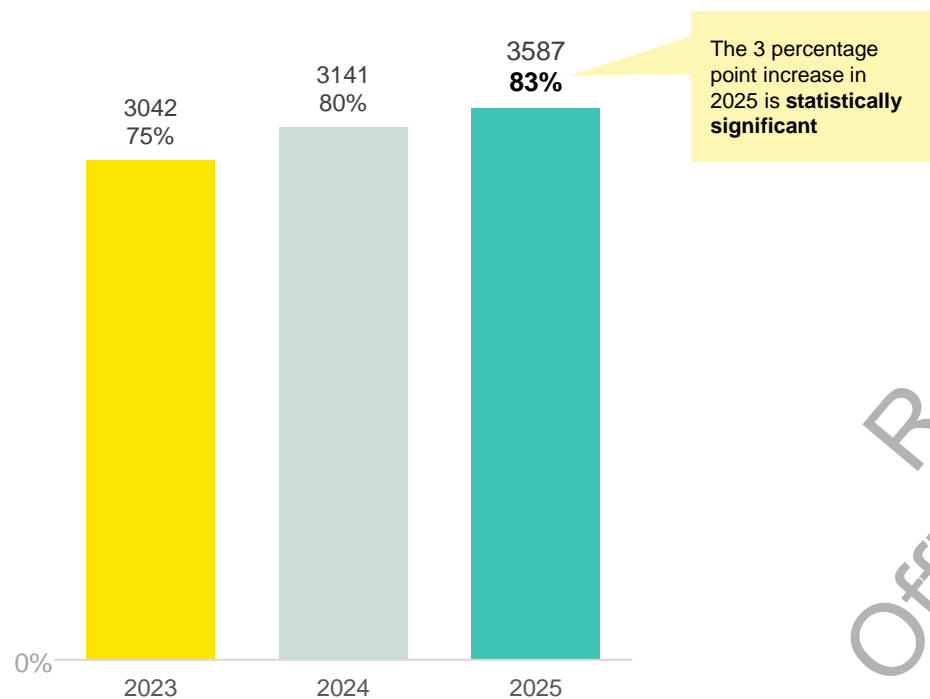
# Academic Experience

All Students

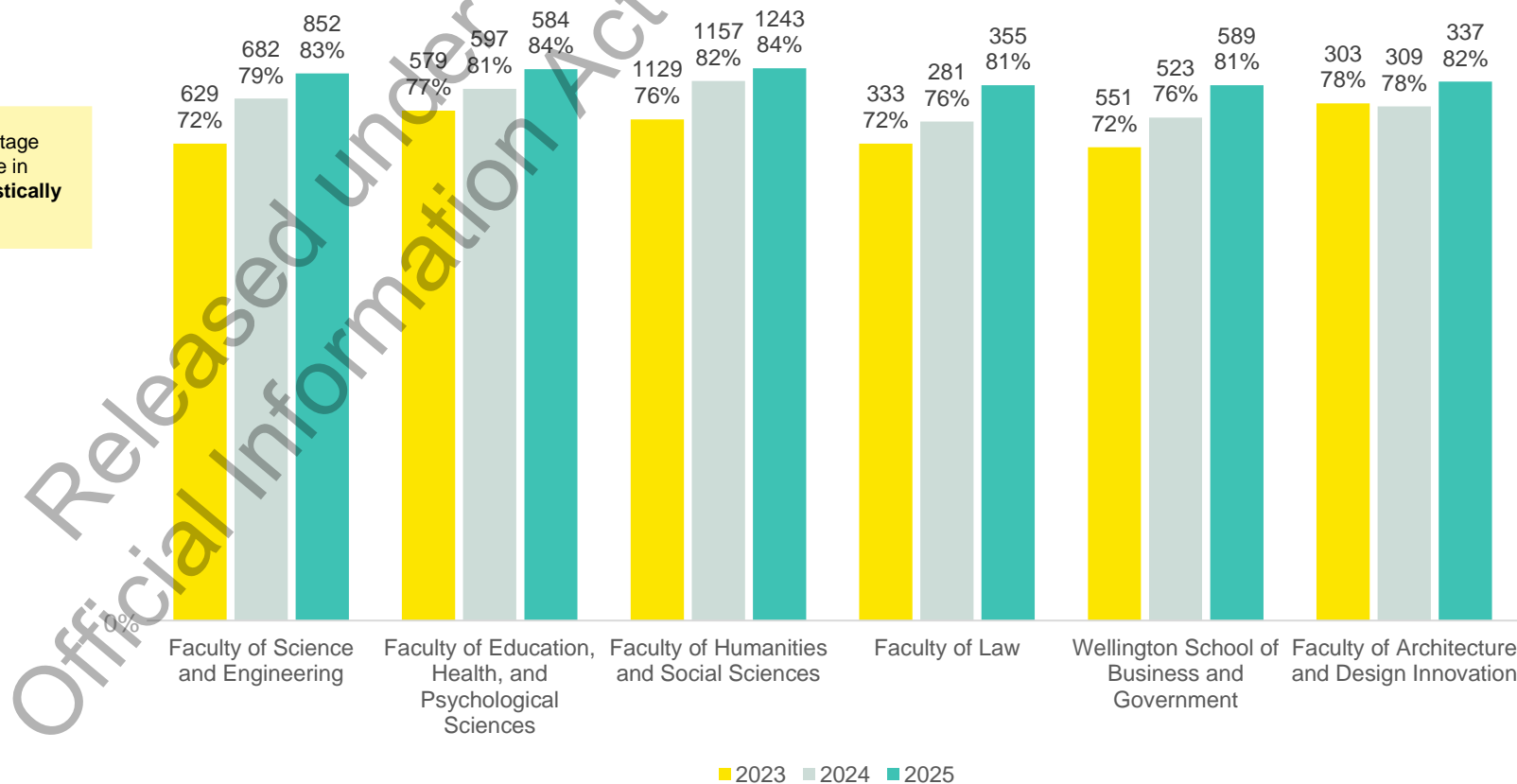
The majority of students noted that they were 'Satisfied' or 'Very satisfied' with their academic experience in 2025. Overall satisfaction scores have been steadily increasing year on year. Increasing 5 percentage points in 2024 and a further 3 percentage points in 2025, reaching **83%** 'Satisfied' or 'Very satisfied' with their academic experience.

Separating responses by Faculty, almost all Faculties have a similar student satisfaction score with their overall academic experience, and similar increases over the last three years. Slightly larger increases in satisfaction were seen for the Faculty of Law, and Wellington School of Business and Government in 2025.

Overall satisfaction with the academic experience



Overall satisfaction with the academic experience, by Faculty, 2023 to 2025



# Student Voice: Academic Experience

Students seem to be satisfied with the Academic Experience at the University, however, some students commented on wanting better communication between lecturers and students, especially regarding course and assignment information.

“Studying here has been both challenging and rewarding. While there have been moments of stress and adjustment, I truly appreciate the supportive academic environment and the opportunities to grow both personally and professionally. I’m grateful to be part of this journey.”

“Increase opportunities for more personalised feedback and interaction, particularly in larger courses. While lectures and tutorials are valuable, it can sometimes be difficult to feel academically supported when class sizes are large or when assignment feedback is minimal.”

“I appreciate most how friendly and personable all of my lecturers and tutors have been. It made me relax and not feel afraid to have questions.”

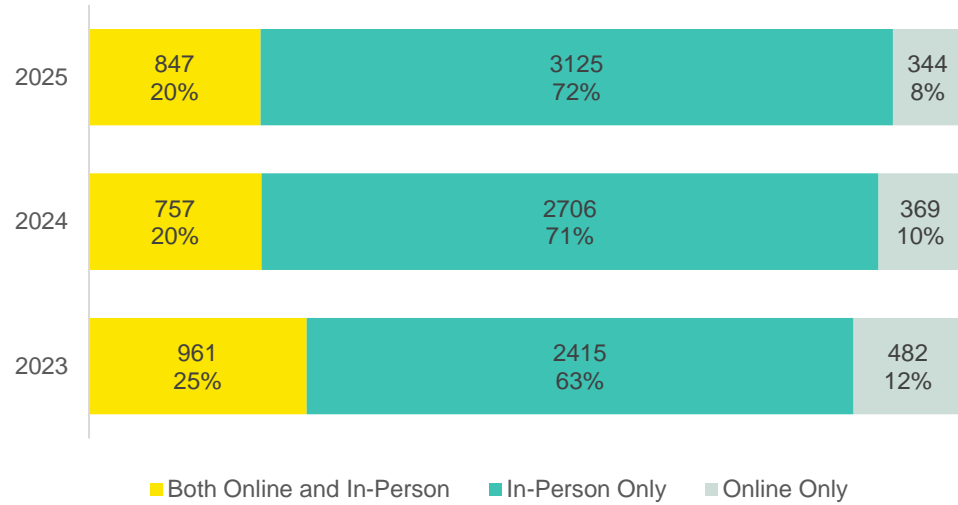
“Overall, my experience at Te Herenga Waka has been rewarding, with supportive staff and a vibrant learning environment. I appreciate the University’s efforts to listen to student feedback and make improvements. Continued focus on enhancing inclusivity, mental health support, and practical learning opportunities would make the experience even better for all students.”

“There is quite a lot of variation between how lecturers and course coordinators use Nuku which can be a bit confusing when it comes to finding resources and material. So maybe if that was a little more streamlined it would be easier for students.”

“Overall, my experience at Victoria University of Wellington has been positive. I’ve appreciated the support from staff, the learning resources, and the opportunities to grow both academically and personally.”

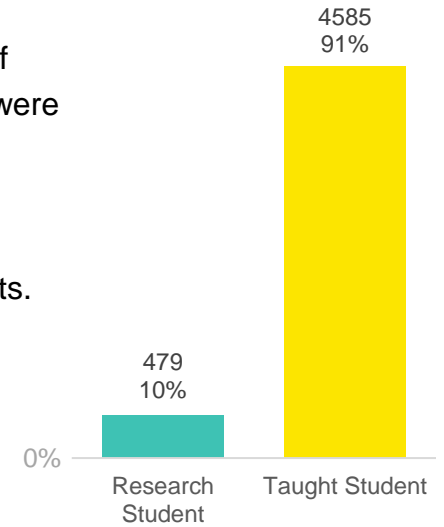
# Student Status

## Taught Students (PG & UG)

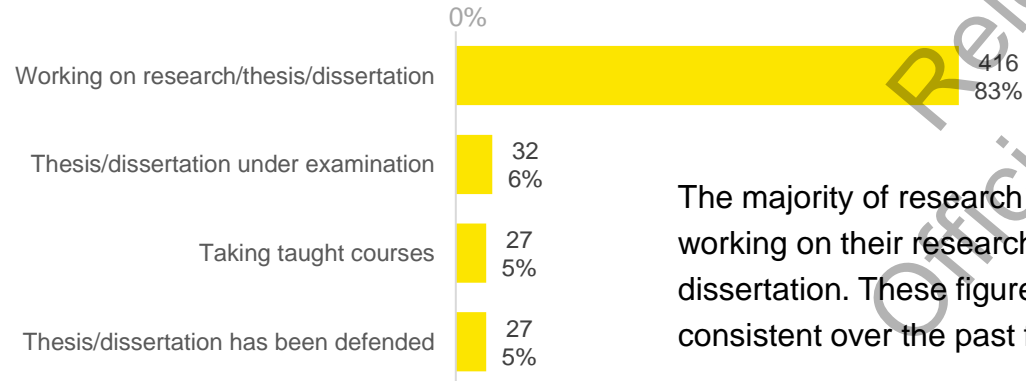


The majority of taught students (PG & UG) are taking in-person only courses. One in five students who responded to the survey in 2025 are taking a combination of online and in-person courses. Over the past few years, there has been a reduction in students taking online-only courses, with an increase in in-person only courses.

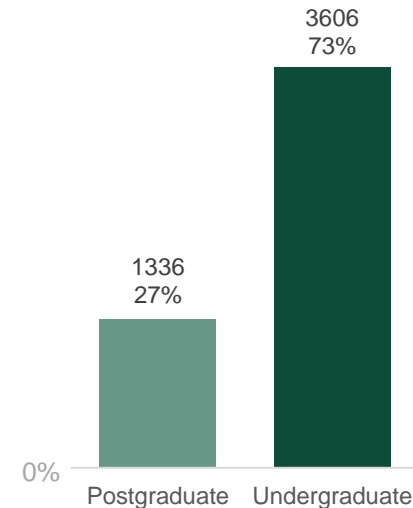
The majority (91%) of survey respondents were taught students. This includes both Undergraduate and Postgraduate students.



## Research Students



The majority of research students are working on their research, thesis, or dissertation. These figures have been consistent over the past few years.

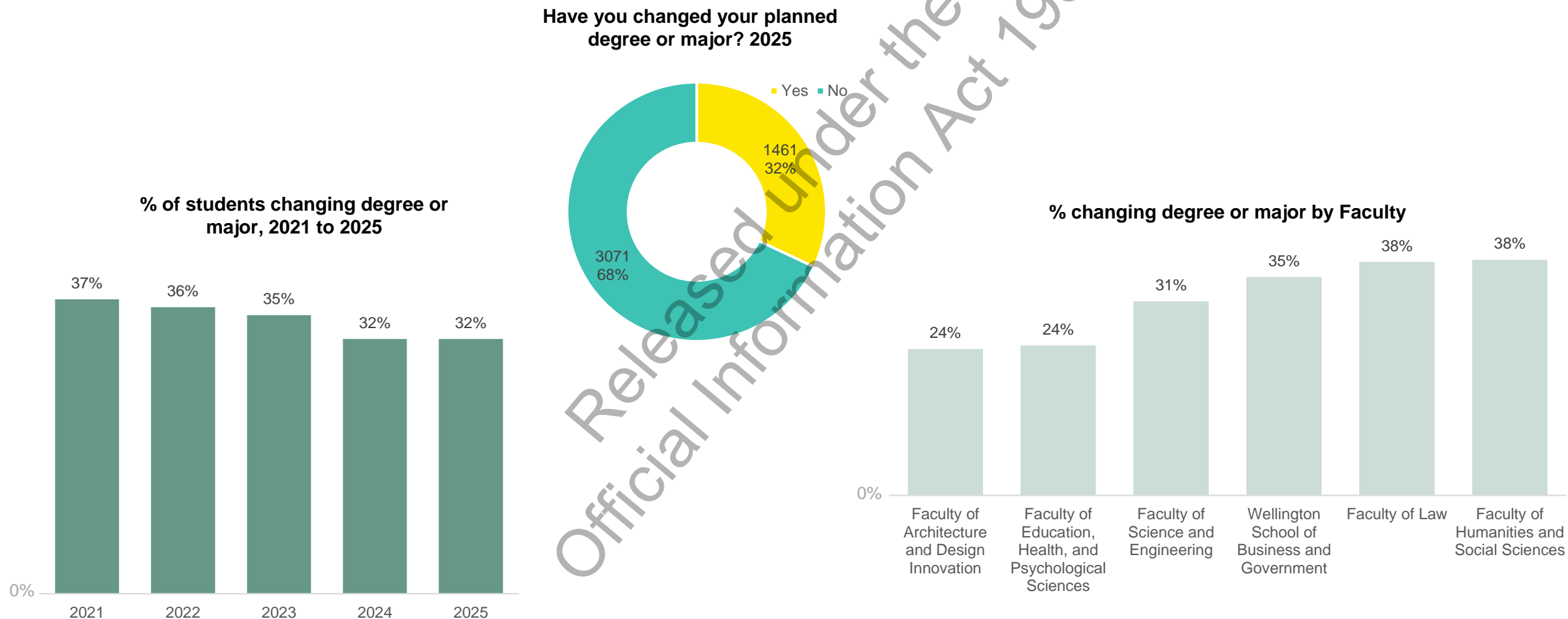


Around three quarters (73%) of survey respondents were undergraduate students.

# Changing Degrees or Masters

Taught Students  
(PG & UG)

About a third of taught students (32%) have changed their planned degree or major at the University. This figure has been consistent over the past two years, but down from a high of 37% in 2021.



Q4.1: Have you changed your planned degree or major since you began at Te Herenga Waka—Victoria University of Wellington? [Taught Students – PG & UG]

Q4.2: As you made your decision, which of the following influenced your decision to change? (Select all that apply) [Taught Students – PG & UG]

# Lecturers

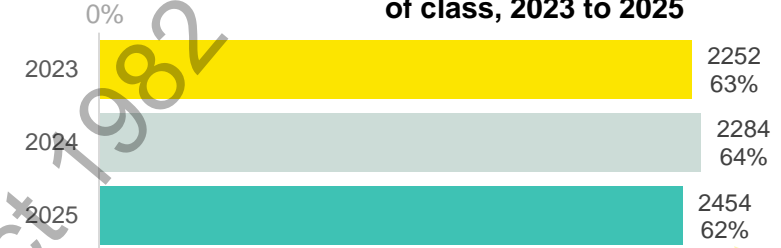
Taught Students  
(PG & UG)

Lecturers at the university received positive feedback from survey respondents for being respectful, fair and equitable, and for providing clear guidance on the requirements to pass. Around two-thirds of respondents reported that their lecturers increased their enthusiasm for the subject. An area for improvement may be for more prompt and useful feedback on student work. Nearly two-thirds (62%) of respondents are satisfied with their access to lecturers outside of class, this differs by Faculty.

## In your courses this year, have you experienced the following...

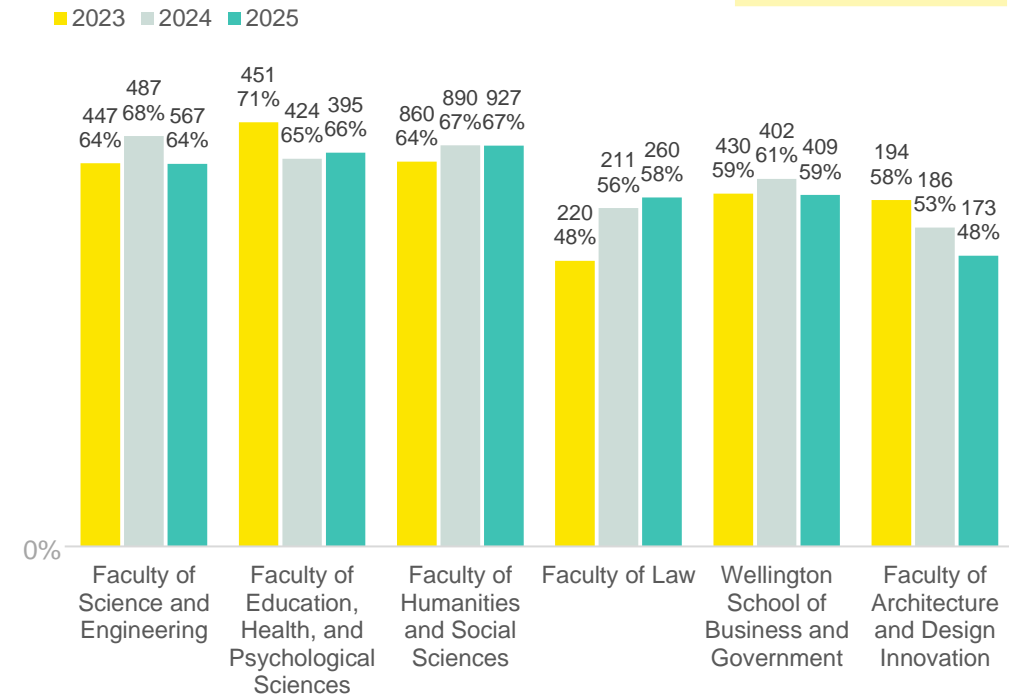


## Satisfied with access to lecturers outside of class, 2023 to 2025



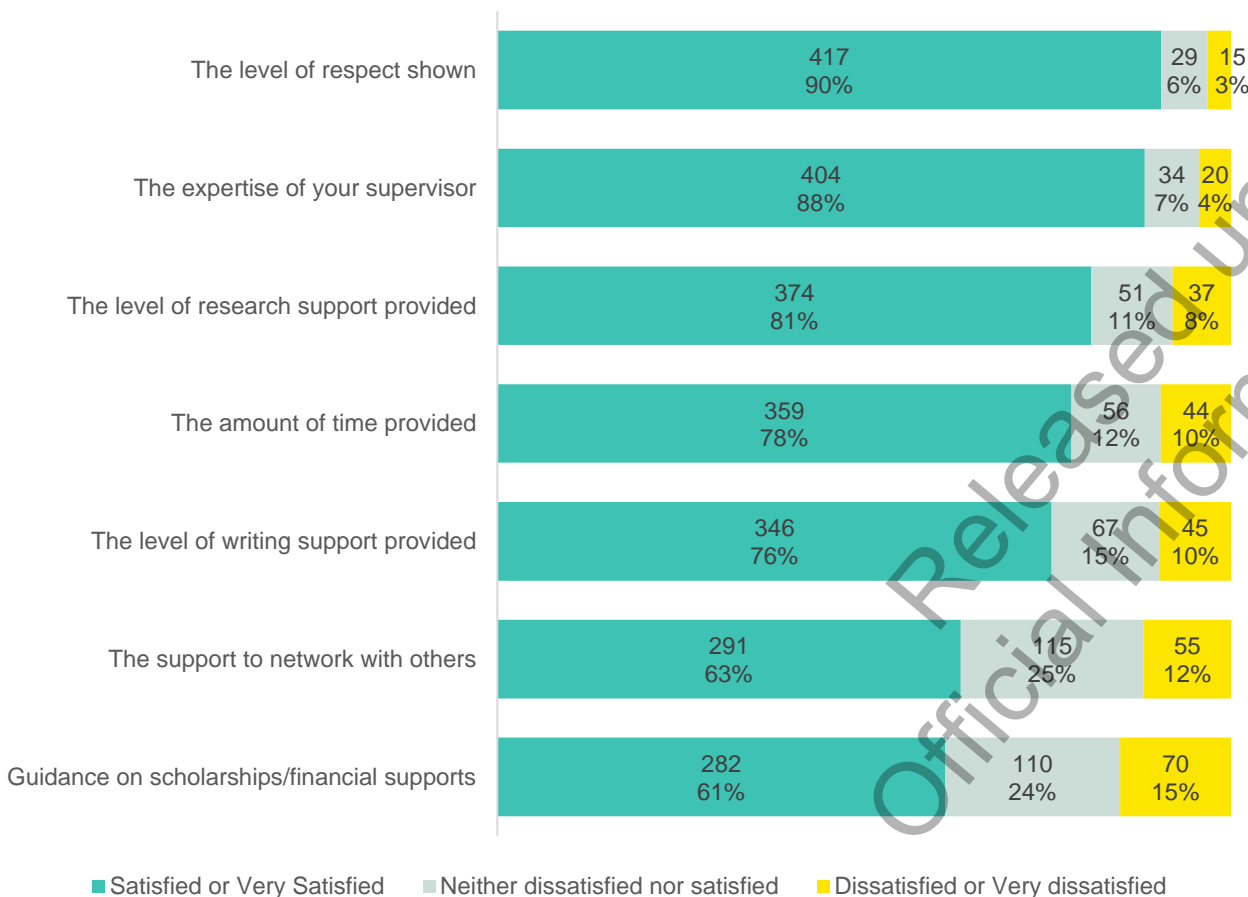
The 2 percentage point decrease in 2025 is **not statistically significant**

## Satisfaction with access, by Faculty

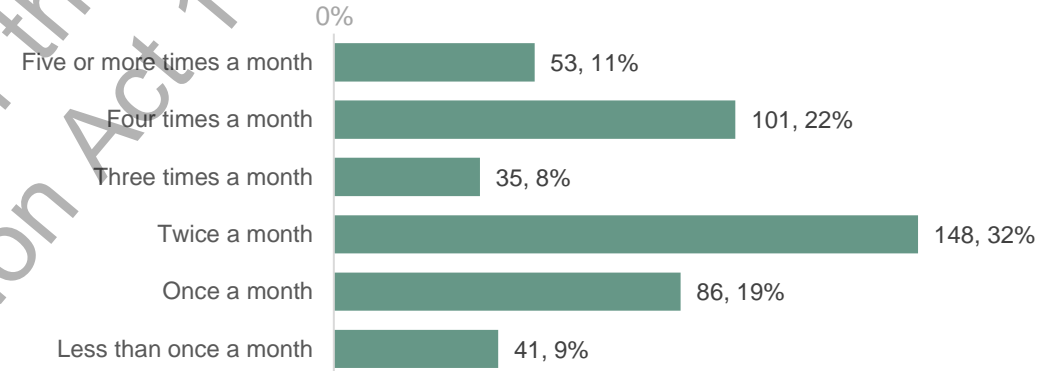


Supervisors of research students received positive feedback from survey respondents for being respectful, having expertise in their field, and for providing time and a good level of research support. Areas for improvement may be for more support with networking and providing guidance on scholarships and financial supports. The majority (82%) of respondents are satisfied with their primary supervisor.

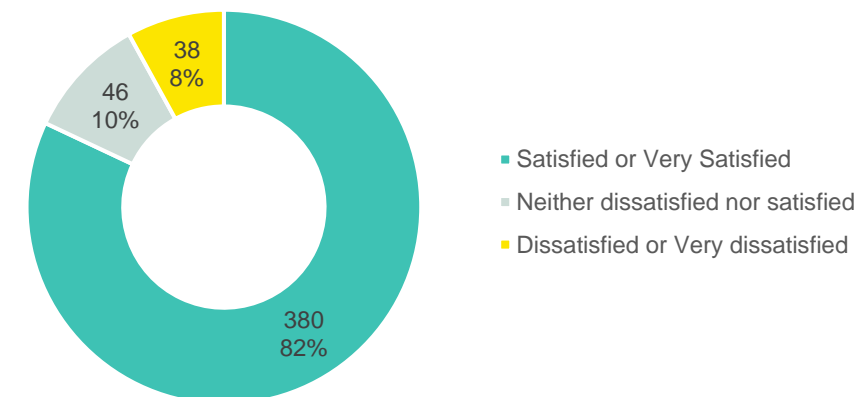
### Thinking about your primary supervisor, how satisfied are you with...



### In a typical month, how often do you meet with your primary supervisor?



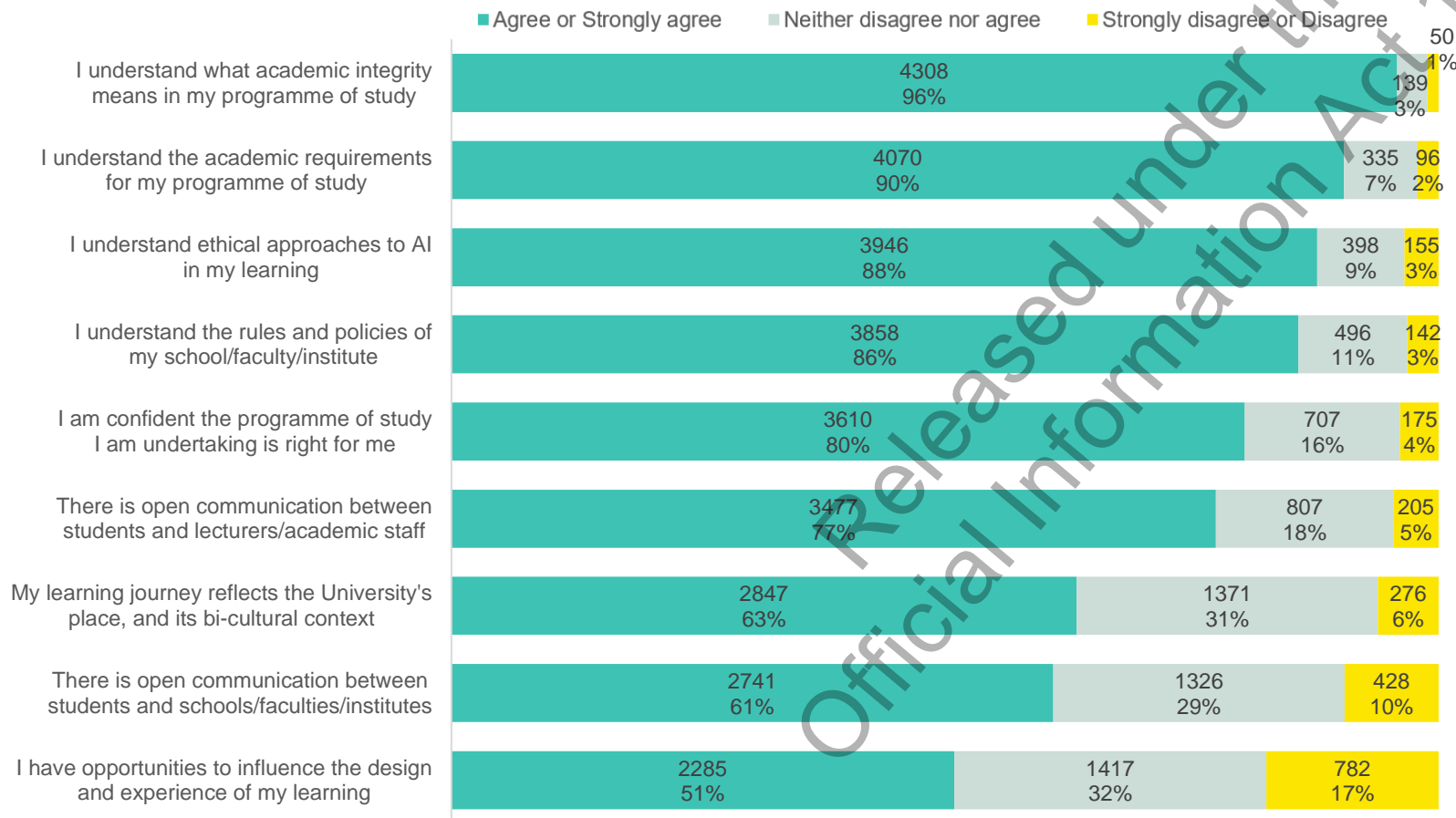
### Overall, how satisfied are you with your primary supervisor?



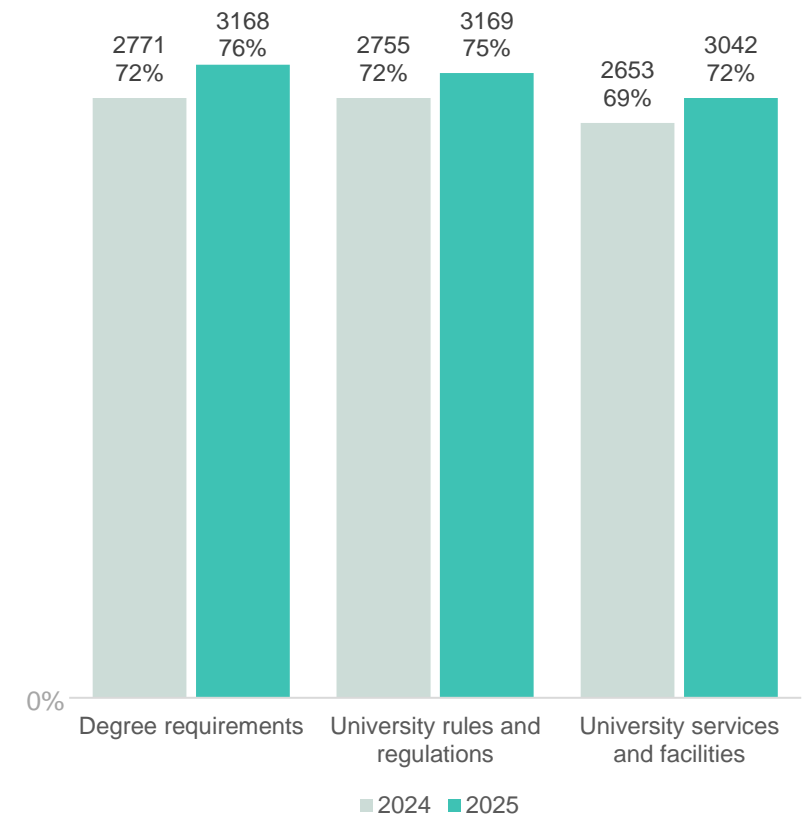
# Academic Expectations

The majority of students responding to the survey had good awareness of academic requirements, what academic integrity means and rules and policies relevant to them. They also had good awareness of ethical approaches to the use of AI. Around three quarters were satisfied with university information and communications. Only half agreed that there were opportunities for them to influence the design and experience of their learning.

## Level of agreement with statements about awareness of academic expectations and communication



## % 'Very satisfied' or 'Satisfied' with the quality of information provided by the University regarding...





# TECHNOLOGY

Released under the  
Official Information Act 1982

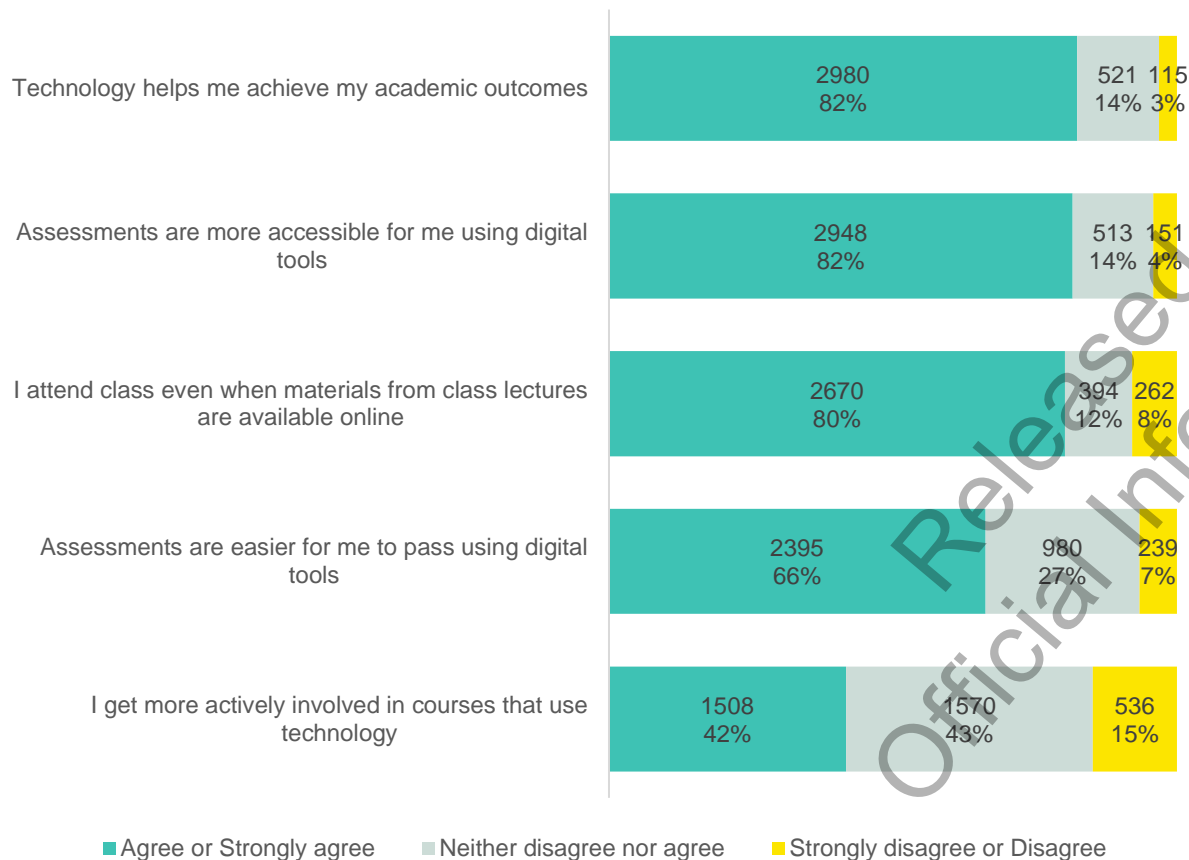
# Digital Tools

Taught Students  
(PG & UG)

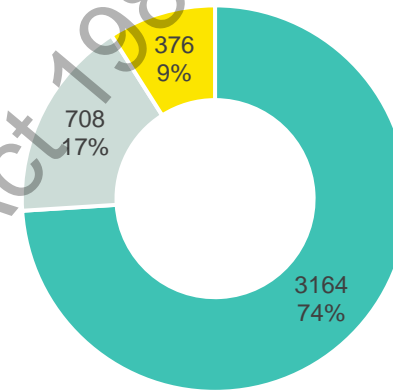
All Students

Technology and digital tools help taught students achieve their academic goals and improve the assessment experience. But generally the use of technology doesn't drive active involvement in courses, only 42% agreed with this statement.

## Level of agreement with statements about use of digital tools and technology



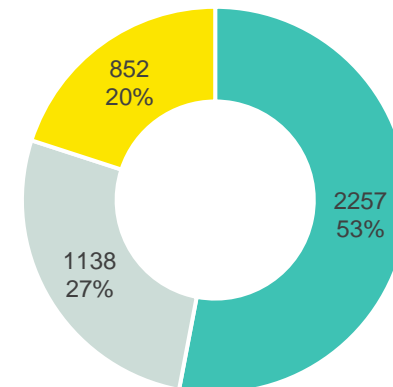
## I have clear and helpful guidelines from my lecturers and tutors on using Artificial Intelligence appropriately



The level of agreement to this question increased in 2025, up 10 percentage points, from 64% in 2024.

The 10 percentage point increase in 2025 is statistically significant

## The University has helped me understand Artificial Intelligence in ways that will support my future work and study



The level of agreement to this question increased in 2025, up 9 percentage points, from 44% in 2024.

# Student Voice: Artificial Intelligence

Students had mixed opinions about Artificial Intelligence. While many want more guidance on how to use AI ethically in their coursework and more regulations for the use of AI, many disagree with the University using AI at all.

“I do think generally that the use of AI is unethical.”

“I would appreciate clearer instruction on what supposedly ethical AI usage looks like. Different lecturers have different views.

“Some lecturers have talked about AI usage, but not all of them. Also I wish there was less AI encouragement because of all the ethical issues, it's a bit disappointing when lecturers encourage generative AI.”

“I think teaching students how to use AI in a productive way (to learn instead of replacing learning) would be valuable.”

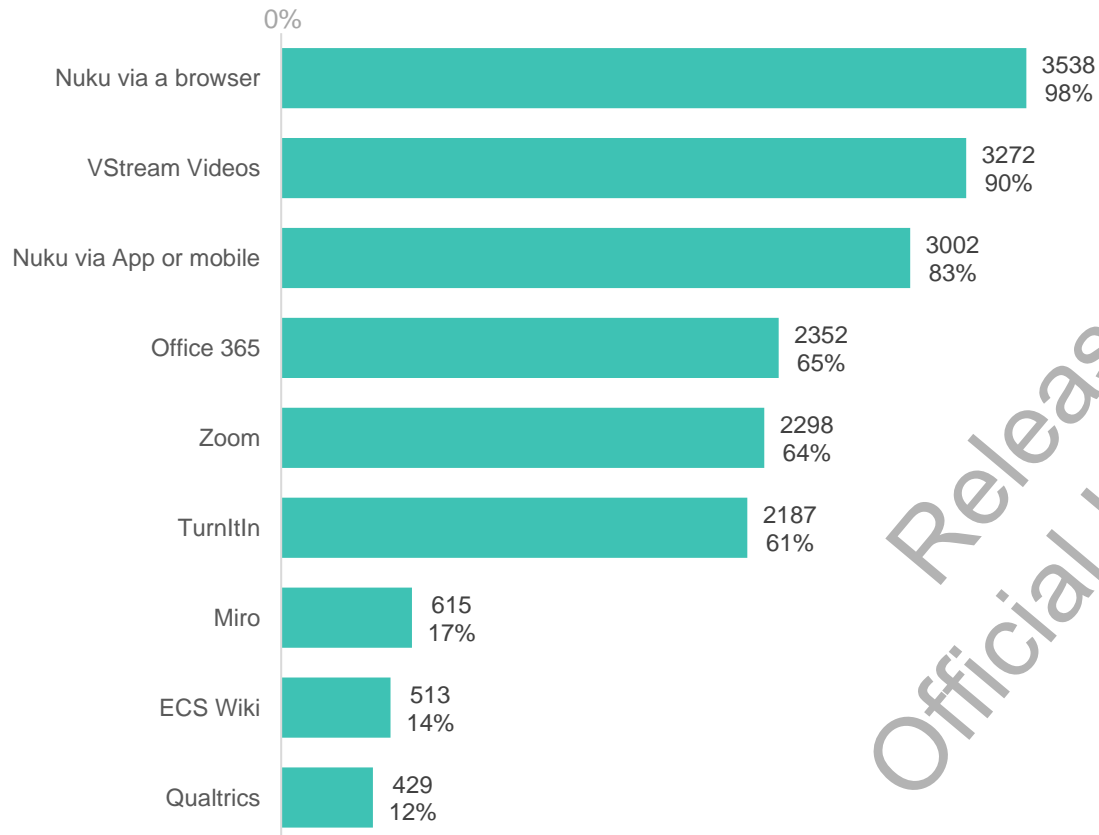
“Clearer instructions around AI and how to use it as a tool”

“I appreciate that most lecturers are providing guidelines on AI and teaching how to use it in some courses. I find that sometimes the guidelines are vague, or it's not clear what level of use is accepted or encouraged. Will I be graded differently if I use AI?”

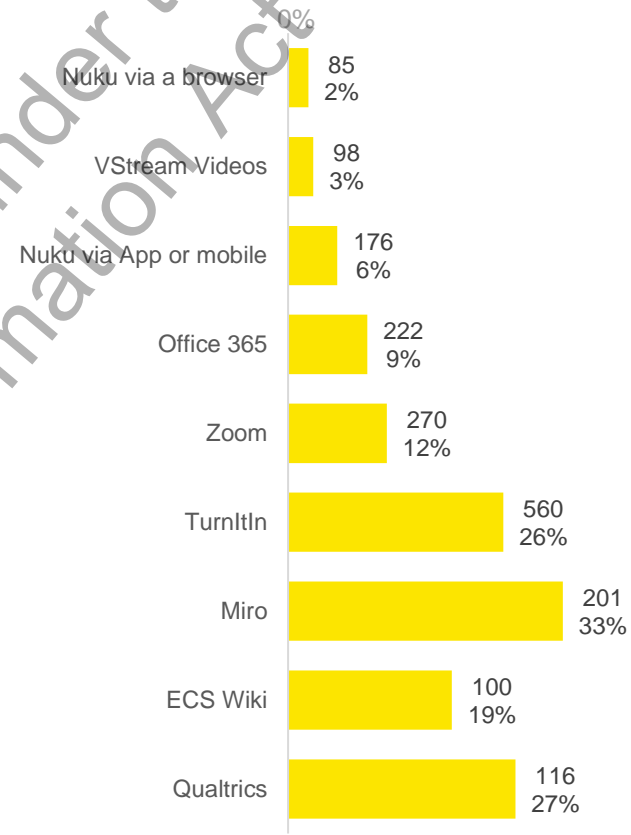
# Digital Tools

Most taught students reported using Nuku via a browser and found it supported learning. VStream Videos and the use of Nuku via App or mobile were also widely used and found to support learning. TurnItIn was used by 61% of students but around a quarter (26%) did not think it supported their learning. Miro, ECS Wiki and Qualtrics were only used by small groups, but all had quite high scores for not supporting learning. The 2025 results were very similar to the 2024 results.

Number and % of students reporting using the digital tools listed



Number and % of students (who used the tool) reporting that the tool did not support learning





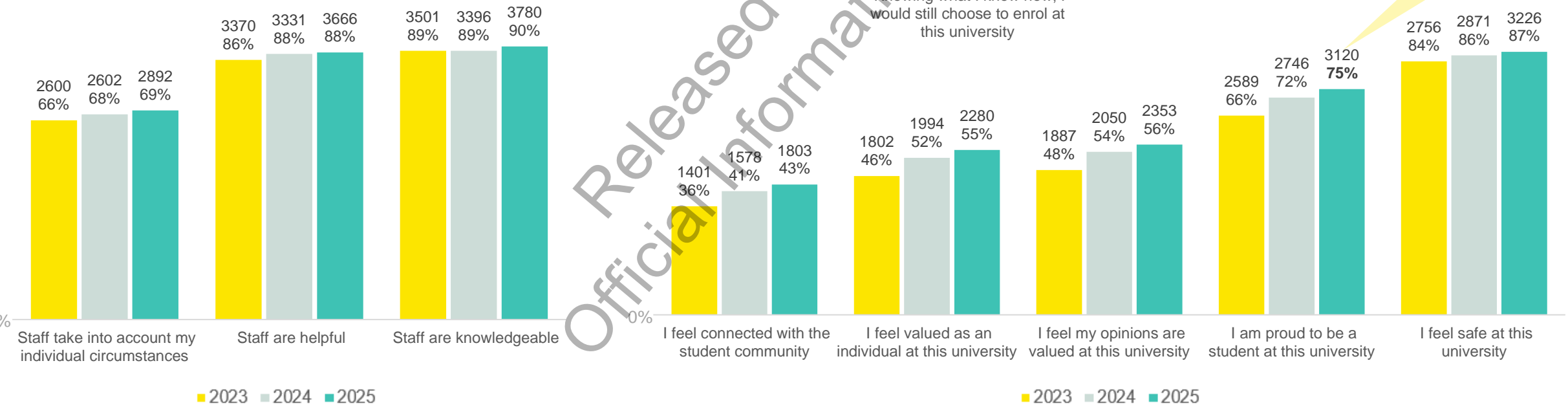
COMMUNITY

# Support & Connection

All Students

Staff have received consistently positive ratings for being helpful and knowledgeable. Students responding to the survey feel very safe at the university (87%), and three quarters (75%) are proud to be students here. The majority (84%) are very happy with their decision to study here. Less than half of students felt connected to the student community and less than half found it easy to fit into the social scene. Around half agreed that they felt valued and around half felt their opinions were valued. All questions have increased their positive ratings year on year.

Number and % of students agreeing with the below statements...

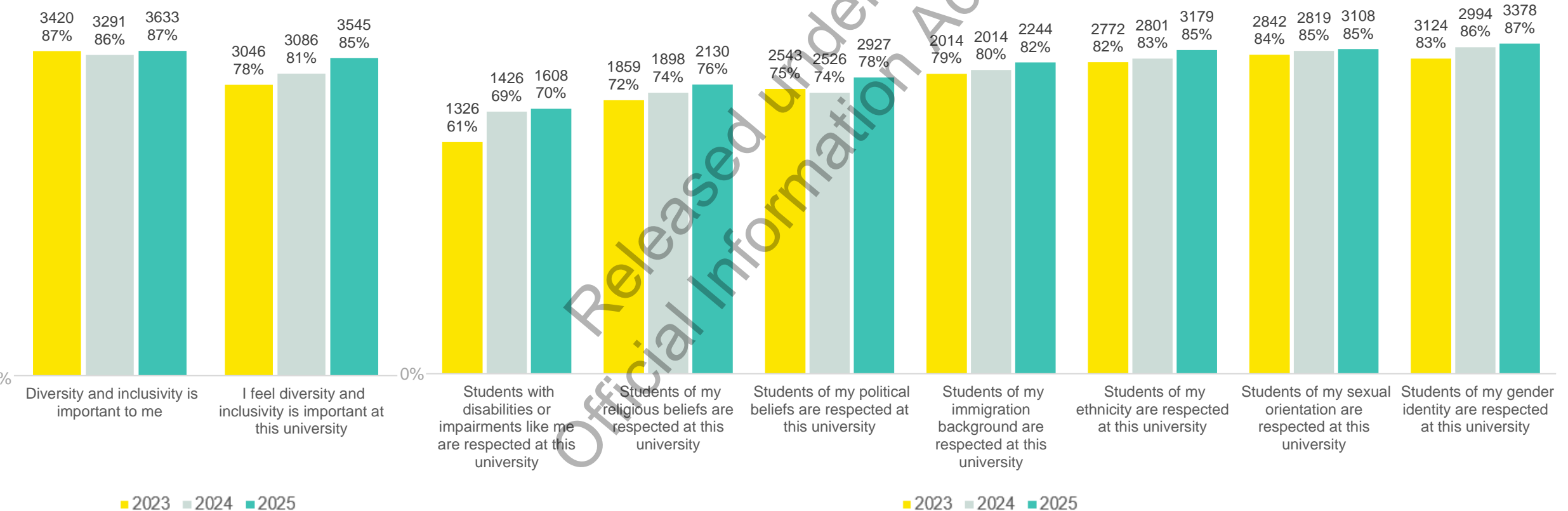


# Diversity & Inclusion

All Students

The majority of students agree that diversity and inclusivity is important to them, this figure has been quite consistent over time. Over the past few years there has been an increase in students who agree that diversity and inclusivity is also important to the university. Students responding to the survey recorded high levels of agreement that students of all backgrounds and identities were respected. The highest levels were for respect shown based on gender, sexual orientation and ethnicity. All statements showed increased agreement in 2025 compared to previous years.

Number and % of students agreeing with the below statements...



Q7.2: To what extent do you agree with the following:  
 Q7.1: Please indicate how strongly you agree or disagree with the following statements in terms of yourself:

# Student Voice: Student Community

To strengthen the student community, students emphasised the need for more events and student spaces, both in-person and online, where they can connect with one another. They also noted a desire for better promotion of existing events and clubs, as many find it difficult to stay informed about them throughout the year.

“Being a student here has been amazing so far. I love all my courses, I love the space, I love the people I get to meet. I appreciate the academic community that has been created here.”

“I think some more areas around campus could be brought up more to help facilitate student unity. The Hunter Lounge for instance would be a great area to help build a student community, but just isn't talked about a lot.”

“Creating more student-friendly common spaces and organising regular, low pressure social events could make it easier for students to meet each other and build a stronger sense of community.”



“Remote students miss out on so much. It would be great to have a hub where we could connect and support each other and be better acknowledged and being valued students.”

“The student community could be enhanced if the events were advertised in advance on the VUW Instagram. Often, I am only finding out about events in the hub on the day they happen and miss them, it would be more encouraging to go to these events if there were much more notice.”

“Student life feels more like coexisting than connecting. It often feels like there's no real student community, just polite strangers passing through classes. More approachable events and club environments would help foster actual kindness and inclusion.”



# SERVICES & FACILITIES

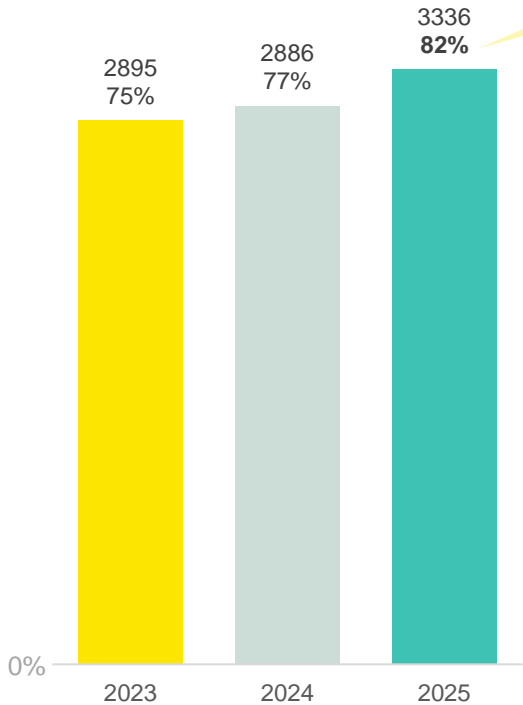
- ← CyberCommons
- ↑ Lecture Theatre LT01
- ← Lecture Theatre LT03
- ↑ Library
- ← Seminar Room G25
- Seminar Room G10
- ← 
-  Mezzanine Level
  - Seminar Rooms (MZ01–MZ06 & MZ20)
  - Student Services
  - Te Pu Umanga & Tabu
  - Te Pūtahi Atawhai

# Services & Facilities

All Students

Overall satisfaction with the university services and facilities has been increasing year on year. In 2025, 82% of students responding to the survey rated the services and facilities as 'Good' or 'Very good', up 5 percentage points from 77% in 2024. International students rate the services and facilities higher than domestic students, but the increase over time has been smaller.

Number and % of students rating the services and facilities as 'Good' or 'Very good', 2023 to 2025

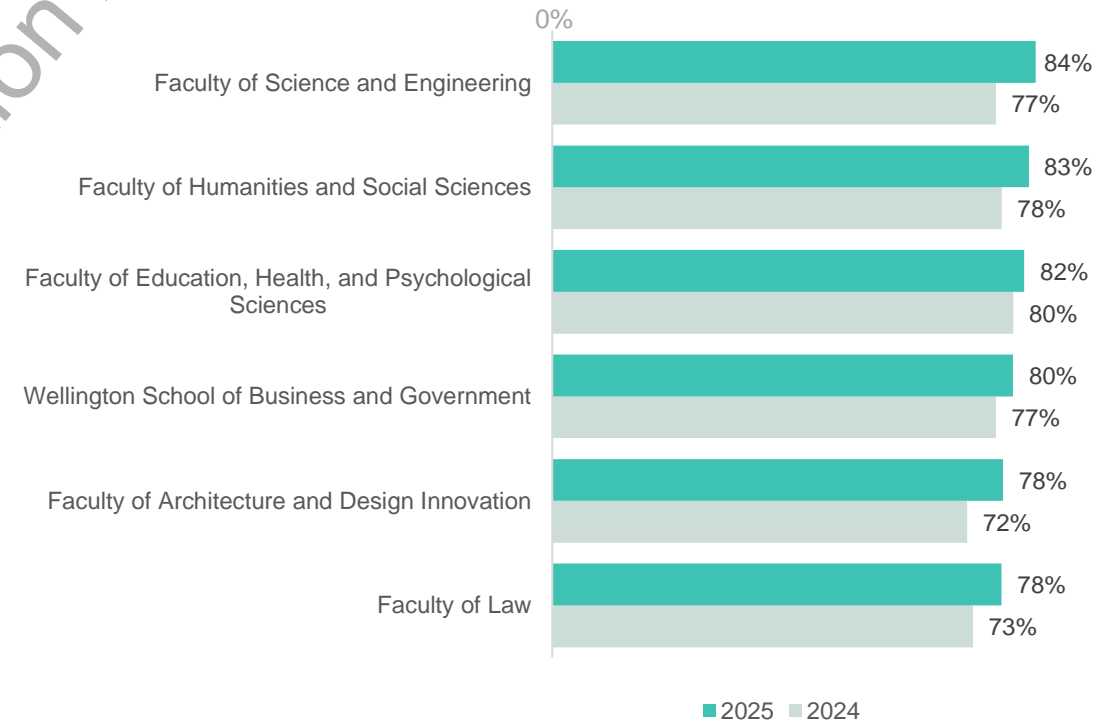


The 5 percentage point increase in 2025 is statistically significant

Number and % of international students rating the services and facilities as 'Good' or 'Very good', 2023 to 2025



% of students rating the services and facilities as 'Good' or 'Very good', 2024 and 2025, by Faculty



# Student Support Services

All Students

All student support services saw an increase in reported awareness compared to last year. Most services saw a small increase in use compared to last year.

	Aware			Used (of those aware)			Satisfied (of those used)		
	2025	2024	2023	2025	2024	2023	2025	2024	2023
Āwhina - Māori student support	80%	75%	78%	10%	9%	10%	85%	76%	85%
	3288	2830	3005	330	265	293	277	197	245
Kahukura - Rainbow and Inclusion	76%	72%	72%	9%	8%	6%	81%	73%	78%
	3149	2726	2801	274	227	157	220	166	121
Kaiārahi Tahua Taura - Student Finance Advisers	78%	75%	75%	17%	16%	14%	78%	77%	78%
	3248	2818	2902	536	449	405	417	340	311
Kaiārahi Taura Rangahau Paerua - Postgraduate Research Student Advisers	50%	46%	N/A	10%	10%	N/A	75%	74%	N/A
	2080	1735	N/A	215	175	N/A	159	129	N/A
Kaitohutohu Taura - Tītoko Student Success Advisers	82%	78%	76%	56%	51%	45%	78%	79%	78%
	3400	2930	2955	1912	1480	1337	1488	1158	1030
Manawa Ora - Student Wellbeing	82%	78%	80%	20%	20%	21%	73%	69%	74%
	3399	2955	3088	684	594	642	499	403	473
Mauri Ora - Student Counselling	89%	87%	88%	28%	26%	27%	69%	62%	60%
	3641	3244	3306	1013	838	887	695	518	528
Mauri Ora - Student Health	94%	92%	93%	50%	50%	50%	71%	70%	70%
	3824	3420	3493	1915	1717	1739	1359	1195	1205
Ngā Ratonga Kohungahunga - University Kids Wellington	46%	45%	48%	2%	2%	2%	68%	58%	72%
	1890	1695	1797	43	38	33	28	22	23
Pasifika Student Success	78%	74%	75%	7%	7%	6%	83%	85%	85%
	3210	2771	2898	213	196	179	177	165	151
Pūtea Āwhina - Hardship Fund	70%	66%	69%	11%	11%	11%	82%	80%	84%
	2887	2493	2662	307	272	282	251	213	233
Scholarships Office	74%	71%	74%	30%	32%	32%	79%	78%	78%
	3037	2658	2853	917	856	919	720	660	704

Q8.3: Are you aware of the following student support services?  
Q8.4: How satisfied are you with the service(s) you have used?

['International Student Experience Team' option only asked of International Students]  
['International Student Experience Team' option only asked of International Students]

# Student Support Services

All Students

All student support services saw an increase in reported awareness compared to last year. Most services saw a small increase in use compared to last year.

	Aware			Used (of those aware)			Satisfied (of those used)		
	2025	2024	2023	2025	2024	2023	2025	2024	2023
Taura Konene - Refugee-Background Students	<b>54%</b> 2215	50% 1868	50% 1933	<b>2%</b> 46	2% 45	1% 28	<b>61%</b> 27	56% 25	85% 23
Tauria - Student Interest and Conflict Resolution	<b>54%</b> 2236	<b>51%</b> 1909	<b>54%</b> 2092	<b>7%</b> 151	<b>8%</b> 144	<b>6%</b> 124	<b>57%</b> 83	<b>55%</b> 78	<b>54%</b> 66
Te Amaru - Disability Services	<b>78%</b> 3218	<b>73%</b> 2734	<b>75%</b> 2896	<b>17%</b> 546	<b>17%</b> 454	<b>15%</b> 428	<b>74%</b> 402	<b>72%</b> 327	<b>73%</b> 308
Te Haumiri - International Student Experience Team	<b>83%</b> 454	<b>76%</b> 500	<b>74%</b> 433	<b>59%</b> 268	<b>53%</b> 267	<b>47%</b> 203	<b>89%</b> 237	<b>84%</b> 223	<b>88%</b> 176
Te Kopanga - Halls of Residence	<b>79%</b> 3037	<b>77%</b> 2661	<b>80%</b> 2764	<b>42%</b> 1278	<b>41%</b> 1103	<b>40%</b> 1098	<b>74%</b> 934	<b>71%</b> 784	<b>67%</b> 730
Te Kopanga - University Accommodation Services	<b>75%</b> 3059	<b>71%</b> 2653	<b>73%</b> 2751	<b>35%</b> 1056	<b>33%</b> 880	<b>31%</b> 845	<b>71%</b> 743	<b>71%</b> 620	<b>67%</b> 564
Te Ratonga Rapu Mahi - Careers and Employment	<b>76%</b> 3128	<b>73%</b> 2749	<b>73%</b> 2837	<b>18%</b> 574	<b>18%</b> 505	<b>20%</b> 556	<b>71%</b> 405	<b>76%</b> 384	<b>78%</b> 433
Te Taiako - Student Learning	<b>80%</b> 3292	<b>77%</b> 2911	<b>79%</b> 3044	<b>31%</b> 1008	<b>31%</b> 915	<b>33%</b> 1015	<b>81%</b> 810	<b>80%</b> 725	<b>81%</b> 818
Titoko Student Service Centre	<b>68%</b> 2801	<b>65%</b> 2448	<b>78%</b> 3017	<b>30%</b> 847	<b>32%</b> 781	<b>38%</b> 1155	<b>76%</b> 640	<b>78%</b> 603	<b>77%</b> 890
University Recreation - Club Support	<b>74%</b> 3069	<b>73%</b> 2748	<b>89%</b> 3413	<b>21%</b> 636	<b>19%</b> 510	<b>30%</b> 1015	<b>77%</b> 483	<b>80%</b> 404	<b>79%</b> 788
University Recreation - Sport and Fitness	<b>87%</b> 3550	<b>85%</b> 3163	<b>80%</b> 3019	<b>36%</b> 1277	<b>33%</b> 1041	<b>36%</b> 1075	<b>84%</b> 1069	<b>85%</b> 884	<b>86%</b> 919
WGTN Hall	<b>58%</b> 2288	<b>57%</b> 2062	<b>62%</b> 2324	<b>17%</b> 384	<b>16%</b> 334	<b>15%</b> 358	<b>59%</b> 222	<b>59%</b> 194	<b>59%</b> 206

Q8.3: Are you aware of the following student support services?  
Q8.4: How satisfied are you with the service(s) you have used?

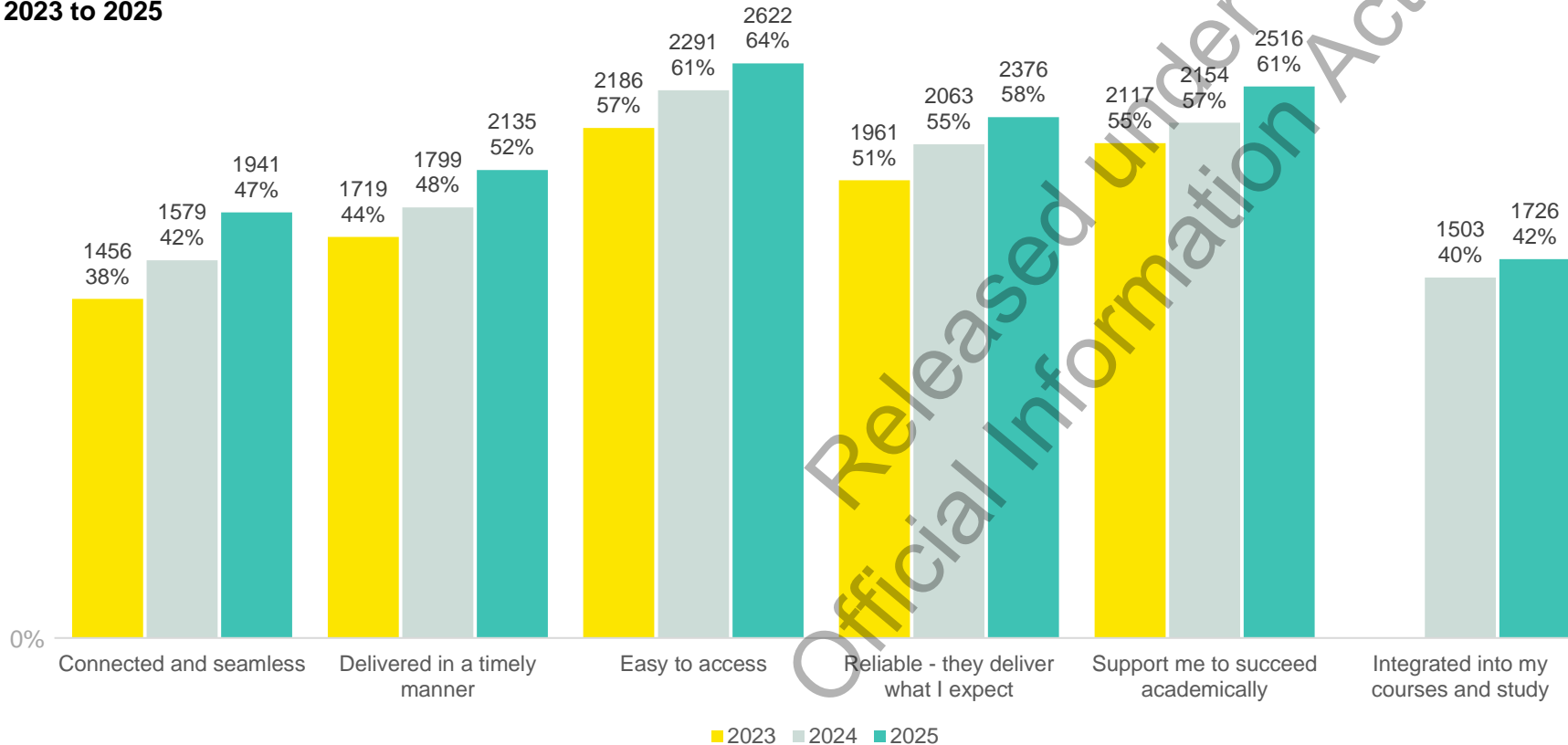
['International Student Experience Team' option only asked of International Students]  
['International Student Experience Team' option only asked of International Students]

# Student Services

All Students

The level of agreement from students about the statements relating to student services have been steadily increasing year on year.

Number and % of students agreeing with statements about student services, 2023 to 2025



# Student Voice: Student Services

While many students reported being satisfied with the University's services, several highlighted the need for improvements to Mauri Ora, particularly around long wait times. Students also expressed a desire for clearer information on what services are available and how to access available support.

"I think the academic student services (especially the student success advisors) are excellent. I have issues with Mauri Ora (Student Health). Mauri Ora has great staff; however, the long wait times for appointments are very bad..."

"Services need to be expanded. The wait times are so long that by the time you see someone the problem has already run its course"

"I think the services provided by the university are amazing for the most part. The only one I've truly had trouble with is Mauri Ora. The phone lines are always jammed and you have to wait for weeks if not months to get non-emergency appointments. I think possibly expanding the crew/building for Mauri Ora could greatly benefit not only the students but the staff working there as well."

"Improve funding for Mauri Ora - more doctors!"

"It would be great if student support services were more visible and easier to access. Sometimes it's hard to know where to go or who to contact when you need help, especially during stressful times. Clearer communication and better promotion of available services would really help."

"Better communication, shorter wait times, and a working way to book online all at Mauri Ora"

"Almost all the individual support and teaching staff I deal with go above and beyond - disability support, the library, digital services, Mauri ora, the list goes on..."

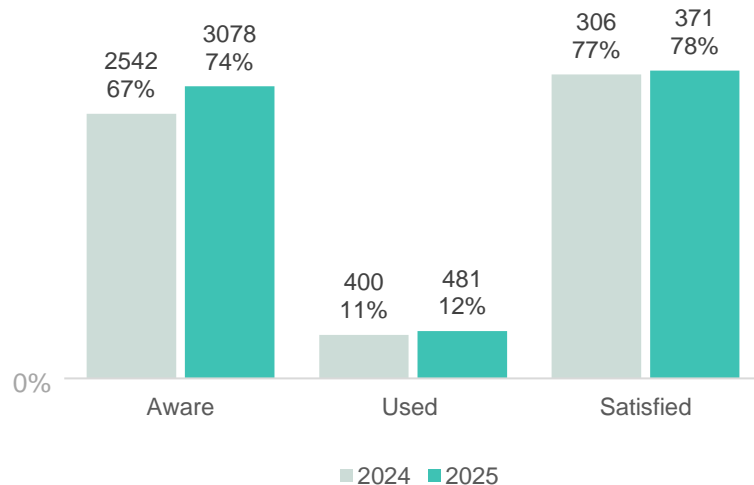
# VUWSA Student Services

All Students

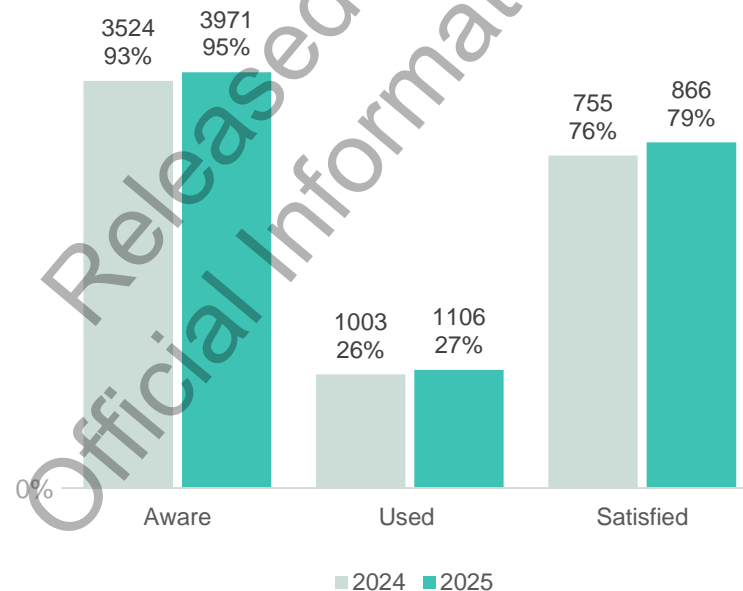
Awareness of the Advocacy Services increased slightly in 2025. Most students are aware of Class Representatives and around a quarter use their services. Both the Advocacy Services and Class Representatives received high satisfaction scores. Use of all VUWSA student services has remained fairly consistent over the past few years. The Salient service saw a fall in its satisfaction score in 2025 compared to last year, down 8 percentage points.

Students were only asked to rate their satisfaction if they had used the service.

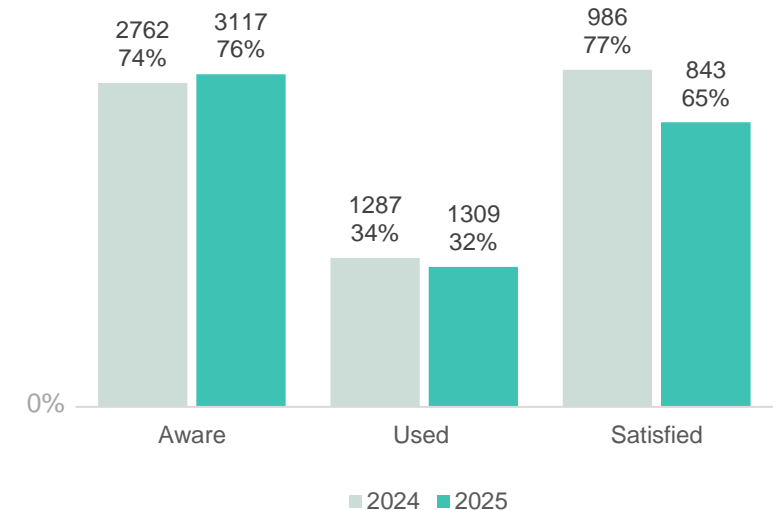
Number and % of students aware, used and satisfied with Advocacy Services, 2024 and 2025



Number and % of students aware, used and satisfied with Class Representatives, 2024 and 2025



Number and % of students aware, used and satisfied with Salient, 2024 and 2025



# University Services

All Students

Library Services received one of the highest satisfaction scores for University Services. All services shown below saw an increase in student satisfaction in 2025. The lowest satisfaction scores were for Digital Solutions Support Services. The percentage of students using all listed services has remained fairly consistent over the past few years.

	Used			Satisfied (of those used)		
	2025	2024	2023	2025	2024	2023
Admissions and Enrolment	<b>97%</b> 3962	97% 3631	96% 3706	<b>69%</b> 2719	66% 2391	65% 2393
Te Here Tāura Rangahau – Faculty of Graduate Research	<b>87%</b> 379	90% 330	N/A N/A	<b>79%</b> 298	73% 242	N/A N/A
Digital Solutions Support Services	<b>55%</b> 2263	56% 2115	53% 2027	<b>58%</b> 1306	56% 1186	54% 1096
Library Services	<b>86%</b> 3528	87% 3255	85% 3261	<b>82%</b> 2879	80% 2605	80% 2611
School Administration Services	<b>72%</b> 2922	72% 2690	68% 2629	<b>60%</b> 1751	57% 1540	57% 1494

# University Tools and Resources

All Students

Nearly all students responding to the survey reported using Nuku (Online Learning and Course Outlines) and Pūaha (Student Portal), these tools received some of the highest satisfaction scores in 2025. Library Resources also scored well. Nearly all tools and resources shown below saw an increase in student satisfaction in 2025. The lowest satisfaction scores were for Specialist Equipment and Software. The percentage of students using all listed tools and resources has remained fairly consistent over the past few years.

	Used			Satisfied (of those used)		
	2025	2024	2023	2025	2024	2023
Assignment Management (Submitting and Returning Assignments)	<b>89%</b> 3295	89% 3040	86% 2949	<b>79%</b> 2605	77% 2345	76% 2231
Nuku (Online Learning Environment)	<b>99%</b> 3664	99% 3381	99% 3396	<b>89%</b> 3249	86% 2923	82% 2780
Course Information on Nuku (Course Outlines)	<b>99%</b> 3660	99% 3372	99% 3388	<b>84%</b> 3085	81% 2715	80% 2700
Course Information on the University Website (Course Finder)	<b>96%</b> 3530	95% 3251	96% 3291	<b>70%</b> 2476	69% 2231	70% 2297
Pūaha (Student Portal)	<b>99%</b> 4054	98% 3692	N/A N/A	<b>81%</b> 3303	78% 2879	N/A N/A
Library Resources (Books, Journals and Online Databases)	<b>92%</b> 3744	92% 3458	91% 3528	<b>81%</b> 3046	80% 2764	82% 2901
myAllocator (Tutorial Booking)	<b>86%</b> 3161	84% 2870	85% 2929	<b>62%</b> 1971	63% 1808	61% 1779
myDegree (Degree Audit)	<b>80%</b> 2954	80% 2746	84% 2870	<b>72%</b> 2123	68% 1867	69% 1980
Specialist Equipment or Software	<b>52%</b> 2104	52% 1965	47% 1815	<b>56%</b> 1175	55% 1077	54% 972
Talis-Aspire (Course Reading Lists)	<b>80%</b> 2943	83% 2817	87% 2965	<b>69%</b> 2024	67% 1901	71% 2104

# University Spaces

All Students

Nearly all university spaces increased their satisfaction rating from students completing the survey in 2025. The most highly rated space was the Library (89% satisfied). The Hub was the second highest rated at 80% satisfied. Pipitea Fitness, University Kids Wellington and ClubHouse were the lowest rated spaces, but also used by the lowest percentage of students.

	Used						Satisfied (of those used)					
	2025		2024		2023		2025		2024		2023	
Boyd-Wilson Arena	18%	696	18%	636	N/A	N/A	58%	407	59%	375	N/A	N/A
Boyd-Wilson Field	26%	985	27%	947	26%	892	71%	699	68%	640	66%	586
Cafes and Food	86%	3255	86%	2990	86%	2962	68%	2209	66%	1968	62%	1833
Classrooms (lecture theatres and seminar rooms)	96%	3643	96%	3318	96%	3311	76%	2771	75%	2502	76%	2507
ClubHouse	13%	476	13%	453	11%	393	45%	215	41%	187	34%	134
Computer Facilities	59%	2236	59%	2061	59%	2046	75%	1688	76%	1561	75%	1534
Halls of Residence	49%	1842	51%	1767	48%	1665	66%	1217	62%	1102	57%	956
Kelburn Recreation Centre	42%	1581	41%	1412	40%	1377	75%	1179	73%	1034	76%	1041
Lab Facilities	42%	1571	42%	1440	39%	1351	76%	1200	74%	1063	75%	1010
Library	93%	3535	94%	3251	92%	3196	89%	3130	88%	2872	88%	2828
Pipitea Fitness	14%	524	15%	516	13%	435	46%	241	42%	219	43%	185
Spaces for Group Work	68%	2583	70%	2415	66%	2272	72%	1872	72%	1745	71%	1614
Spaces for Individual Work	79%	3001	79%	2754	77%	2654	73%	2202	73%	2015	71%	1873
The Bubble	37%	1400	37%	1278	33%	1129	72%	1008	70%	895	70%	794
The Hub	87%	3291	87%	3015	86%	2989	80%	2637	79%	2385	79%	2372
Whānau Rooms	16%	612	18%	628	15%	522	57%	347	55%	343	50%	260



Te Pataka Kōrero | The Libra



# STUDENT LIFE



# Student Finances

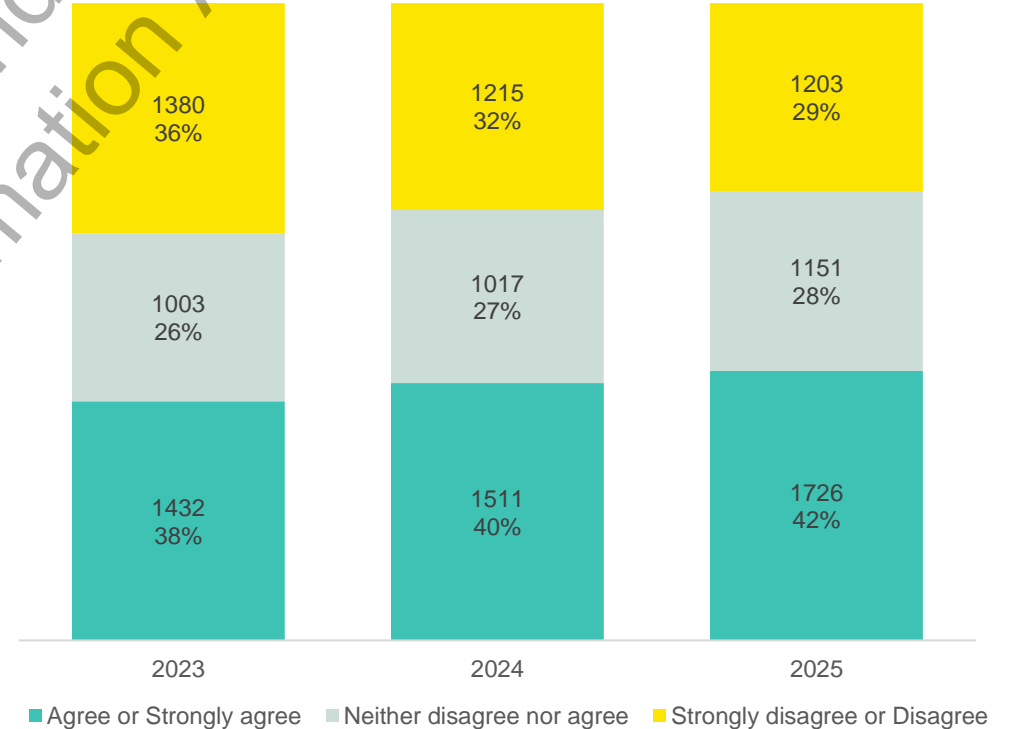
All Students

The majority of students have worried about their financial circumstances, this has remained quite consistent over the past few years. The percentage of students agreeing that covering their living costs while studying at university is manageable has seen small increases over the past few years.

How frequently have you worried about your financial circumstances?



Studying at the University while covering your costs of living is manageable



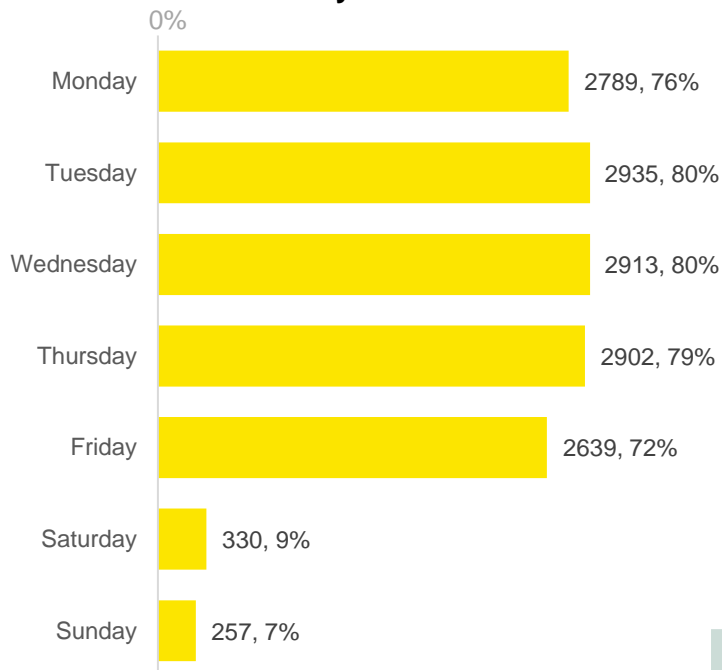
Q11.5: How frequently have you worried about your financial circumstances?

Q11.6: After considering all your sources of funding and income, studying at the University while covering your costs of living is currently manageable.

# Transport and Access

Tuesday, Wednesday and Thursday are the most popular days to visit university. Only a very small group regularly visit university on the weekends. The majority of students live 1 to 5 km from campus. Taking the bus to and from university is the most popular form of transport, closely followed by walking or running. These figures have been fairly consistent over the past few years.

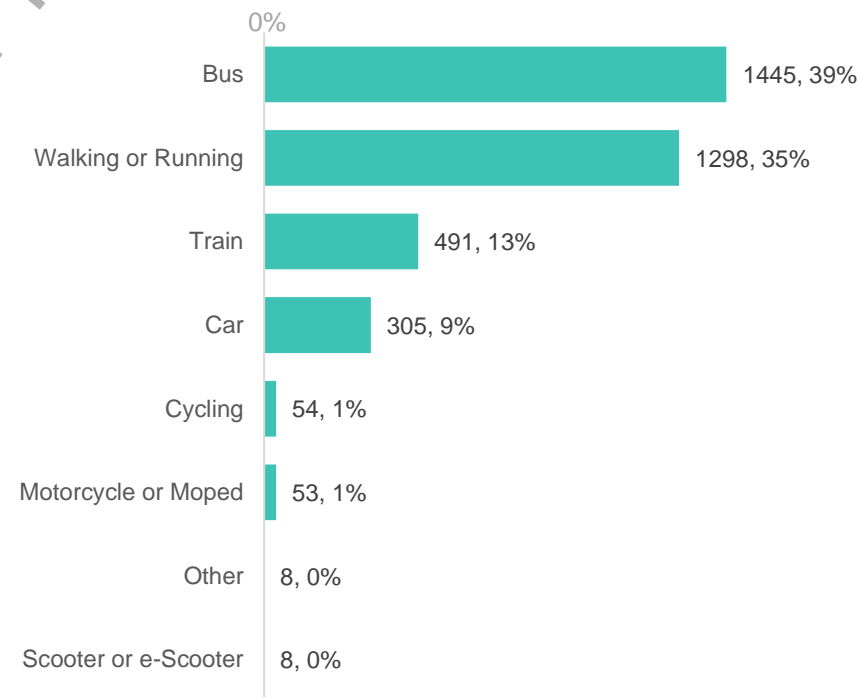
**Days when university campus/facility usually visited**



**Distance students live from university**



**Main form of transport to and from university**



Q12.4: How far do you live from the University?

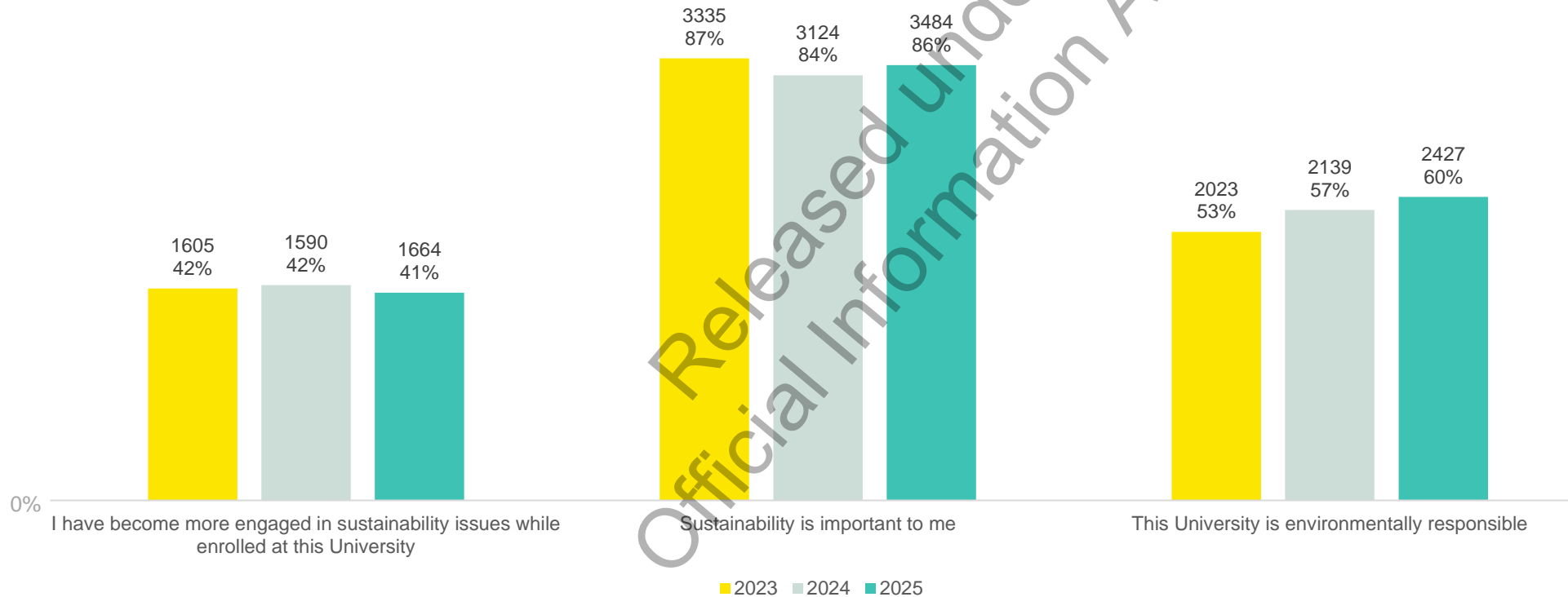
Q12.5: Please select your main form of transport to and from the University:

Q12.6: In a typical week, which days do you visit the university campus or facility (excluding Halls of Residence)?

[Onshore, Not Fully Online Students]

Sustainability is important to the majority of students who responded to the survey (86%). Around 40% of students have become more engaged in sustainability issues while at university. The percentage of students agreeing that the university is environmentally responsible has been increasing steadily each year.

Number and % of students agreeing with the statements below...





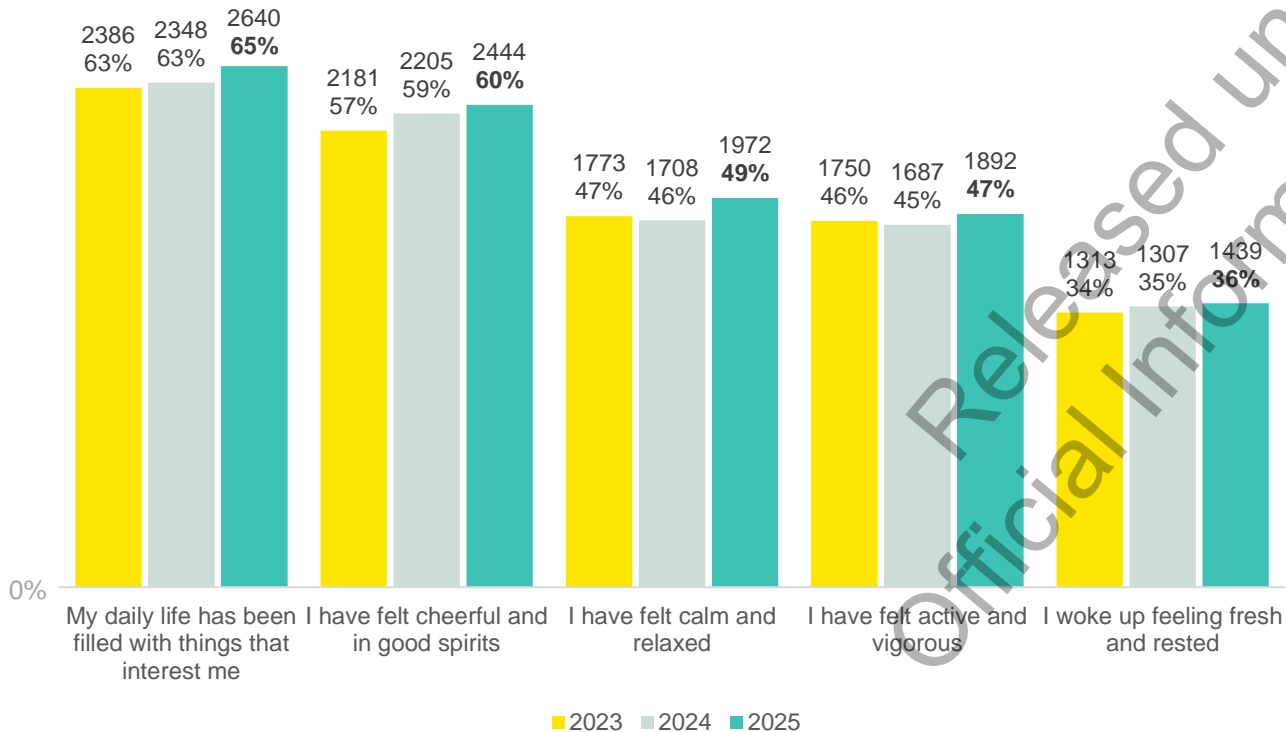
HEALTH & WELLBEING

# Student Wellbeing

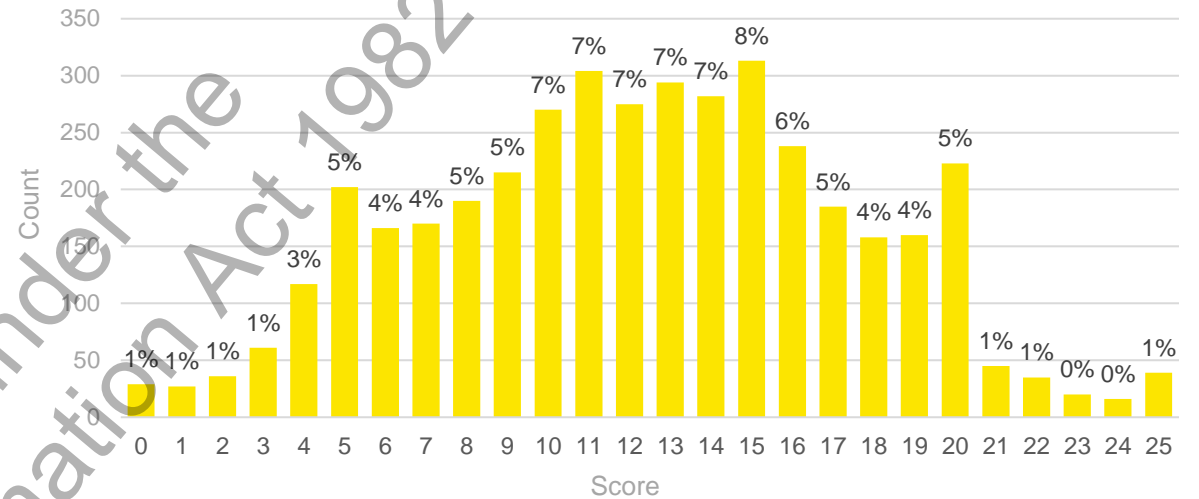
All Students

The WHO-5 Wellbeing Index assesses mental wellbeing. A score below 13 indicates poor wellbeing. In 2025, 50% of survey respondents scored below 13. In the 2025 survey results we can see a small improvement in reported wellbeing. Between 2022 and 2025 we can see that the average WHO Wellbeing Index Score has improved.

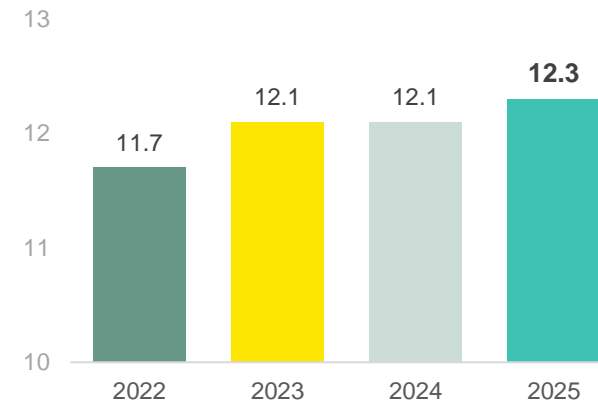
Number and % of students having the feelings below more than half of the time over the past two weeks, 2023 to 2025



Distribution of scores...



Average WHO Wellbeing Index Score, 2022 to 2025



The small increase seen in 2025 is **not** statistically significant

# Student Wellbeing

The PHQ-4 questions assess symptoms of depression and anxiety. In the 2025 survey results we can see a small improvement with slightly lower percentages of students reporting experiencing each of the negative feelings more than half of the time over the past two weeks.

Number and % of students having the feelings below more than half of the time over the past two weeks, 2024 and 2025





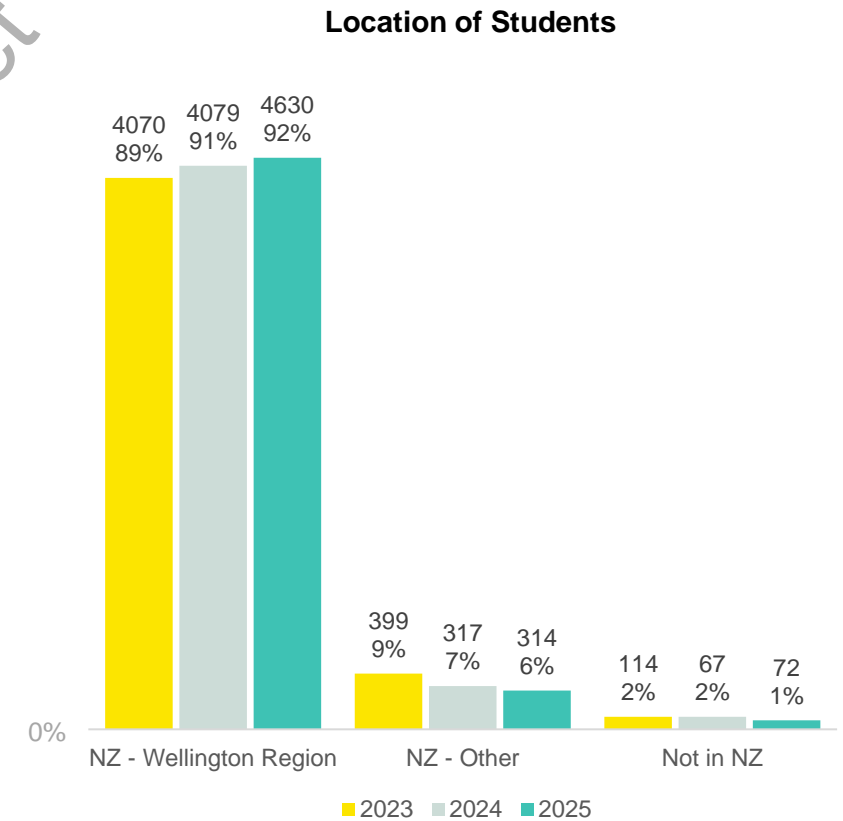
# DEMOGRAPHICS

Official Information Act 2009

# Demographics

The survey respondents were fairly representative of the whole student population based on the core demographics shown below.

	Respondents	Student Population
Number of Students	5017	19830
Students Under 25	74%	70%
Students 25 and Over	26%	30%
Taught Students	91%	91%
Research Students	10%	10%
Undergraduate Students	72%	69%
Postgraduate Students	27%	29%
Domestic Students	87%	85%
International Students	13%	15%
European	71%	66%
Māori	12%	11%
Pasifika	7%	7%
Asian	22%	25%
MELAA	4%	4%
Other	2%	2%
Not Stated	1%	1%





Official Information Act 1982

Released under the Official Information Act 1982

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METHODOLOGY

# Methodology

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The survey was run using the Qualtrics online survey platform.

It was sent to all enrolled students as at July 2025, which was 19,830 students. An email invite was sent to their preferred contact email address.

The survey was open for 4 weeks.

An incentive was used to encourage participation, this took the form of several cash prize draws, eight \$250 prizes and four \$500 prizes. Various communication channels (physical and online) were used across the university to promote the survey.

Survey logic was used throughout the survey. This reduces the number of questions asked of students by only displaying appropriate questions or responses for them and skipping questions that were not applicable to them. This is done in different way. Firstly, by using student data linked to their survey invite, like whether they are a taught or research student, or whether they are domestic or international students. Secondly, it is done by using responses to questions within the survey, for example they are only asked to provide a satisfaction rating for services that they have already indicated that they have used. Branching questions based on survey responses and metadata helps to reduce respondent burden and improves data quality.

Official Information Act 1982