

# COUNCIL

## Te Kaunihera o Te Whare Wānanga o Waitaha



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**EMBARGOED UNTIL 4pm WEDNESDAY 25 SEPTEMBER 2019**

## Agenda

Date      **Wednesday 25 September 2019**  
Time      4.00pm  
Venue     Council Chamber, Matariki

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1. APOLOGIES: Ms Catherine Drayton
2. CONFLICTS OF INTEREST  
*Every Member has an obligation to declare any material interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately*
3. MINUTES (28 August 2019) 1-7
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  - 5.2 2019 Council Work Plan
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7. FROM THE ACADEMIC BOARD 33-125
8. FROM FINANCE, PLANNING AND RESOURCES COMMITTEE 127
  - 8.1 Student Experience Survey 129-133  
(AVC Academic, Professor Catherine Moran, in attendance)

9. PUBLIC EXCLUDED MEETING

Motion by the Chancellor for Resolution to Exclude the Public Pursuant to s48 of the Local Government Official Information and Meetings Act 1987:

**I move that the public be excluded from the following parts of the proceedings of this meeting, namely:**

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.	Minutes of the meeting held on 28 August 2019 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5.	Matters arising from those minutes		
6.1	Draft minutes FPRC meeting 16 Sept	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.2.1	UC Futures Summary	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
6.2.2	GOG Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.2.3	Institutional Strategy	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.3	Movements in Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
6.4	Student First Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.1	<b>From the Chancellor</b> Emeritus Professor nomination	To protect the privacy of natural persons.	7(a)
7.1.1			
7.1.2		Report from Honours and Appointments Committee	To protect the privacy of natural persons.
7.1.3	Innovation Medal	To protect the privacy of natural persons.	7(a)
7.2	<b>From the Vice-Chancellor</b>		
7.2.1	The Vice-Chancellor's report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

**I also move that the Deputy Registrar, UC Directors and the University Council Co-ordinator be permitted to be present at this meeting because of their knowledge of the various matters being discussed. This knowledge will be of assistance in relation to the matters discussed, and is relevant because of their involvement in the development of the reports to Council on these matters.**

10. REPORT FROM THE PUBLIC EXCLUDED SESSION

11. GENERAL BUSINESS

12. NEXT MEETING –Wednesday 30 October 2019

# COUNCIL

## Minutes

Date	<b>Wednesday 28 August 2019</b>
Time	4.00 pm
Venue	Council Chamber, Level 6 Matariki
Present	Ms Sue McCormack (Chancellor), Mr Steve Wakefield, (Pro-Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Mr Sam Brosnahan, Ms Keiran Horne, Professor Roger Nokes, Mr Warren Poh, Ms Gillian Simpson, Mr Shayne Te Aika.
Apologies	Ms Catherine Drayton
In Attendance	Mr Jeff Field, University Registrar and Council Secretary Professor Ian Wright, Deputy Vice-Chancellor Professor Catherine Moran, Assistant Vice-Chancellor (Academic) Ms Alex Hanlon, Executive Director Learning Resources Mr Keith Longden, Executive Director / Chief Financial Officer Ms Robyn Nuthall, Programme Director, UC Futures Mr Bruce White, Deputy Registrar
<b>CONFLICTS OF INTEREST</b>	There were no conflicts advised.
<b>MINUTES</b>	The minutes of the meeting held on 31 July 2019 were approved and signed as a correct record.
<b>MATTERS ARISING</b>	There were no matters arising.
<b>FROM THE CHANCELLOR</b>	The Chancellor welcomed Ms Gillian Simpson to her first meeting and attendees were introduced.  <b>Chancellor's Meetings</b> The schedule of meetings was noted for information.  Moved <b><i>That: Council note the report of the Chancellor's meetings.</i></b>
	Carried

### **UCSA Representative on Council**

Mr Field advised that the turnout for the student elections remained high at 38.5% of eligible voters, substantially higher than any other Australasian university, and that Ms Tori McNoe had been elected student president.

Moved

**That:**

- i) *Council congratulate Ms Tori McNoe on her election victory.*
- ii) *Ms Tori McNoe be appointed to the University Council as the student representative from 1 January 2020 to 31 December 2020.*

Carried

### **Council Work Plan 2019**

An updated copy of the Work Plan was tabled and Mr Field highlighted the changes made since the last meeting. It was noted that the Council Medals (Teaching, Innovation and Research) would be presented at a function to follow the 27 November meeting of Council and the UC Gala would showcase “future thinking”. Concern was expressed at the number of items proposed to be brought forward in the fourth quarter. It was also noted that the implementation of the institutional strategy would impact the timeframe for various projects.

Moved

**That: Council note the Council work plan.**

Carried

### **Degrees conferred in absentia**

Mr Field advised Council that the schedule of degrees awarded in absentia had been approved and the names of the graduates were entered into the public record.

Moved

**That: The Council approve the degrees awarded in absentia for the public record.**

Carried

## **FROM THE VICE- CHANCELLOR**

### **Monthly Report**

Professor De la Rey presented her report noting:

- At her speaking engagements, she had received overwhelmingly positive feedback on the institutional strategy.
- The development toward a research platform to address consequences of traumatic events such as those experienced in Canterbury.
- The Three Minute Thesis event had been very popular.
- The very successful opening of Haere-Roa.
- The Distinguished Erskine lecture by Sir Colin Humphreys.
- She had completed visits with all departments, schools and service units in the University.
- A summarised version of the institutional strategy was in development for wider distribution.
- The Beatrice Tinsley Building opening was planned for 1 October 2019.

In the ensuing discussion it was noted that:

- The University did not currently have good information with regard to the cost of activities and the relative effectiveness but it was planned to collect this data in future.
- The proportion of international staff and students was important as these metrics were a factor in the major University rankings systems.
- Factors impacting the conversion rate between application and enrolment were a focus for Student Services as there was a decline in the conversion rate over recent years.
- Opportunities for the University and city to collaborate around events such as Open Day were being explored.
- The triage trial for counselling patients was working well with close to half requiring no further support.
- International enrolments remained below budget due in part to the visa processing delays in India and a 50% drop in the number of government funded scholarship students from Malaysia.
- There was a significant increase in the number of Recreation Centre members last month, in part reflecting semester 2 enrolments.

Moved

**That: The Vice Chancellor's Report be received.**

Carried

**FROM THE AUDIT  
AND RISK  
COMMITTEE**

Mr Ballantyne presented the report from the meeting held on 19 August

**Audit and Risk  
Committee Terms of  
Reference**

Mr Ballantyne advised Council that the Terms of Reference currently excluded consideration of academic risk. Current thinking and sector practice was to include academic risk as a matter which should be included in the purview of the Audit and Risk Committee.

Moved

**That: Council approve the amended Audit and Risk Committee Terms of Reference.**

Carried

**Health, Safety and  
Wellbeing (HSW)  
Report**

Mr Ballantyne noted that there had been no notifiable events since the last report and the 2020 HSW programme would be developed as part of the upcoming budget round.

In the discussion, Council noted:

- More explicit detail about the training provided would assist the understanding of the report.
- The internal audit report on field activities (including internships) would come to the October Audit and Risk Committee meeting.

Moved

**That: Council note the Health and Safety Report.**

Carried

Grievance and  
Discipline Report

Mr Field presented the report highlighting the role of the Grievance and Academic Process Coordinator in managing the various appeals and role of the proctor in investigating cases of breach of discipline.

Professor Moran explained the recent process changes that contributed to the increased number of exclusions from a qualification and also the various support mechanisms that were triggered when a student was identified as needing assistance. The Fees Free initiative had resulted in an increasing number of students attempting university study with less academic preparation than previous cohorts.

In discussion it was noted that:

- The proportion of international students excluded remained constant but further investigation was required.
- The level of preparation for students enrolling (international and domestic) was a topic for further investigation and a subsequent Council workshop.

Moved

**That: Council note the Grievance and Discipline Report.**

Carried

**FROM THE  
FINANCE,  
PLANNING AND  
RESOURCES  
COMMITTEE**

Mr Ballantyne presented the report from the meeting held on 19 August on behalf of the Chair of the Finance, Planning and Resources Committee (FPRC), Ms Drayton.

CAPEX Quarterly  
Report to 30 June  
2019

It was noted that the report was an abridged version of that provided to the Committee. Mr Longden advised that the capital spend was below the budget levels and that the Long Term Capital Plan would be updated as part of the 2020 budget process.

Moved

**That: Council note the CAPEX Quarterly Report summary.**

Carried

Delegations Policy  
Review

Mr Field advised that the changes to the policy were minimal. The substantive element was the delegation schedules which would come to Council in October. The review of the schedules had been delayed to incorporate changes resulting from the review of Academic Board. The Review Working Party would be reporting back in 2020, so further delay to reviewing the delegation schedules was deemed inappropriate.

Moved

**That: Council approve the revised Delegations of Authority Policy.**

Carried

**FROM THE  
ACADEMIC BOARD**

Professor Wright presented the report from the meeting of the Academic Board noting the main agenda items. In particular he highlighted:

- The change to the acceptable enrolment levels for PhD (0.35, 0.65, 1.0 EFTS).
- The report on progression from Masters to Doctoral Qualifications was received and referred back to the Academic Administration Committee for further consideration.
- Membership of the Scholars at Risk network had been proposed to Council. The proposal lacked sufficient detail to be considered by Council and was referred back to Academic Board.
- An Assessment working group (including UCSA representatives) would report back in October on matters including the timing, nature and coherence of assessment and the potential impact of student wellbeing.

Moved

***That: Council note the report from the Academic Board and refer the proposal to join the Scholars at Risk Network back to Academic Board for further consideration.***

Carried

**PUBLIC EXCLUDED  
MEETING**

Moved

***That: the public be excluded from the following parts of the proceedings of this meeting, namely:***

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5.	Matters arising from those minutes				
6.	<b>From the Chancellor</b>	To protect the privacy of natural persons.	7(a)		
7.	<b>From the Vice-Chancellor</b>	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)		
8.	<b>From the Audit and Risk Committee</b>	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)		
8.1	Draft Minutes				
8.2	Internal Audit Status Report			To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.3	NZX Statement			To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	NZX Delisting			To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	Strategic Risk Report			To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)		

	Lessons Learnt from 15 March		
9.	<b>From the Finance, Planning and Resources Committee</b>		
9.1	Draft minutes	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.2	UC Futures - UC Futures Summary -Lessons Learnt from CETF	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.3	Student Services Levy	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.4	Haere-Roa Budget	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.5	UC Trust Fund Investment Manager Review	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.6	Student First Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.7	Movements in Year End Forecast to July 2019	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

*and that staff identified by the Chancellor and Vice-Chancellor as having knowledge relevant to particular matters to be discussed be permitted to remain at this meeting. This knowledge will be of assistance in relation to the matters discussed, and is relevant because of their involvement in the development of the reports to Council on these matters.*

Carried

## RETURN TO PUBLIC MEETING

Council returned to public meeting at 6.55 pm and confirmed that Council:

- i) Approved a change to the Student Service Levy to a points based system (ie the amount of the levy reflects the number of points students are studying)
- ii) Approved the Student Services Levy rate of \$7.25 (including GST) per academic point. (This equates to \$870 per 120 points/1 EFTS)
- iii) Approved a maximum charge or cap at the equivalent of 150 points in an academic year
- iv) Approved distance students to pay 20% of the per point rate
- v) Approved points paid for distance courses do not contribute to the annual cap
- vi) Approved disestablishment of the lifetime cap of five years' worth of levy
- vii) Noted other exemptions and reductions are as outlined in the Student Services Levy policy

## GENERAL BUSINESS

Mr Brosnahan thanked the Council for the University's support of the Haere-Roa opening and throughout the development of the complex. The feedback received to date had been extremely positive.



The meeting ended at 6.57pm.

**NEXT MEETING**

The next meeting is scheduled for 4.00pm on Wednesday 25 September 2019.

SIGNED AS A CORRECT RECORD: \_\_\_\_\_

DATE: \_\_\_\_\_



## Report to the Council from the Chancellor

The Chancellor recommends:

1. Chancellor's Meetings

***That: Council note the report of the Chancellor's meetings.***

2. 2019 Council Work Plan

***That: Council note the Council work plan.***

3. Degrees conferred in absentia

***That: Council note the degrees awarded in absentia for the public record.***

Ms Sue McCormack  
Chancellor  
18 September 2019



# Memorandum

## Chancellor's Office

Email: [chancellor@canterbury.ac.nz](mailto:chancellor@canterbury.ac.nz)



<b>To:</b>	Council Members
<b>From:</b>	Sue McCormack, Chancellor
<b>Date:</b>	17 September 2019
<b>Subject:</b>	<b>CHANCELLOR'S MEETINGS</b>

I outline for you the key events I have attended on behalf of UC since the last Council meeting. Items marked with an asterisk indicate events at which I gave a speech. Those speeches can be found on the Council Sharepoint site.

- Regular meetings with the Vice-Chancellor
- Regular meetings with the Registrar
- Provided the opening address at the annual Graham Nuthall Lecture
- Met with Deaf Action re LAWSOC Revue complaint
- Attended an Institute of Directors lunch to hear Jerry Maycock
- Met with Lane Neave with the Vice-Chancellor
- Attended UCF Board of Trustees meeting
- Chaired a meeting of the Honours and Appointments Committee
- Attended the Council health and safety walkabout to the Chemistry Department.
- Attended Finance, Planning and Resources Committee meeting.

Meetings planned between today and the Council meeting on 28 August:

- Attended a UC Connect Lecture
- Made a speech at the announcement of the Kate Sheppard House change of ownership
- Attended GOG meeting
- Met with Council's representative on the McLean Institute Trust Board, Mr David Towns

A handwritten signature in black ink, appearing to read 'Sue McCormack'. The signature is stylized and cursive.

Sue McCormack  
Chancellor



## Report to the Council from the Vice-Chancellor

The Vice-Chancellor recommends:

1. Vice-Chancellor's Monthly Report

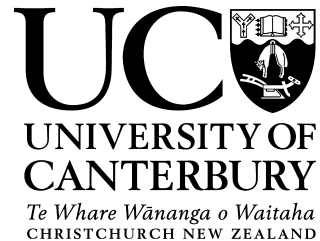
***That: Council note the Vice-Chancellor's Monthly Report.***

Professor Cheryl de la Rey  
Vice-Chancellor  
18 September 2019





Professor Cheryl de la Rey  
Vice-Chancellor  
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**VICE-CHANCELLOR'S REPORT TO  
UNIVERSITY OF CANTERBURY COUNCIL SEPTEMBER 2019**

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## 1. INTRODUCTION

After a short break for students, the final term of the year is underway. During the semester break, several events and conferences were hosted on campus. I gave a welcome address at the Career Development Association of New Zealand (CDANZ) conference which was hosted by UC. There were 140 delegates comprising career practitioners from public and private sectors, policy makers, educationalists and representatives from the TEC and other government agencies. It was a highly successful conference covering topics such as career development and learning and practice in the future world of work.

Among the UC events in August, a particular highlight was the Women in Leadership Breakfast | Ngā Māreikura. UC leaders, including the Chancellor and I, as well as some of the women PVCs, hosted 130 of Canterbury's emerging young women leaders to learn from inspiring speakers and explore opportunities available at UC. This was a 17% increase in attendees since last year, including young women students from local schools, career advisors and teachers.

Diversity Fest began on 9 September with Te Wiki o Te Reo Māori Language Week, and will continue until 11 October. Marking the start of Te Wiki o Te Reo Māori Language Week on campus was an opening ceremony of "Kia Kaha te Reo Māori" in which staff and students joined in song. To follow, free te reo Māori lessons were offered around campus, along with UCSA organised events such as the International Fashion Showcase, Rainbow Film Night and International Food Festival along with more across the coming weeks. The objective of Diversity Fest is to encourage students and staff to engage with others from different backgrounds in an open, social and fun way by participating in events and activities. The aim is to raise awareness about what diversity means to different people and promote UC's drive towards a biculturally confident and competent community.

To assist in the development of focussed interventions to increase the proportion of Maori and Pasifika students and students from lower decile schools, the Vice-Chancellor of AUT kindly agreed to host a visit by myself, Catherine Moran and Keith Longden to AUT's South Auckland Campus. Discussions covered AUT's 10 year journey, reimagining the curriculum, relationships with lower decile schools, successful recruitment strategies, outcome reporting and community and industry engagement.

Following the workshop hosted by UC on 24 July to plan a research platform to focus on addressing the consequences of the various traumatic events in Christchurch and the Canterbury region, the heads of the four Canterbury tertiary institutions met on 5 September. We agreed to revisit the concept of a Canterbury Tertiary Education Alliance which was formally established via a MoU signed by Prof Roy Sharp on behalf of UC in 2007 but seemed to have fallen in abeyance post-earthquakes. The next meeting will be hosted at Ara.

Subsequent to the news that the partnership proposal between UC and LU submitted at the end of last year was not approved by Minister Chris Hipkins, the senior management of the two institutions met to discuss the way forward. It was agreed that the concept of a joint postgraduate school focusing on areas of mutual strength and opportunity will be investigated further and discussions with the CRIs based at Lincoln will be a key next step.

The Times Higher Education World University Rankings were announced on 12 September (NZT). Of the 1396 institutions ranked, UC was in the 301-350 band and remains 4<sup>th</sup> in New Zealand after Auckland University, Otago University and Auckland University of Technology. Component scores increased for Teaching, Research, Industry Income and International Outlook while Citations decreased which suggests that the rate of increase for competing institutions is faster than UC has currently achieved.

The major changes for NZ Universities were increased rankings for Auckland University (179=) and Auckland University of Technology (251-300). Otago University held its ranking (201- 250). The other four New Zealand universities ranked 501-600.

On a pleasing note, the Standards and Accreditation Board of Engineering New Zealand has formally confirmed that all of the Engineering degrees that applied for re-accreditation in 2018 have been approved for further accreditation for the next six years.

Another cause for celebration has been UC Business School's achievement of the MYOB Education Partner of the Year award at the 11th annual Australia and New Zealand Partner Connect Gala Dinner. In gaining this award, the School receives recognition as an education partner that has gone above and beyond to help its students succeed in 2018/19.

In the last month, I have enjoyed the opportunity to meet with donors and alumni, establish new relationships and support and strengthen existing ones. Events included a stewardship event in Auckland for College of Engineering corporate funders and a celebration of the Chalky Carr Trust's first Scholarship award, which raised UC's profile with the New Zealand rugby fraternity.

Fisher Leadership, global recruitment firm that we have used for other academic appointments has been commissioned, to assist in conducting an international recruitment search for the role of Pro-Vice-Chancellor of the College of Education, Health and Human Development. I am grateful to Professor Letitia Fickel who has agreed to act in the role until the end of March 2020 by which time we anticipate a permanent appointment will be made.

## **2. STRATEGIC MATTERS**

### **2.1 E Tū, Kia Ora –Strategy Development**

The UC Strategic Framework is now in the final stages of development and is with the University due to be presented to the Council for approval. The overarching theme is one of engagement – engagement with our city, province, nation and internationally. The development of an implementation plan is currently in progress with the aim of finalisation by the end of October. Eight working groups have been focussing on the implementation of the Strategic Framework. Each of these groups is led by an SMT member, including Academic Board members working alongside professional staff with some student representation to ensure a well-rounded implementation plan.

The Staff Forum planned for 3 December 2019 will be an occasion at which we mark the concluding phase of the rebuild and the beginning of the new strategy and associated implementation plans.

### **2.2 UC Futures Programme – UC Ki Mua**

The official opening of the final building in the rebuild programme, the Beatrice Tinsley building, is scheduled for 1 October. The construction contractors, Dominion, and the UC teams involved are all working hard to ensure that the building will be ready for the official opening. The building showcases a high-tech wooden structure developed here by UC academics and BECA engineering and it will be the first multi-storey, all timber 'moment'-framed building in New Zealand, and possibly in the world. A moment frame is a two-dimensional series of interconnected members that uses rigid connections. It can resist lateral and overturning forces, is more flexible than other options and allows larger movement in earthquakes.

With regard to graduate outcomes, in recent years, UC has focused its international student recruitment and domestic professional development activities on postgraduate taught master's programmes. As a result, it has broadened its range of taught master's options.

Currently, UC offers over 50 taught and research master's, allowing for a wide range of professional qualifications at that level for both domestic and international students. Almost all are taught on campus, an attractive option for international students also wishing to apply for residency in New Zealand.

International enrolments in the taught master's programmes in UC Business are currently running 12% up year on year, an indicator of the success of this approach.

### **3. STUDENT RECRUITMENT**

#### **3.1 Domestic Recruitment**

A new event for the 2019 recruitment calendar, UC Experience Day, was held in Auckland in conjunction with the colleges. The event included engaging sessions on various topics, information on student clubs and support services, accommodation and opportunities for course planning. A similar event will also be held in Wellington.

With applications due by the end of the month, Accommodation Services are tracking 10% above 2018 numbers for the undergraduate first-year market. Conversion is well underway as the Liaison Office continues course planning visits to secondary schools around the country. So far, over 1,400 future students have had their courses planned, during visits in Canterbury, Waikato, West Coast, Southland, Otago, Auckland and Wellington this month.

Work is underway to reassess UC's positioning in various markets with the aim of articulating and promoting the UC Strategy once it is approved and launched. In domestic recruitment, now that UC Me 2019 has concluded, preparation for the 2020 UC Me campaign has begun.

Our brand online results are still tracking well with total results (clicks and views) up 32% year on year and cost per result down 13% year on year. Our key 'click drivers' remain Google Adwords, Snapchat and GDN banners. The UC Go Canterbury campaign produced great results this year with clicks up 69% on the back of a minimal 2.9% increase in online spend.

Our adult market campaign ended mid-August. Having three separate target segments allowed us to tailor the media mix to best reach each sub-target, and deliver bespoke creative content to resonate with each group. Overall the campaign results are very good with 22,122 clicks to website recorded (up from 9,831 clicks last year).

The Summer School campaign will also commence this month, incorporating both an internal and external focus. Flight two of the 'Accommodation' campaign will be in market in the week leading up to the close of applications. College-specific campaigns are in market, including BCom, MBA, LLB/BCJ, LLM/ILAP/MCJ, Arts (Fine Arts, Music, Social Work, BA, BC, Teece Museum) and CUP.

The recent Postgraduate & Professional Development Evening was a great success, with a 90% increase in attendees over last year. In total, 110 people attended the event to discover what further study options are available at UC. This event was part of Postgrad Options Week, which aims to highlight postgraduate opportunities. Sessions were set up with each college to showcase their postgraduate courses.

## **3.2 International Recruitment**

As no enrolment intake has taken place since July, there are no changes to report in regard to full-fee equivalent full-time students (EFTS) for 2019. UC is currently 10% higher year on year, and indications are that the October intake for the Business taught master's will be 10–12% higher than last year. The latest forecast is 1,885 full-fee EFTS for the 2019 year, representing approximately 12.5% of total EFTS at UC.

As 2019 comes to an end, attention is quickly shifting to recruitment and conversion for Semester 1, 2020. A recent review and restructure of admissions and conversion processes and procedures has provided the opportunity to create a more focused approach to conversion management within existing resources. A critical part of this activity will be ensuring colleges and current students are involved more closely and in a more coordinated way, providing applicants with a better sense of what it is like to be a student at UC.

## **4. STUDENT EXPERIENCE**

### **4.1 UC Careers**

The Annual Volunteer Expo, organised in collaboration with Volunteer Canterbury, was a very successful event. In student evaluations, 98% of respondents said they would recommend the event and 96% agreed that volunteering is a useful tool to help them into employment. Among exhibitors at the event, 100% of respondents agreed or strongly agreed that the Volunteer Expo was a worthwhile experience.

UC Careers also ran job-ready seminars for international students jointly with ChristchurchNZ. These seminars were well attended (by approximately 175 students in total) and covered the following topic areas: finding a job in New Zealand; making a good impression with New Zealand employers; and New Zealand employment rights and responsibilities. Presenters included staff from UC Careers, ChristchurchNZ, Immigration NZ, Skybase and Canterbury Tech. The videos from the event are available on YouTube.

### **4.2 Student Care**

The Student Incident Response Plan (SIRP) SharePoint system is now fully developed and tested and will be presented to senior management shortly. All critical student incidents and students of concern can now be recorded into the system, where they will be coded with their own identification number. Any incident will be coordinated by a Student Incident Response Manager, who will be supported by a SIRP team, and confidential information will be filtered and shared with appropriate stakeholders.

### **4.3 Student Experience Team (SET)**

UC has recently received an International Student Barometer benchmark report on international student experience (32% response rate). The highlights from the report are:

- 88% overall satisfaction (90% New Zealand benchmark)
- 80% propensity to recommend (78% New Zealand benchmark)
- net promoter score of 18 (13 New Zealand benchmark).

Areas where UC performed at 95% satisfaction or above included: library, disability support, UCSA, faith, Student Care, Health Centre, counselling, clubs, campus, International Relationships Office, eco-friendly, expert lecturers, technology, and learning spaces.

Satisfaction has increased in many areas: internet, accommodation cost and access, earning money, financial support and living costs, work experience, home friends, formal welcome, opportunities to teach and social activities were all up by 7–15%. It is notable that the survey was in field in April–June, following the 15 March event.

Areas for further development are: accommodation condition and cost, host friends and overall costs. Plans are being developed to address areas for improvement and to promote UC's strengths.

We are also completing funding applications for the Ministry of Education International Student Wellbeing Strategy. The applications will focus on two potential initiatives: (1) pre-arrival videos based around cultural competencies while studying at UC; and (2) engagement with a marae as an experience for both domestic and international students together, enabling them to better connect with each other and build up their bicultural competence and confidence.

#### **4.4 Wellness Services**

##### **4.4.1 Rec & Sport**

The Australasian Universities Health Challenge is underway. UC staff and students are encouraged to join in and record their steps on the UC team. Currently, we have 177 participants registered and are ranked second for average steps per participant. The challenge runs until 29 September 2019.

UC Sport has been working with UC's five major sporting clubs (football, hockey, rugby, basketball and netball) to develop a draft Service Level Agreement between the individual clubs and UC. The intention of these agreements is to improve both on- and off-field performance of the clubs while ensuring students receive a positive club experience.

UC Rec&Sport has aligned the five clubs uniforms so they now have the same colour and design, leading to UC sport's clubs having one identifiable look. The five clubs will all purchase their teamwear from the same supplier, as negotiated by UC Sport, which creates greater buying power and in turn, cheaper uniforms for clubs. This will be phased in over the next 2-3 years.

A small line of UC branded merchandise and clothing is now available for sale at the RecCentre. We are using a low risk purchasing approach to learn about our market, along with survey feedback from our members to build slowly with an eye to the future in the online space, and our new facility.

We are currently developing a Secondary School Sports Academy to cater to the needs of high school students and teams who wish to continue their training during the school holidays. This programme will provide a high-quality experience at UC, ideally increasing future recruitment of school leavers to UC. The programme will take a holistic approach focusing on the students' overall wellbeing as well as on their performance and training needs specifically.

The UC Ultimate Frisbee club recently competed in the University and Tertiary Sport NZ (UTSNZ) Ultimate Frisbee competition. UC finished second in the competition, remaining unbeaten until the final. UC currently sits third overall in the UTSNZ competition behind Auckland and Massey universities.

##### **4.4.2 Health Centre**

Demand for counselling has continued to track significantly above the previous year's figures. In Term Three 2019, a total of 2,904 counselling appointments were provided, an increase of 573 appointments or 24.5% compared with Term Three 2018. Conversely the number of appointments for general practitioners (GPs) and nurses is down by 2.8%.

The total for the whole clinic to end of Term Three 2019 is 31,173 consultations compared with 32,031 to the same period in 2018, representing a drop of 2.6%. Health Centre enrolment numbers at the end of August are 7,837, of which 2,413 (31%) are registered Community Service Cardholders. The total number of UC staff seen in the year to date is 1,130 (747 by a GP and 383 by a nurse), which equates to 3.5% of total consultations.

Flu numbers in the region have now dropped below the average for the past four years in the Christchurch area. The Health Centre has administered 2,528 vaccinations in the year to date.

The online patient portal is slowly expanding. The portal enables patients to view results, communicate securely with their GP, request prescriptions and book appointments.

## **5. PEOPLE AND CULTURE**

Two academic publications – “Why isn’t my Professor Māori?” and “Why isn’t my Professor Pasifika?” – recently received national media coverage.

Māori are under-represented in the UC academy. Among the New Zealand population, 15% identify as Māori, including 9% of Cantabrians. By contrast, only 3.3% (27 FTE) of UC academics identify as Māori, compared with 5% across the sector.

UC programme “Kia Ngaringari” financially incentivises hiring managers to prioritise suitable Māori candidates but it has had only limited success. One inhibiting factor is that iwi and other organisations are competing for similar candidates. Another is that the pool of suitable Māori candidates is limited; recruiting a Māori academic staff member invariably means they are transferring from another university. Recognising this, the New Zealand Vice-Chancellors’ Committee recently approved a sector-wide learning and development programme for current and prospective Māori leaders. It will soon consider a combined proposal for the eight universities to develop an internship programme for Māori postgraduate students who are interested in an academic career. Our Senior Management Team is also considering a similar local initiative in an attempt to grow the numbers of potential candidates for academic roles. Alongside these programmes, our student recruitment teams are working hard to further increase the diversity of our student body, including the numbers of Māori and Pasifika scholars.

In the general population, 6% of New Zealanders have a Pasifika background. So the Pasifika community is relatively better represented nationally among academics, at 5% of workforce. However, at UC only 0.68% (5.5 FTE) of academic staff identify as Pasifika. Many of the same factors that inhibit a growth in Māori staff also apply to the Pasifika community. In addition, 93% of New Zealand’s Pasifika community live in the North Island. Nevertheless, there is scope for UC to improve. The programmes that are being developed to increase UC’s Māori staff numbers, once they are underway and then assessed for effectiveness, could also be used to increase Pasifika numbers.

### **5.1 Health, Safety and Wellbeing**

Alongside UC’s internal review of procedures after the 15 March event, the Ministry of Education released a KPMG report to all Canterbury schools and early childhood centres on 19 August. The report highlighted some learnings and opportunities, including for schools and early childhood centres to:

- review their lockdown procedures
- have multiple communication methods
- review the accessibility of their emergency supplies
- consider a default emergency message in multiple languages.

UC had reviewed its lockdown procedures soon after the incident, soliciting feedback from childcare centre staff, parents and campus security. This review identified most of the matters raised in the KPMG report.

Some changes were made to our lockdown procedures, notably that parents (mostly UC staff or partners) will no longer be allowed into the centre once lockdown has been declared. This change is to avoid compromising the safety of those in the building and has been discussed with parents.

## **6. LEARNING AND TEACHING**

As the end of the academic year approaches, students will be focused on preparing for exams, which commence on 29 October and run for two weeks. That ends the year's study for some but not all. Summer courses begin on 11 November, with over 100 undergraduate and postgraduate offerings from across all colleges. In the summer of 2019/20, over 1,400 students are enrolled – a jump of almost 200 students from the previous two years. Students choose summer courses for a variety of reasons; however, the growth indicates their shared interest in pursuing options outside the standard academic year.

Students who recently graduated from UC have the opportunity to provide feedback on their experiences through the Graduate Destinations Survey. To make best use of the data, a dashboard is being developed to get the immediate feedback to colleges for their use. The opportunity for a first look came for the College of Science Executive in late August and then the College of Business and Law in September.

Academic excellence is made possible through excellent teaching. For our academic staff, Teaching Development workshop planning is underway with a delivery date of content and 'open for registration' for 2020 offerings commencing in December. These are jointly driven by Flexible Learning Advisors and Academic Development. Human Resources will work with and assist Learning Evaluation and Academic Development in promoting teaching and learning at UC across the recruitment, appointment and lifecycle of academic staff.

### **Children's University**

The Children's University team will be running five free campus experience events during the October school holidays for Children's University members. Two will be at the University of Canterbury, two at Lincoln University and one at Ara.

The inaugural graduation ceremony will be held at 6.00 pm on Wednesday 20 November at the Christchurch Town Hall. The Minister of Education has been invited to deliver a short speech. The Acting the Vice-Chancellor of Lincoln University and I will also speak at the ceremony.

## **7. RESEARCH**

UC researchers have secured a number of high-value research projects in recent weeks. Professor Steven Ratuva (Macmillan Brown Centre for Pacific Studies) has won a Health Research Council award to research 'Enrichment of community health through targeted social protection strategies', while Professor Misko Cubrinovski (Civil and Natural Resources Engineering) has been funded for a 2019 Flagship Programme within QuakeCoRE and Associate Professor Clemens Altaner (School of Forestry) has secured further annual funding under an MBIE Partnerships Programme in collaboration with Forest Growers Research Limited.

The total value of research contracts secured during August was \$2,332,000. A further \$122,000 was secured via consulting contracts.



The Deputy Vice-Chancellor, with the Research and Innovation Commercial Director, hosted guests and two UC Emerging Innovators at the Kiwinet Commercialisation Awards in early August. The annual UC Innovation Jumpstart Competition has opened applications with a close date in mid-October. This year, the competition is especially encouraging social innovation and enterprise entrants.

An inaugural internal Research Futures Symposium attracted more than 120 registrations and was a forum to highlight the future of digital technologies to support research.

## **8. POSTGRADUATE RESEARCH**

The Postgraduate Research Office continues to track doctoral and research master's enrolments and completions. Doctoral enrolment numbers for 2019 are trending lower than in 2018 (which will potentially impact on 2020 doctoral numbers), but for currently enrolled students, submission and completion rates are significantly higher. Conversely, for research master's students, enrolment numbers are substantially up, but completion rates are tracking lower than in 2018.

Deans and Directors of Graduate Studies from all New Zealand universities attended an annual workshop in late August (held in Dunedin this year) to discuss generic issues related to postgraduate education. Interesting points to emerge were: student visa delays remain a major concern for all New Zealand universities particularly around international doctoral recruitment, but visa application success rates are typically better than 95%, with a few notable exceptions; postgraduate growth throughout New Zealand continues but is particularly notable at UC; extra diligence is required around doctoral recruitment due to issues of academic fraud and inflated curriculum vitae; UC has the most advanced digital thesis submission process in New Zealand; the current domestic-fees policy for PhDs has been enormously successful and is a 'powerhouse' of value for international students; and finally all other universities have increased their doctoral stipends for 2020.

## **9. BICULTURALISM**

To celebrate Te Wiki o Te Reo Māori, "Kia Kaha te Reo Māori" was launched at an opening ceremony on Monday morning. The event was attended by both staff and students and free te reo Māori lessons were offered by Ka Poupou Reo students (Mātauraka Mahaanui, a local Ngāi Tahu organisation). The range of activities offered during the week culminated in a Kamupūtu/Gumboots quiz and games night at the Engineering Core on Friday.

Kaiurungi (Māori Student Advisors) attended Ngā Manu Kōrero, the national secondary school Māori speech competitions, in Palmerston North to promote the programmes offered by the University of Canterbury and encourage students to enrol. Initial feedback indicates that the Kaiurungi engaged extensively with ākonga, kaiako and kaimahi from attending schools.

## 10. FINANCES

August 2019	Actual Year to Date \$000	Budget Year to Date \$000	Budget Variance Year to Date \$000 Fav/(Unfav)	Budget Full Year \$000	Forecast Full Year \$000	Full Year Forecast to Budget Variance \$000 Fav/(Unfav)
Net Surplus/(Deficit)	6,245	(1,615)	7,860	2,080	8,432	6,352
Capital Expenditure	66,074	87,025	20,951	123,637	116,253	7,384
Cash/ Short Term Investments/ Short Term Government Stock	313,372	272,895	40,477	173,363	190,965	17,602

We had been budgeting for an operating deficit as at the end of August 2019 of (\$1.615) million, but have returned an operating surplus of \$6.245 million.

This is a favourable variance to budget of \$7.860 million. This favourable variance mainly relates to \$7.748 million less operating expenses (largest savings are in consultancy expenses, asset purchases <\$2,500, contract teaching, and contract research, partially offset with higher commissions and levies).

Other favourable variances relate to a \$2.850 million reduction in the retiring allowance provision, based on the 30 June actuarial valuation, compared with an expected increase in provision of \$1.500 million that was in the budget, resulting in a \$4.350 million favourable variance; \$1.629 million less depreciation; \$1.344 million more interest income; and \$0.750 million more net profit that was realised in May on the Fire and Emergency New Zealand deal due to lower demolition costs than had been budgeted for.

This favourable variance has been partially offset with unfavourable variances coming from (\$1.440) million less (non-research) income from UC Foundation/Trusts (\$3.780) million less tuition income including SAC, (\$1.303) million less Performance-Based Research Fund (PBRF) income following recent reassessment of UC PBRF-related performance, and (\$1.205) million less research external income.

We continue to forecast a surplus above budget for the full year. Expected reductions in revenue in relation to international tuition fees and PBRF are offset by improved interest revenue and external research revenue, with savings in personnel and depreciation expenditure.

Capital expenditure is \$20.951 million below budget. To date, \$18.047 million of the expenditure incurred is related to UC Futures (Rutherford Regional Science and Innovation Centre, Rehua, and Canterbury Engineering the Future) against a year to date budget of \$30.979 million, much of which relates to programme delays and final account payment requests yet to be received for the larger building projects.

The August 2019 cash position of \$313.372 million is higher than budget by \$40.477 million due largely to higher than expected balances at 31 December 2018, and lower capital spend.

For further details please refer to the latest monthly financial report.

	Headcount			EFTS		EFTS			
	Applications to Enrol			Actual Enrolment		Full Year Enrolled			
	ATE Enrolment Week: 50 (07/09/2019)			Enrolments (07/09/2019)		Actual	Actual	Forecast (as at June)	Budget
	2017	2018	2019	2018	2019	2017	2018	2019	2019
<b>Domestic 1st Year</b>	5,205	4,979	6,018	3,597	3,697	3,262	3,662		
<b>Returning</b>	9,771	9,995	10,719	8,576	9,133	8,409	8,704		
<b>Total</b>	<u>14,976</u>	<u>14,974</u>	<u>16,737</u>	<u>12,173</u>	<u>12,830</u>	<u>11,671</u>	<u>12,366</u>	<u>13,022</u>	<u>12,972</u>
<b>International 1st Year</b>	3,278	3,891	4,993	878	913	744	922		
<b>Returning</b>	815	947	1,124	777	911	674	781		
<b>Total</b>	<u>4,093</u>	<u>4,838</u>	<u>6,117</u>	<u>1,655</u>	<u>1,825</u>	<u>1,418</u>	<u>1,704</u>	<u>1,886</u>	<u>2,019</u>
						-	-	-	
<b>Total</b>	<b>19,069</b>	<b>19,812</b>	<b>22,854</b>	<b>13,829</b>	<b>14,654</b>	<b>13,089</b>	<b>14,069</b>	<b>14,908</b>	<b>14,990</b>

2018/19 Budget and Forecast is not calculated down to year at UC.

Enrolment data is based on the same date across years, i.e. 6 Jan vs 6 Jan.

ATE data is based on student headcount and on student citizenship status rather than fee type. Enrolments data is based on EFTS and student fee type (Domestic or International).

‘International’ refers to the students’ New Zealand citizenship/residency status rather than their fee-paying status. Most international students will pay International fees but not all. As PhD students generally pay domestic fees, this table groups them with Domestic Students.

## **11. MAJOR PROJECTS & FACILITIES**

**Rutherford Regional Science and Innovation Centre 1 and 2 Programme:** Fletchers is addressing the small number of defects on the Ernest Rutherford building that have not yet been remedied, in accordance with the contractual requirements. The main contractor for the Beatrice Tinsley building has increased site working hours in an endeavour to complete works by the end of the third week of September. Every indication is the contractor will be undertaking non-essential Certificate for Public Use (CPU) works after the end of September but this will not put at risk the planned official opening on 1 October or the occupancy of the building that is set to begin almost immediately afterwards.

**Canterbury Engineering the Future:** The recently installed ECU fan and motor have been removed and returned to Wellington for modifications to meet resource consent by Windsor Engineering, the designers/manufacturers. Reinstallation and resolution of the consenting issues is targeting end of October.

**Rehua:** The project is complete and is currently within budget. The processes of cleaning and inspecting the fluid viscous dampers (FVDs) initiated by UC are 97% and 58% complete, respectively. Granting of Practical Completion (PC) will follow.

**Haere-roa (UCSA building):** The building is now occupied and is operational under a CPU. PC approval is targeted for 27 September with no significant issues or key risks likely to frustrate award of PC.

**Garden Hall student accommodation:** The project programme remains slightly ahead of schedule and within budget. Steel erection is now complete for all six floors on the eastern wing and is well underway on the western wing. Most of the pre-fabricated underlying floor slabs have been installed on the eastern wing and the reinforced slab above them has been poured on more than one floor.

**Logie and Locke:** On-site momentum has been sustained, with the project on programme for completion of Logie building in October 2019 and Locke building in June 2020. All of the asbestos products have now been removed in the Logie building and both Levels 2 and 5 in Locke.

**School of Product Design:** The project remains within budget. The final stage will be completed after other College of Science occupants relocate to Beatrice Tinsley in October.

**Recreation Centre:** Preliminary Design approvals are due in mid-September. Developed design is anticipated to start on 23 September. The project remains within budget.

**Low-carbon Ilam boiler replacement project:** A final business case, which also considers external financing and sourcing proposals, is being prepared for Council consideration in November.

## **12. UC LIBRARY | NGĀ PUNA MĀTAURAKA O WAITAHA**

The Library's annual Continuing Resources Review process is underway. Comment on cancellation of resources has closed and the Information Resources Advisory Group will meet in September to discuss the new subscription recommendations.

Sixteen artworks were safely removed from the Elsie Locke building in preparation for building remediation work. The works will be temporarily stored until they can be displayed again.

The e-Learning Support team has developed a suite of e-learning and blended learning professional development offerings for academic staff. These complement the existing professional development opportunities offered by Human Resources (Learning & Development), but have an e-learning and blended teaching focus. Completion of these courses will be recognised officially by UC and recorded in PeopleSoft as professional development. The courses offered are: LEARN visual design, creating and sharing learning materials, online assessment, encouraging student engagement online, using teaching space technologies with confidence, web conferencing for learning and teaching and course (re-)design.

## **13. IT SERVICES | TE RATONGA TAUTOKO HANGARAU**

IT Services, in collaboration with the Research and Innovation team and the Library, hosted the inaugural Research Futures Symposium. The two-day symposium included talks and demonstrations on the changing nature of research with an eye on the future, providing an opportunity for researchers to discuss their changing research support needs. The topics discussed will inform the development of IT's Digital Transformation Strategy.

The migration of Oracle Financials to a new environment was successfully completed in August without any disruption to the University's business or staff. This will result in cost savings from September onwards. Over August, upgrades to the Jade Student Management System and the University's website were also completed.

## **14. COMMUNICATIONS**

In August, 50+ media queries were handled, on topics including the LAWSOC Revue, Crusaders sponsorship, academic staff employment and the Extinction Rebellion protests. Other media queries and stories concerned freedom of speech, the Hong Kong protests, Pasifika staff numbers, the youngest UC students recorded, insulin sensor technology, ADHD micronutrient research, coal usage, student failure data, exam timetables, parking, UC Health Centre enrolments, redox flow battery invention, crime rates in Ilam, the Minister of Education's announcement on the Lincoln University (LU)–UC proposal, and weka seed dispersal, among other topics.

An analysis of coverage delivered from 1–31 August 2019 (Broadcast, Internet, Print) found 661 items. This coverage reached a cumulative audience of 13,508,430 and had an advertising space rate of \$2,041,495.

**The following UC media releases and news stories appeared in broadcast, internet and print media in August:**

- UC leaders resolve to strengthen inclusiveness
- Shameless thief or good forest citizen? Weka bring hidden benefits to New Zealand forests
- UC investing \$2.6m in cutting edge research equipment
- Micronutrients affect gut bacteria associated with ADHD in small but promising study
- Hayden Paddon partners with UC Motorsport to develop a world-first electric rally car
- The future of powering our lives – continuously rechargeable batteries
- Octopus wrestling and short fictions: new book
- Statement on LU UC proposal decision
- Dame Ngaio Marsh's Hamlet script returns to UC
- Canterbury students officially open new home and theatre
- UC Connect public talk: Women on the cutting edge of engineering
- Drone doctor: Measuring whale health from above – new UC research
- Dementia Prevention Research Clinic launches in Christchurch
- UC Connect public talk: Never Say Die – Silicon Valley and the pursuit of immortality
- Award-winning research paper links birthdate with NCEA results

### **14.1 Engagements with Alumni and Donors**

UC Foundation income in the year to date is \$5.5m comprising 1,253 donations from 765 individuals, corporates and foundations. Of this total, \$3.8m has been distributed to projects across the University.

A stewardship event in Auckland for College of Engineering corporate funders took place in August, giving Pro-Vice-Chancellor Engineering Professor Jan Evans-Freeman and I the opportunity to meet with existing partners, celebrate their engagement and support and strengthen ongoing relationships.

Two legacies are currently going through probate – \$60,000 for History and \$460,000 for Fine Arts – with a third of \$400,000 waiting to be confirmed by Wellington High Court. A new supporter has joined the Partners in Excellence society with a legacy pledge in support of the UC Research Endowment.

Supporters to the annual appeal received an impact report in August. UCSA supporters have been invited to see the building first hand at a variety of events and private tours.

I joined the Chalky Carr Trust to celebrate its first Scholarship award, which featured a most impressive student. The event raised UC's profile with the New Zealand rugby fraternity and marked the start of this relationship.

The Golden Graduates afternoon tea is scheduled for this month with over 130 registrations. The event in the UCSA building will be hosted this year by Professor Jan Evans-Freeman and the guest speaker is Sir Colin Humphreys, inaugural Distinguished Erskine Fellow in Engineering.

For Canterbury University Press (CUP), the tender process for the 150 History publication is progressing well. In August, CUP published Ngaio Marsh's Hamlet, The Father of Octopus Wrestling and other small fictions.

## **14.2 Other Engagements**

In August, senior UC women, including the Chancellor and I, hosted the Women in Leadership Breakfast | Ngā Māreikura at UC. Attending were 130 of Canterbury's emerging young women leaders (a 17% increase on last year) to learn from inspiring alumnae and discuss the opportunities available to women at UC.

The new student building, Haere-roa, had its official opening, which was captured across multiple media outlets including The Press NZ, Architectus and Newstalk ZB Christchurch.

I hosted 26 local business and community leaders at a breakfast in the Manawa building to share UC's vision for the academic strategy and how we can bring city and business leaders, and the University closer together for the benefit of our local community. Feedback at the event and subsequently was very positive and engaged.

UC hosted three conferences in August. The two on-campus conferences (AUC2019: Workshop for Analytical Ultracentrifugation and New Zealand Institute of Forestry Conference – ANZIF) attracted 135 delegates in total from across New Zealand.

## **15. COLLEGE SUMMARIES (PROVIDED BY PRO-VICE-CHANCELLORS)**

### ***College of Arts | Te Rāngai Toi Tangata***

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### ***College of Business and Law | Te Rāngai Umanga me Te Ture***

Colleagues welcomed Ms Ruth Ballantyne, newly appointed Senior Lecturer in Family Law to the College this month. A Barrister and Solicitor of the NZ High Court, Ruth was formerly Professional Practice Fellow at Otago University Law School. She has published extensively on New Zealand Family Law and policy, and has specific research interests in surrogacy, children's rights, domestic violence and child poverty.

UC Business School received the MYOB Education Partner of the Year award at the tech company's 11th annual Australia and New Zealand Partner Connect Gala Dinner on 23 August in Melbourne. This award celebrates an education partner that has gone above and beyond to help its students succeed in 2018/19. UC students have been involved in the MYOB IT Challenge hosted by the UC Centre for Entrepreneurship since 2016. Members of the MYOB leadership team, including CEO Tim Reed, also are guest lecturers at the Business School.

The Law School hosted a delegation of 28 Thai judges on Monday 26 August led by Mr Anuwat Mutikakorn, Chief Justice of the Central Criminal Court for Corruption and Misconduct Cases. The visitors attended a presentation from UC academics on the rudiments of common law, as well as features of New Zealand private law and the structure of NZ criminal law, process and evidence.

### ***College of Engineering | Te Rāngai Pūkaha***

The University's first Distinguished Erskine visitor Professor Sir Colin Humphreys CBE, FRS, FEng, FIMMM, FInstP, will spend two weeks at UC giving lectures to a range of audiences and delivering a UC Connect lecture. Sir Colin is well known in the United Kingdom for his spin-out companies based on blue LED technology, and the current Pro-Vice-Chancellor of the College carried out joint research projects with him prior to arriving at UC.

The Standards and Accreditation Board of Engineering New Zealand has formally confirmed this month that all of the Engineering degrees that applied for re-accreditation in 2018 have been approved for further accreditation for the next six years. We would like to acknowledge the considerable amount of work that many people in the relevant departments have done in contributing to this excellent result.

At a recent event in Auckland for supporters of the College of Engineering, hosted by the Vice-Chancellor and the Pro-Vice-Chancellor, many attendees offered further support either by way of equipment donations or scholarships for recruitment events such as our annual WiECAN event for Year 12 girls. We are busy following those up and planning for sponsors' recognition.

Staff in the Civil Engineering Department are going to assist a New Zealand surveying consultancy company with re-measuring the gradient of Baldwin Street in Dunedin after the street recently lost its world's steepest street title to a road in Wales.

### ***College of Education, Health and Human Development | Te Rāngai Ako me Te Hauora***

The College's annual Graham Nuthall Prestige Lecture was a resounding success. This year's guest speaker Amorangi | Professor Angus Macfarlane provided the audience with a thought-provoking and inspiring lecture entitled "The evolving passage of culturally responsive pedagogies: restlessness, resoluteness and reason".

The School of Teacher Education and Centre for Professional Practice and Partnership hosted 35 primary principals from across the region for our annual Primary Principals' Day. The principals have the opportunity to meet the current cohort of graduating students and undertake early recruitment of new teachers. The event was very successful, with principals acknowledging the quality of College graduates.

The Child Well-being Research Institute has secured \$734,165 from the Rātā Foundation for a two-year research project focused on supporting young children's oral language and self-regulation ability. The project, to be led by Associate Professor Brigid McNeill, will involve working directly with early childhood teachers from across 30 early childhood centres in Canterbury to support children from lower socio-economic areas. A key outcome will be the development of an online professional learning and development resource that can positively impact professional learning long beyond the period of funding.

This month, the College's morning gathering for karakia and waiata was filmed by the UC Marketing team to use as part of the University's promotional package. The morning gathering is an opportunity for staff and students to build manaakitanga, and supports our journey in developing bicultural competence and confidence.

## *College of Science | Te Rāngai Pūtaiao*

In the Ernest Rutherford building, the College is pleased that the final defects in the PC2 laboratories on level 4 have been corrected. Staff are currently completing the relevant Ministry for Primary Industries training and we expect full PC2 operating compliance to be confirmed by the Ministry shortly. A further issue has unfortunately been discovered in the level 5 PC2 laboratories. We are currently working with Learning Resources to rectify the situation. Staff continue to exercise patience as we resolve the issues.

A notable staff moment in the last month has been the Royal Society's appointment of Professor Matthew Turnbull, Head of School of Biological Sciences, to be the New Zealand representative to the International Union of Biological Sciences. This appointment is a significant recognition of Matthew's leadership and wisdom not only in his own field of plant biology, but also more widely across the broader discipline. The College congratulates Matthew and wishes him all the best in his work in representing New Zealand in this role.



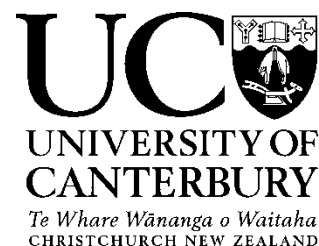
## 16. VC Activities

<b>Past</b>	
29 August	<ul style="list-style-type: none"> <li>• Met with St Kentigern College Principal and Head of Student Futures in Auckland</li> <li>• Attended Auckland Engineering Alumni &amp; Donor Dinner</li> </ul>
30 August	<ul style="list-style-type: none"> <li>• Met with Juliet Gerrard, Prime Minister's Chief Science Advisor, in Auckland</li> <li>• Professor Derek McCormack, VC of Auckland University of Technology (AUT), hosted a UC delegation ( myself, Catherine Moran and Keith Longden) at the AUT South Auckland Campus.</li> </ul>
3 September	<ul style="list-style-type: none"> <li>• Opened the UC Early Career Academic Workshop and attended its networking function</li> </ul>
4 September	<ul style="list-style-type: none"> <li>• Attended Graham Nuthall Lecture</li> </ul>
5 September	<ul style="list-style-type: none"> <li>• Opened Career Development Association of New Zealand Conference</li> <li>• Attended a meeting of the Tertiary Education Alliance with David Murdoch, Professor Bruce McKenzie and Tony Gray</li> <li>• Attended Ōtākaro Stakeholder meeting</li> </ul>
6 September	<ul style="list-style-type: none"> <li>• Attended the UC Admin Length of Service Celebration</li> <li>• Visited Manaaki Whenua Landcare Research with Professor Wendy Lawson</li> </ul>
11 September	<ul style="list-style-type: none"> <li>• The Chancellor and I met with senior staff at Lane Neave with regard to the law firm's sponsorship of UC's Gala Dinner</li> <li>• Attended the UCSA International Fashion Show as part of Diversity Week</li> </ul>
16 September	<ul style="list-style-type: none"> <li>• Attended an event hosted for the AHA Centre Executive (ACE) Programme</li> </ul>
18 September	<ul style="list-style-type: none"> <li>• Met with Linda Noble, CEO of Governance NZ on campus</li> <li>• Met with Andy Kai Fong, Principal of Haeata Community Campus</li> <li>• Attended Westpac Champion Business Awards</li> </ul>
19 September	<ul style="list-style-type: none"> <li>• Attended Governance Oversight Group meeting</li> </ul>
<b>Future</b>	
24 September	<ul style="list-style-type: none"> <li>• Meeting with the new Chief Executive of Antarctica NZ, Sarah Williamson</li> </ul>
2 October	<ul style="list-style-type: none"> <li>• Attending Beatrice Tinsley building opening</li> </ul>
3 October	<ul style="list-style-type: none"> <li>• Meeting with Vice-Chancellor of the Federal University of Kashere, Nigeria</li> </ul>
6 October	<ul style="list-style-type: none"> <li>• Attending UNESCO NZ Youth Forum Closing Ceremony</li> </ul>
9 October	<ul style="list-style-type: none"> <li>• Meeting with Hon Grant Robertson at School of Fine Arts</li> </ul>
10 October	<ul style="list-style-type: none"> <li>• Attending Universities New Zealand Vice-Chancellors meeting in Wellington</li> </ul>
16 October	<ul style="list-style-type: none"> <li>• Attending Alumni Speaker Series in Dunedin</li> </ul>
17 October	<ul style="list-style-type: none"> <li>• Attending Royal Society New Zealand Research Honours Dinner in Dunedin</li> </ul>
18 October	<ul style="list-style-type: none"> <li>• Meeting with Professor Harlene Hayne, Vice-Chancellor at Otago University</li> </ul>
21 October	<ul style="list-style-type: none"> <li>• Attending opening of the Medbury School Foundation Building</li> </ul>
22 October	<ul style="list-style-type: none"> <li>• Hosting Liberty Oberlander (ACU) on campus</li> </ul>
23 October	<ul style="list-style-type: none"> <li>• Attending UC Gala Dinner</li> </ul>
24 October	<ul style="list-style-type: none"> <li>• Providing welcome at the School of Biological Sciences Annual Biology Conference</li> <li>• Meeting with President of New Zealand Association of Counsellors</li> </ul>
25 October	<ul style="list-style-type: none"> <li>• Speaking at the Institute of Directors breakfast event</li> </ul>



# TE POARI AKORANGA

## ACADEMIC BOARD



### RECOMMENDATIONS TO THE COUNCIL

### FROM A MEETING OF THE ACADEMIC BOARD

### HELD ON FRIDAY 13 SEPTEMBER 2019

#### The Board recommends:

1. That the Council note the attached report of the Academic Board meeting.
2. That the Council approve the Graduating Year Reports (GYRs) endorsed by the Academic Board for forwarding to CUAP.

The Graduating Year Reviews are the final step in the national quality assurance process undertaken by CUAP for the introduction of new qualifications onto the Qualification Framework from the university sector. The reviews occur within three years of the first graduating cohort. The reviews and the review process are presented to CUAP and peer reviewed by individual universities.

Reviews were undertaken of the following programmes:

- 1 Master of Linguistics
- 2 Doctor of Musical Arts
- 3 Postgraduate Diploma and Postgraduate Certificate in Arts
- 4 Master of European Union Studies
- 5 DASH as a minor in the Bachelor of Arts and as a subject in the Certificate in Arts
- 6 European and European Union Studies as a major in the Bachelor of Arts
- 7 Master of Business Information Systems, Postgraduate Diploma in Business Information Systems
- 8 Bachelor of Criminal Justice
- 9 Master of Teaching English to Speakers of Other Languages
- 10 Postgraduate Certificate in Teaching English to Speakers of other Languages
- 11 Master of Teaching and Learning
- 12 Mater of Specialist Teaching
- 13 Master of Computer Assisted Language Learning
- 14 Graduate Certificate in Sport Coaching
- 15 Bachelor of Sport Coaching – endorsements
- 16 Certificate in Sport Coaching
- 17 Software Engineering in the Master of Engineering
- 18 Software Engineering in the Bachelor of Engineering with honours
- 19 Diploma in Global Humanitarian Engineering
- 20 Master of Hazard and Disaster Management and as a subject in the BSc, BSc(Hons) and PGDipSc
- 21 Biological Sciences in the PhD, MSc, PGDipSc and BSc(Hons)

The Academic Board endorsed all of the reviews.

Professor Catherine Moran  
**Acting Chair, Te Poari Akoranga – Academic Board**  
15 September 2019

**UNIVERSITY OF CANTERBURY**  
**REPORT OF THE ACADEMIC BOARD MEETING HELD ON**  
**FRIDAY 13 SEPTEMBER 2019**  
**TE POARI AKORANGA**

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The Academic Board reports for information the following matters that have been considered since the August 2019 meeting of the Board:

**BUSINESS FROM THE CHAIR**

The Acting Chair noted the proposed dates for meetings in 2020.

A member requested that consideration be given to a previous suggestion that one meeting a year be conducted with Māori protocols. The Acting Chair said she was happy to receive the proposal and that further discussion would take place with the Office of the Assistant Vice-Chancellor (Māori).

**REPORT FROM THE VICE-CHANCELLOR**

The Vice-Chancellor highlighted the following aspects of her report:

- She had continued with her meetings with school leaders which were an important aspect of her role. She had also attended a presentation from Andrea Gray from the NZQA on digital assessment which would play an increasingly important role for UC;
- She had attended her first Three-minute Thesis competition which had been informative and entertaining and she offered her thanks to the Postgraduate Office for the hard work which had gone into organising it;
- During the recent visit of Dr Molapo Qhobela, Chief Executive Office of the South African National Research Foundation she had heard that some of their postgraduate scholarships were not fully subscribed, so she encouraged members with South African postgraduate students to direct them to the Foundation;
- The first Distinguished Erskine Fellow, Professor Sir Colin Humphreys was due to arrive at UC in the coming days. A further highlight for the College of Science would be the official opening of the Beatrice Tinsley building on 1 October;
- She has now completed her visits to all departments and thanked all those involved as she had found them useful and intended to repeat the visits in 2020;
- She noted that domestic recruitment for 2020 is on track. International recruitment had not reached its ambitious target but had seen a very pleasing increase of 10%;
- Having recently attended an event to celebrate staff long-service, she acknowledged all those who had been working at UC for 10 plus years;
- She had been very impressed with the inspiring students she had met during the Chalky Carr Scholarship launch.

A member commended the recent Postgraduate Information evening and suggested that such events could help to recruit into taught Master's degrees. He also noted that the financial report showed a welcome saving on consultancy costs, although not all expenses were disclosed in detail. Mr Longden commented that consultants were often used during building projects so this decrease was likely in part due to the completion of the majority of large projects post-earthquakes.

## **REPORT FROM THE UCSA**

The UCSA Vice-President noted that it was Te Wiki o Te Reo Māori, so asked that the meeting be blessed. Dr Darryn Russell performed a karakia.

Ms McNoe:

- thanked staff who had promoted the class rep system which had seen a 30% increase in participation;
- reported that the UCSA had been in discussions with the NZUSA about the Tertiary Student Voice petition to the Ministry of Education. As UCSA is not a member of the NZUSA and has a positive experience of student voice, it was intending to send its own submission reflecting that;
- noted that there had been a successful pilot with a new buddy system to help international students transition to UC;
- introduced Katie Mills, incoming Vice-President for 2020 who would join Ms McNoe as President, as the first two females together in these roles.

## **UPDATE ON PROPOSED ACADEMIC STRATEGIC FRAMEWORK**

The Vice-Chancellor reminded members that this was an updated version of the draft which had been previously discussed at the Board. The Council had endorsed the general direction of the framework in July. Two parallel developments then took place – refinement and reduction of the framework and the organisation and meeting of working groups to translate objectives into an implementation plan. She said that work was also ongoing on a shorter public version of the strategic framework. She distributed information about the strategy implementation groups and explained that the deadline for their work was the end of September. Further updates would be provided to the October meeting of the Board and by the November meeting the strategic framework and implementation plan would both be finalised. There would need to be a pragmatic approach to what was possible in 2020 due to the tight timeframe. She asked that members of the Board express a view on the direction of the strategic framework.

The majority of comments and questions were either seeking further clarification or highlighting areas that may need to be considered more deeply in the implementation plans.

Questions and comments from the floor included:

- will there be milestones to check if the strategic framework is working as intended? The Vice-Chancellor responded that these will be at half year and at the end of the academic year both to self-correct where necessary but also to identify any obstacles, such as how we can enable objectives by changing internal arrangements;
- the word governance does not appear in the strategic framework. The member suggested that governance is a problem because at present the Board does not appoint the membership of its sub-committees and senior staff are appointed by each other. He suggested that a governance working group should be formed. In response, the Registrar and Vice-Chancellor both spoke about the formal divide between management and governance and the obligations of the Education Act. The member suggested that this would be a good time to refer this back to government proposing change. The Vice-Chancellor noted that management structures are being reviewed in the People: Nurturing Staff group. A member also suggested that the Nurturing Staff working group should think specifically about the number of women on staff.
- History shows that clarity about how things work is an important element when wanting to change things.
- Are there still opportunities to join the working groups? Yes, send an email to the group chair. The Vice-Chancellor reiterated that if there is something not included in the framework, it will not be funded as part of the implementation plan so all issues must be raised now.

- The framework talks about growing to be a medium-sized university – what does that mean and will there be an equal increase in staff or will there be more online growth with similar staff numbers? The Vice-Chancellor replied that medium-sized is relative to the particular national system but that looking at international examples, most of the growth is anticipated through online, blended and postgraduate provision which will require more professional development for staff. The government is talking about scale of universities so we need to be mindful of our vulnerabilities.
- What about possible short courses and executive development ideas? The Vice-Chancellor said she is keen to try new things, whilst recognising that some will fail and recommends contacting the AVC (Academic) as a first step. There will be a need to set up appropriate enabling infrastructure.
- A member noted that the language of the framework needs to be inclusive – for example the use of the term Pacific Rim nations and checking again that the use of Waitaha for the Canterbury region is appropriate. The Vice-Chancellor said that local iwi have been involved throughout the process and she hoped that they will provide a foreword to the final document.
- A member commented that good research requires good research students and that UC is not in a position to compete internationally in large part due to the low level and number of scholarships on offer by UC. Dr Wordsworth commented that the detailed implementation plan from the internationalisation group would include an aim to increase international doctoral students. The Postgraduate Deans were encouraged to continue to put their views across to the working groups. There were a number of different aspects that would need unpicking – what drives recruitment; is it the strength of a supervisor? In some disciplines there is no further space to take on more research students.
- A member asked whether there would be an opportunity for the working groups to collaborate? The Vice-Chancellor said that their views would come together by the time of the next Board meeting.
- A member questioned the use of the term ‘intercultural’ in the strategic framework and recommended that Cultural Studies staff be consulted. Professor Macfarlane added that the use of the term multiculturalism was fine but that it needs to be predicated on the bicultural base to protect the unique status of tangata whenua.

The Vice-Chancellor reiterated that the strategy forms the direction for the University of Canterbury and informs choices. There were no further comments – the Vice-Chancellor thanked members for their contributions.

#### **REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE - GRADUATING YEAR REVIEWS**

The Acting Chair reminded members that the annual Graduating Year Reviews (GYRs) occur as part of the CUAP process within three years of the first graduating cohort. They provide an opportunity for UC to check that what was originally proposed has been performing as intended. The AAC had reviewed each of the reports. Members were invited to put forward any questions.

The Vice-Chancellor asked about the low student numbers in the MLing. The Dean of Arts responded that this was the first of several qualifications brought in shortly after the earthquakes, before an academic strategic plan was in place and that the GYR looked at the quality of the qualification rather than the financial viability. Some of the other GYRs in Arts had low numbers as the qualifications had been introduced as exit qualifications, which allowed students who exited a Master’s degree before completion to receive recognition of their study.

A member noted that the GYR for the Master of Business Information Systems raised issues around access to internships that were common across UC with a lack of consistent centralised information which might be revisited.

The GYR for the Bachelor of Criminal Justice was raised. If a course was a clear outlier in the distribution of grades, this should be tackled through the AAC and not through the PD&R process.

### **PROPOSED CHANGE TO UC DOCTORAL SCHOLARSHIP AWARDING PROCESS**

The Acting Chair noted that this proposal had been discussed by the Colleges and the UCSA and had received widespread support. Associate Professor Veer added that he intended to start the new system immediately, cancelling the usual October round, whilst ensuring good communication with those who had already applied. Members warmly endorsed the proposal.

### **PRESENTATION ON THE PBRF REVIEW**

The Ministry of Education has announced that an independent panel will review the PBRF. UC will submit an institutional submission under signature of the Vice-Chancellor and the Board is invited to provide views and advice for consideration into UC's response to the questions raised. The Secretary will circulate the questions after the meeting, and responses should be returned to her by 4<sup>th</sup> October to shape an institutional view.

### **KEY DATES 2020 AND 2021**

The Acting Chair explained that the dates had been based on previous discussions at the Board and that the whole policy was due to be reviewed in 2021. She said that she had been approached by a member prior to the meeting who was now teaching so unable to speak himself, to ask that the policy be revisited to ensure that UC makes the best use of teaching time throughout the year in keeping with modern times, and considers adopting a more contemporary model.

### **REPORT FROM THE LEARNING AND TEACHING COMMITTEE**

A member noted that he had heard from several sources that the Timetabling Unit were considering freezing the timetable at an earlier stage and he was concerned that this might not be in the best interest of students.

Ms Sutherland, the Timetable Manager explained that her presentation had been part of a wider plan to facilitate workshops with every College to improve the timetabling system which had now been in place for around eight years. She said that students make enrolment decisions based on the timetable, but currently 85% of enrolments did not take place until January. Members commented that the move to flexible and distance teaching will help take the pressure off the timetable to some extent and commended the work of the team which was responsive and helpful. Ms Sutherland encouraged members to attend the workshops which would take place in October Study week to express their opinions.

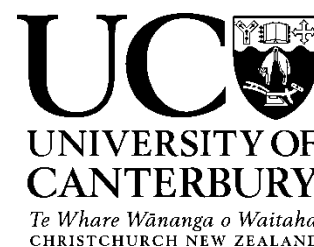
Professor Catherine Moran  
**Acting Chair**  
**Te Poari Akoranga – Academic Board**  
16 September 2019



# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



#### DETAILS

<b>Current Year</b>	2019
<b>Name of Programme</b>	<b>Master of Linguistics (MLING)</b>
<b>Original Programme Identifier</b>	01 UC/15 MLING
<b>Name of Convenor and position held</b>	Alison Holcroft Associate-Dean of Arts

#### 1. PROGRAMME STATEMENT

##### (a) Description

The Master of Linguistics was open to students who had a major in Linguistics with at least a B+ average in their final year Linguistics courses – and also to students without this background who might be approved to enrol if they gained a B+ grade or higher in LING 400 *English Structures* which would be taught as a summer school course and available by distance learning. The MLING was designed as a 12-month programme for February-start students. Students would choose three 30-point courses and complete a 90-point thesis. The courses proposed were: LING403 *Syntactic Theory*, LING407 *Field Methods*, LING410 *Variation Theory*, LING412 *Sociophonetics* and LING615 *World Englishes*.

The MLING programme conforms to current CUAP qualification definitions. The programme is well balanced and coherent, with a high completion rate. Of the 6 students who enrolled in 2016, five graduated (and one withdrew before in the first semester); in 2017, 5 students enrolled, including two international students, and five graduated. In 2018, two students enrolled. One commenced study mid-year and will complete in 2019 – the thesis was submitted by the due date in July; the second student enrolled part-time in one course and is no longer studying. Enrolments have not been as high as predicted. Of the students enrolled to date, 3 have been international students. Two of these used the LING 400 course as a means of entry and both performed very satisfactorily in the programme.

##### (b) Achievement

The 2015 proposal voiced an expectation that the 90-point thesis might be a disincentive to some students, but an incentive to those who hoped to proceed to further research. We have canvassed several internationally strong Linguistics departments to confirm that the MLING provides a strong foundation for such progression (see section 3). The stated goals of the programme were aimed at producing research-ready graduates.

The goals of the programme are:

1. To equip students with methodological and analytical expertise in linguistics, especially in phonetics, phonology, syntax and sociolinguistics;
2. To train students to be able to think critically about language;
3. To provide students with practical training in techniques used in linguistic analysis;
4. To equip students with the skills required to perform original research in linguistics.

Each goal is covered in the learning outcomes of all MLING courses, and the performance of students in these courses indicates that graduates are in fact attaining these goals. The goals have been achieved for all ten graduates, as evidenced by their grades. The larger goal of preparing graduates ready for research is evidenced by the high number of conference papers that have been given by MLING students. We have not had as many students as we thought

progressing to further study. We think one reason for this is that graduates have been successful in getting good jobs outside the University. That said, one has gone on to the Master of Applied Data Science at UC. Two international students applied unsuccessfully for UC Doctoral Scholarships.

### (c) Changes

There has only been a minor change to the MLING. As a result of staffing changes LING 403 *Syntactic Theory* was offered only in 2016 and LING407 *Field Methods* was offered only in 2016 and 2017. In the meantime, we introduced LING 615 *World Englishes*. The delivery of the programmes goals has not been affected as each goal is met by multiple courses. (Note: In 2019 the Linguistics Department introduced a proposal to broaden the courses available in the MLING by allowing students, who wish to do so, to take one course from a list of nine electives taught by other departments: COMS 408, LANC 401, LANC 403, PHIL 497, DATA 401, DATA 422, EDEM 631, MAOR 404, ARTS 401.)

## 2. REVIEW PROCESSES

### Account of Review Processes.

The MLING is part of the University's normal review processes and the Department also collects student feedback from regular course surveys, administered on a rolling cycle, where student numbers warrant it and unless course coordinators request a survey to be undertaken more frequently than the automatic cycle. Feedback is also gathered informally during regular meetings with students. We have, on average, fortnightly meetings with the student cohort, to discuss progress (and to build in topics around career progression, etc). At these meetings, students are free to raise any concerns or ask questions about the programme.

For the Graduating Year Review, College of Arts staff collected information about student numbers, student status and grades; a self-review document was produced by Associate-Professor Kevin Watson, (Head of Department, Linguistics) with assistance from Professor Jen Hay. MLING graduates were contacted for feedback and four responses were received within the timeframe of the Review. The College Review Panel was convened by Alison Holcroft (Associate-Dean, Arts), Associate-Professor Richard Bullen (Postgraduate Dean, Arts), Associate-Professor Kevin Watson (LING) and Associate-Professor Brigid McNeil (School of Teacher Education, External Panel Member).

## 3. REVIEW OUTCOMES

### (a) Acceptability

The Department sought comment from six well-ranked Linguistics Departments (Stanford, Ohio State, Cambridge, the University of Edinburgh, the University of York and Glasgow University) as to whether they would view the MLING as suitable preparation for a PhD with their department. In each case feedback was positive (allowing of course for suitable grades) and a number of the responses commented very favourably on the size of the MLING thesis – for instance as requiring “as much or more than” an M.Phil (Cambridge).

All graduates of the MLING so far were contacted to request feedback on the programme. Four have responded within the timeframe. All were highly satisfied with the qualification. One, who is currently employed as an Iwi Data Analyst with Statistics NZ, comments that the MLING provided the basis for his current employment:

The skills I gained in the MLING definitely helped me in my current role as it gave me the right blend of working with indigenous and vulnerable communities, data analytics, critical thinking and programming skills. I'm currently studying for the Master of Applied Data Science at UC to strengthen my analytical and programming skills...

Another, currently working at a 'start-up' (online marketplace) which he co-founded, comments on the transferable skills gained from the MLING:

I would say that the MLING was the foundation for much of my role today. I mostly take care of operations, UX/UI design, marketing, customer success and a bit of coding (R was a good introduction to this). In some ways, it may seem difficult to see the connections between a Masters of Linguistics and what I do now, but I assure you there is plenty of skills and learnings which are relevant to my job. Even my research influences

the products we build, from how we communicate with customers to the language we choose to use on the platform.

Several graduates have indicated interest in undertaking doctoral study in the future, one has gone on to the Master of Applied Data Science, a second works a Research Associate and Production Co-ordinator at the UC Arts Digital Lab.

Formal feedback on courses is collected throughout the year by course surveys. Responses from graduates indicated a high degree of satisfaction with the courses.

### **(b) Assessment and Moderation Procedures**

Methods of assessment are varied across courses, and include: research proposal, critical review, oral presentations, annotated bibliography, review of seminar talks given by linguists, research papers, data analysis, ethics applications. There are no formal examinations. Assessment types are spread around courses, giving students exposure to different assessment methods regardless of course combinations.

Student work produced in courses is externally moderated by colleagues at the Victoria University of Wellington. Where student numbers on a course  $\leq 5$ , all work for all students is moderated. Where student numbers on courses  $> 5$ , a sample of work is sent for moderation, including all distinctions and all fails, and a sample from other grade bands. Feedback from external moderators is taken seriously, and when comments relate to the course in general, changes are implemented for the following year. All grades, and all feedback from external moderators, are discussed at the end of year exam board.

MLING theses are 90 points, and are fully assessed by markers external to the supervisory team (one external to UC). They follow UC's regulations for the external assessment of research theses (General Course and Examination Regulations).

### **(c) Data**

The data provided by Business Insight Reporting (see chart below) is inevitably distorted, partly because of cross-year enrolments. An analysis of student enrolments and grades shows that the MLING has a high completion rate and that most students complete within the 12-month time frame. There have been 11 graduates in all and 2 withdrawals.

- **2016:** 6 students: 5 graduated, 3 with distinction, 1 with Merit; one student withdrew
- **2017:** 5 students: all graduated, 3 with distinction, one with merit.
- **2018:** 2 students, one enrolled (part-time) and should complete this year; one withdrawal.

**Note:** Two international students (from Jordan) who took LING400 as the qualifying course because they did not have a prior linguistics background achieved good grades and completed in 12 months. We take this as evidence that the LING400 qualifying route is a successful one. A third international student (India) had a background in Linguistics from elsewhere.

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	7	5	2	5.4		1
2017	11	10	1	8.5	4	1
2018	7	4	3	1.5	6	0

### **(d) Programme Evaluation and Review**

The Panel noted a number of aspects of the programme:

- The programme is designed so that the learning outcomes can be achieved with any combination of courses.
- The use of LING 400 (taught by distance over both summer terms) as a qualifying course, has proved successful, with both international students subsequently performing well within the programme.
- The 90-point thesis functions well. Three quarters of the students surveyed expressed strong support for the 90-point thesis. The relatively high admission criteria (B+ average in final year LING courses) ensure that they can cope with the large thesis and complete in time. The larger thesis also provides a basis for students to join with

staff in disseminating their research and is advantageous if graduates wish to proceed to PhD study. It regarded internationally as fit-for-purpose as a preparation for doctoral study.

- **A decline in enrolments in 2018:** This may be a matter of the range of courses available and the disruption of cohort development at 300-level in 2017-2018.
  - Originally there were five 400-level LING courses + LING 400. However, staffing changes meant that LING 403 and LING 407 could no longer be taught. As a result of the lack of choice – three courses are offered and three must be taken - both Linguistics Honours and the MLING became less attractive. This may have contributed to a fall in enrolments in 2018. The introduction of a schedule of electives will introduce a degree of flexibility and may make the programme more attractive.
  - In 2017, the flagship 300-level course, LING 310 *New Zealand English* was cancelled because of low enrolments and that this may have an impact on enrolments in the MLING the following year. It was suggested that 2018 enrolments in LING 310 were again low, partly because students believed that it might be cancelled that year as well. LING 310 recruited strongly in 2019 and offers an opportunity for a much stronger MLING pipeline next year.

The Panel commended a number of aspects of the programme:

- The effective use of 400-level LING courses over three qualifications: LING Honours, MLING, and involvement in M.TESOL.
- Completion statistics
- Research activity of students and engagement at a professional level.
- Integration of the programme with UC graduate profile;
- Robust processes for the moderation of assessed coursework.

The Panel made two recommendations:

1. That the Honours programme be maintained as a flexible alternative to the MLING and as an alternative exit route. (The maintenance of an Honours programme also allows students to use the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts as exit qualifications.)
2. The Panel noted that LING 615 *World Englishes* was taught as a Distance course in the first semester: They recommend that consideration be given to developing LING 410 *Variation Theory* (also taught S1) as a distance course, so that international students could both gain admission via the Summer School course, LING 400 *English Structures*, and complete one semester of study (LING 615, LING 410) before coming to NZ. This would be in line with the UC Academic Strategy.

### **(e) Continuation or Discontinuation**

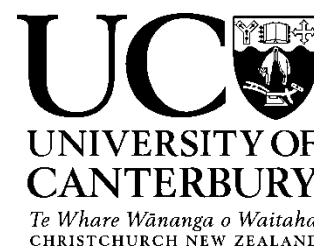
The Panel recommends that the MLING continue to be offered.

The Academic Administration Committee considered the Graduating Year Review and the Associate Dean of Arts answered questions. The low enrolments were discussed and AAC noted that the change to the Linguistics major in the Bachelor of Arts should encourage future enrolments. The MLing is scheduled for a Programme Review in 2024.

# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



DETAILS	
Current Year	2019
Name of Programme	<b>Doctor of Musical Arts (DMA)</b>
Original Programme Identifier	01 UC/11 DMA/1
Name of Convenor and position held	Alison Holcroft Associate-Dean of Arts

## 1. PROGRAMME STATEMENT

### (a) Description

The Proposal for a Doctor of Musical Arts dates to 2011, and the degree was introduced in 2012. However, with the disruption after the Christchurch earthquakes and substantial staff changes in the School of Music, the Graduating Year Review was deferred until this year. The DMA was introduced as an alternative to the PhD, to meet the needs of performance and composition candidates seeking a higher qualification. Like the PhD, it consists of a single course MUSI 795. The progression requirements, however, are more complex than those for the PhD with students required to submit work in each of the three years of enrolment – or at equivalent intervals for part-time students. There are different requirements for performance and composition candidates.

Candidates in Performance are required to fulfil the following.

#### PART ONE

- (i) Present a lecture-recital of not less than 50 minutes on a topic relevant to their research.
- (ii) Present a full-length public performance on their principal instrument, supported by original programme notes.

#### PART TWO

- (i) Present a seminar paper of publishable length and quality on a topic directly relevant to their research.
- (ii) Present a short concert of repertoire directly relevant to their research topic, supported by original programme notes.
- (iii) Present a full-length public performance on their principal instrument.

#### PART THREE

- (i) Make a high-quality CD recording, supported by original liner notes, with performance content directly relevant to their research topic
- (ii) Produce a written thesis (20,000 and 40,000 words) on their research topic
- (iii) Present a full-length public performance on their principal instrument supported by original programme notes, focussing on repertoire directly relevant to their research topic.

Candidates in Composition are required to achieve the following:

**PART ONE**

- (i) Present a lecture-seminar on a topic relevant to their research.
- (ii) Arrange a public performance of at least one, or a substantial part of at least one, original work reflecting the current development of their original research.

**PART TWO**

- (i) Present a lecture-seminar on a topic relevant to their research.
- (ii) Arrange a public performance of at least one, or a substantial part of at least one, original work reflecting the current development of their original research.

**PART THREE**

- (i) Arrange a public performance of at least one or a substantial part of one original work reflecting the current development of their original research.
- (ii) Present a public lecture-seminar on their research.
- (iii) Submit a portfolio of compositions reflecting their compositional research. Typically, this portfolio will include at least three major works, one of which will be for large forces (e.g. orchestra).
- (iv) Produce a written thesis (20,000 and 40,000 words) on their research topic, which will be directly related to at least one substantial work in their compositional portfolio.

In 2011, reviewers from Massey University expressed two concerns about the DMA proposal.

- (i) Only two of the staff of School of Music in 2011 held a PhD or a DMA. Since 2011, however there have been staff changes in the School of Music. Currently all five fulltime staff hold a doctoral qualification.
- (ii) The proposed DMA lacked any class-taught courses – which the reviewers saw as one of the hallmarks of the DMA internationally and of professional doctorates in general. In 2011 UC argued that the DMA proposal was very similar to the Otago University DMA, and that the DMA's offered by Waikato and Auckland were also essentially research oriented. (It should be noted that the current CUAP criteria for doctoral qualifications state that named doctorates/discipline-specific doctorates, such as the DMA may include a course work component but that they may make up no more than a third of the overall credit for the degree.)

**(b) Achievement**

In the 2011 proposal the goals of the programme are cited as:

To make a significant and original contribution intellectually and in practice to either the interpretative and/or technical practice of musical performance or the technical and creative practice of musical composition. The degree promotes intellectual independence and the capacity to undertake further research in composition or performance and theoretical issues related to them at the most advanced levels.

The DMA graduates have indeed met these goals. Reuben Derrick (Composition) was granted a Fullbright in 2016 to take part in an international composers' and musicians' residency in New York, has continued to compose works for jazz orchestra, small ensembles and improvisational groups as well as electroacoustic works and is currently a saxophone tutor for the School of Music. Helen Renaud (Performance) is active within the Christchurch community as a teacher and conductor of the Christchurch Youth Orchestra. She used the DMA thesis to develop the concepts that will become a manual for high school music teachers and those involved with youth orchestras. A third graduate has suffered ill health.

**(b) Changes**

There have been no changes to the programme, however possible changes to the assessment are under consideration. See below.

## 2. REVIEW PROCESSES

### Account of Review Processes.

A self-review was prepared by Alison Holcroft and Associate Professor Glenda Keam, who also produced a document discussing the School of Music's experience with the DMA. The three graduates were contacted by email and text for feedback but no responses were received within the timeframe of the Review. The College Review Panel was convened by Alison Holcroft (Associate-Dean, Arts). It consisted of Associate Professor Richard Bullen (Postgraduate Dean, Arts), Associate Professor Glenda Keam (School of Music) and Dr Stuart Wise (School of Teacher Education, College of Education, Health and Human Development), external panel member).

## 3. REVIEW OUTCOMES

### (a) Acceptability

The Doctor of Musical Arts has been successful in providing students with an alternative to the PhD, and three students have taken advantage of this. (A fourth student had problems with funding and withdrew after one year.) The research topics indicate the value of the Programme for those with an interest in performance (e.g. Dr Helen Renaud) or composition (e.g. Dr Reuben Derrick).

### (b) Assessment and Moderation Procedures

The assessment regime within the DMA has proved flexible enough to cope with a range of students. One candidate in the performance stream undertook the degree as the conductor of a youth orchestra and her thesis contributed a well-researched and informative document that included tools and resources for youth orchestra leaders. Another performance candidate researched the early Ottoman music repertoire and performed on authentic instruments.

However, the School of Music feels that the assessment regime is overly demanding and detailed, contains too many items and is insufficiently focussed on the student's research topic. Part 3 (the third year for a full-time student) requires an immense amount of work, even allowing for the fact that the work done in Parts 1 and 2 contribute to the thesis required in Part 3. There is simply too much assessment. For the Performance stream, some suggestions from staff include replacing the requirements for 'lecture/recital' in Part 1 with a 'lecture/demonstration', replacing the requirement in Part 2 and Part 3 for a public performance that demonstrates 'mastery of the concert repertoire' with a more focussed requirement for a public performance 'supported by programme notes, focusing on repertoire directly relevant to their research. This is an ongoing discussion within the School. Similar degrees in NZ and elsewhere will be examined and DMA graduates and the current student in the DMA will be canvassed for their views.

### (c) Data

The data supplied by Business Insight Reporting is distorted by the fact that students in the DMA were enrolled from 2013 (sometimes transferring from the PhD) and graduated in 2014, 2017 and 2018. They were part-time students and the chart below captures only a portion of their study. Four students have enrolled in the DMA; one has withdrawn and three have graduated. One international student is currently enrolled in the DMA

Year	Actual No. Enrolled	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2015	2	0	2	1.1		0
2016	1	0	1	0.7	1	0
2017	1	0	1	0.2	1	0

#### **(d) Programme Evaluation and Review**

The Panel is satisfied that the Doctor of Musical Arts is fit for purpose and an appropriate qualification for the University. The School of Music raised three issues with the Panel:

- (i) the overly demanding nature of the assessment regime – see 3(b) above;
- (ii) the fact that the DMA has proved unaffordable for international students because they must pay full fees – while international students enrolled in PhDs only pay the domestic rate;
- (iii) the School's interest in developing a third a Performer-Composer stream within the DMA to complement the current Composition and Performance streams.

On the basis of the discussions the Panel made two recommendations:

- That the School of Music takes steps to simplify and focus the assessment regime for the DMA.
- That the School of Music investigate the possibility of introducing a PhD with Creative Practice. We note that the Universities of Auckland and Waikato have a PhD format which includes both a creative practice component and a thesis of 40,000-60,000 words; that a Massey University PhD may involve either creative practice work with a substantial piece of academic writing (c. 30,000 words) or a wholly written dissertation; and that Otago University allows the possibility of including 'a nominated creative component' in a PhD.

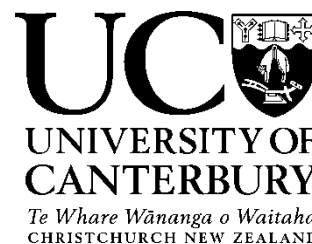
#### **(e) Continuation or Discontinuation**

The Panel recommends that the DMA be continued but that the School of Music explore the option of a PhD with Creative Practice as a replacement qualification.

The Academic Administration Committee considered the Graduating Year Review and the Associate Dean answered questions. The AAC agreed with the recommendations made. The Doctor of Musical Arts is scheduled for a Programme Review in 2024.



## GRADUATING YEAR REVIEW 2019



### DETAILS

<b>Current Year</b>	2019
<b>Name of Programme</b>	<b>POSTGRADUATE CERTIFICATE AND POSTGRADUATE DIPLOMA IN ARTS</b>
<b>Original Programme Identifier</b>	09 UC/15PGDipArts.PGCertArts
<b>Name of Self-Review Coordinator and position held</b>	Alison Holcroft Associate-Dean of Arts

### 1. PROGRAMME STATEMENT

#### (a) Description

The Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts were proposed in 2015, to provide alternative postgraduate qualifications to Honours and Masters. The proposal was a response to:

- Changes in student preferences and choices after the earthquakes;
- A desire to accommodate students who might wish to undertake part time study;
- A desire to bring UC into line with other New Zealand universities; and
- A desire to introduce more flexible study options and pathways for graduate students. It was intended that Postgraduate Certificate students would be able to move up to the Postgraduate Diploma, and that PG Diploma graduates would be able to 'staircase' into Honours or Masters Part 2, providing they had taken a suitable range of courses. It was also envisaged that the Postgraduate Certificate and Diploma might serve as 'exit qualifications' for students who had been enrolled in Honours or Master's programmes but been unable to complete them.

The Postgraduate Certificate is a 60 point qualification using the subject areas from the Master of Arts and BA(Hons). The entry requirements are a Bachelor of Arts or equivalent and candidates must have qualified for entry to their chosen subject.

The Postgraduate Diploma in Arts is a 120-point qualification using the same subject areas as the Postgraduate Certificate. Candidates require a Bachelor of Arts or equivalent and they must have qualified for entry in their chosen subject.

The Postgraduate Certificate in Arts has had 11 graduates. Eight of these were exit qualifications, one was a teacher who had received a College Award (Secondary Teachers' Award), one was a 'gap' enrolment for a student who had completed a BA mid-year and was marking time before enrolling in an MPAG and one appears to have been a mistaken enrolment – the points were credited to a BA(Hons). The majority of these graduates were thus 'unintentional' graduates: they had intended to graduate with another qualification. Nevertheless, the Certificate served a very useful purpose for all but one of the students – and did not materially disadvantage that student.

The Postgraduate Diploma in Arts: There have been five students eligible to graduate. Two students, who were not eligible for Honours, used the PGDip as an alternative. One was an international student

who studied COMS, the second was a Massey graduate who had done a Graduate Diploma in PSYC and was not eligible for PSYC Honours – in her case the postgraduate diploma (awarded with distinction) became part of an MA. One student used the Diploma as a more flexible alternative to the PSYC or EDUC Honours programmes – she combined 60 points of PSYC with 60 points of EDUC (including the research methods course) and went on to an MA in PSYC. One student is eligible to graduate (after stair-casing up from the PG Certificate) – after being refused entry to an Honours programme. A fifth student, who dropped out of CLAS Honours after withdrawing from the research essay appears to be using the PG Dip as an alternative to Honours, possibly for entry into MA – but may intend it as an exit qualification.

For these students, Postgraduate Diploma has fulfilled many of the functions suggested in the proposal. It has provided a more flexible study path, it has facilitated the entry of students with non-standard qualifications and it has provided an exit qualification for students who, for whatever reason, - often health problems or changes in circumstances - could not complete the Honours programme.

A curious feature of the Postgraduate Diploma, is the list of students – eighteen in total and almost all of them international students - who applied for the PG Diploma but did not enrol in the Diploma or in any courses at UC. The Panel discussed this issue. It appears that some applicants may switch to Honours or MA (the entry requirements are the same). Others may apply for the PG Diploma in the belief that it represents a higher level of study than Honours, which is not well understood internationally.

Brief inquiries suggest that this may be the result of overseas agents who wish to get their customers to put in an application – and perhaps do not understand the Honours programmes. In at least one case the student had been accepted into both the PG Dip and Honours; in another couple of cases, the student had failed to meet the English Language requirements.

A similar search for the Postgraduate Certificate revealed a small number of such ‘ghost’ applications-to-enrol – possibly because the Certificate does not represent a year of full-time study and is therefore unattractive to international students. It should be noted however that few of the Certificate graduates have applied to enrol in the PG Certificate as their first choice of qualification. Rather, it appears, they were put into the Postgraduate Certificate later once their course choices or progress in another qualification was clear.

### **(b) Achievement**

The template for the 2015 proposal did not include a section on Goals as it was a Report to CUAP based on the fact that honours and masters qualifications were available in the subject areas. One may assume that the goals of the Certificate and Diploma included a desire for flexibility – and these goals have been discussed in Section (a). The attributes of graduates in each qualification are covered by the programme or programmes in which they study – but represent the general attributes of graduates at 400-level.

### **(c) Changes**

The regulations for both qualifications have been rewritten as part of the 2018 University-wide Calendar regulations review with a considerable improvement in clarity. In particular the concerns raised by the University of Auckland with regard to Regulation 4 have been dealt with as part of this University’s current policy on transfers of credit, substitution and cross-credits. It should also be noted that the Postgraduate Diploma may now be conferred with Distinction or Merit and that the time-limits (previously four calendar years) is now 24 months in keeping with the standard UC timeframe. (Special arrangements are made, when required, for part-time students or special circumstances.)

## **2. REVIEW PROCESSES**

The Associate Dean (Alison Holcroft) searched Jade for lists of ATEs and graduates for each qualification – and then examined their academic records in order to compile tables of enrolments

and graduations. No attempt was made to contact students or graduates. Their programmes of study were varied widely and it was felt that their reason for (generally retrospective) enrolment in either qualification was obvious from their academic records. A Review Panel was convened by Alison Holcroft (Associate-Dean). Panel members were: Dr Richard Bullen (College of Arts Postgraduate Dean), Dr Alison Griffith (Dean of Arts), Liz Bond (Academic Manager) and Mr Simon Dorset (School of Law).

### 3. REVIEW OUTCOMES

#### (a) Acceptability

The College of Arts considers that both the Postgraduate Certificate and the Postgraduate Diploma are serving a useful purpose, albeit for a relatively small number of students. The Panel concurs.

#### (b) Assessment and moderation procedures

Assessment and moderation procedures are the responsibility of the programmes in which the students study – and are guaranteed by the reviews of those programmes.

#### (c) Data

##### (i) Postgraduate Certificate in Arts – data provided by Business Insight

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	4	3	1	1.1	1	0
2017	1	0	3	0.9	4	0
2018	1	1	1	1.3	2	1

##### (ii) Postgraduate Diploma in Arts – data provided by Business Insight

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	2	2	0	0.8	1	0
2017	3	4	1	2.3	1	0
2018	2	3	1	2.3	2	0

**Comment from the Convenor:** Using the UC Student Management System (ATE and graduation searches) I have found 11 graduates (either graduated or assumed eligible) for the Postgraduate Certificate and 5 for the Postgraduate Diploma. Using this method only one international student was identified, while the Business Insight Report identifies a total of four.

#### (d) Programme evaluation and review.

The Panel made three recommendations:

**Recommendation 1:** The Panel noted that one of the goals of the original Proposal had been to provide a flexible pathway for professionals (e.g. teachers, nurses etc) who might wish to upgrade their qualifications. Given the expansion of distance courses, it might be useful for the College to pursue this original goal and present both the PG Certificate and the PG Diploma as part of a suite of courses for professional development.

**Recommendation 2:** The Panel noted the international ATE's in the PG Certificate and recommended that these be brought to the attention of the College of Arts International Dean with a view to exploring the international market for the PG Certificate.

**Recommendation 3:** The Panel recommended that Departments should be encouraged to promote the full suite of postgraduate qualifications available e.g. the use of the PG Cert as a 'gap' qualification

**(e) Continuation or discontinuation**

The Panel recommends the continuation of both the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts. While both qualifications have relatively low enrolments, they are appropriate elements in the suite of UC Arts qualifications and serve a useful function for students who see flexibility or need a suitable exit from another qualification. Both also appear to provide some opportunity for international EFTS growth.

The Academic Administration Committee considered this Graduating Year Review. The Associate Dean answered questions. The AAC suggested that recommendation two might have visa implications but that the recommendations are well worth pursuing. The PGCertificate and PGDiploma will be reviewed alongside the Master of Arts and the next academic review is due in 2020.

# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



#### DETAILS

<b>Current Year</b>	2019
<b>Name of Programme</b>	<b>Master of European Union Studies (MEURO)</b>
<b>Original Programme Identifier</b> (Academic Services will provide)	02 UC/15 MEURO
<b>Name of Convenor</b>	Alison Holcroft, Associate Dean of Arts

#### 1. PROGRAMME STATEMENT

##### (a) Description

The Master of European Union Studies, as approved in 2015, focusses on the EU in its global context and specifically on the EU in the Asia-Pacific region. It is a taught Masters with a significant research component. The MEURO is available to graduates with a major in European and European Union studies (EURA) or a major in Economics, Geography, History, International Studies, Political Science Maori and Indigenous Studies, a European language, a related major acceptable to the Director of the NCRE, graduates from other degrees who have courses approved by the NCRE Director. Students must have a B+ average in the 300-level courses for their Major.

The Masters comprises three compulsory courses (45 points) + three electives (45 points) + a 90-point thesis. Three compulsory 15-point courses introduce students to the role of the EU in the international context and provide a training in research methods:

- EURO 402 *The EU in Europe and the World: the EU's External Identities in the Asia-Pacific* (S1)
- EURO 458 *European Development Policy* (S2)
- EURO 479 *Navigating Research: Research Training and Methods* (S1)

The Proposal listed four x 15-point elective courses: EURO 409 *The EU and 'Europeanization' of Europe*, EURO 418 *Rights and Realities: the EU in the Asia-Pacific*, EURO 457 *European Foreign and Security Policy* and EURO 481 *Special Topic: European Studies Internship Paper*. Students could also take one course from the following list: EURO 456 *European Business Law*, ILAP 627 *European Public Law* and POLS 404/DIPL 404 *Intervention and International Relations*. With the permission of the National Centre for Research on Europe (NCRE) Director, students who had majored in EURA or a related subject (e.g. POLS, ECON, HIST) were permitted to substitute another course for EURO 401 or EURO 458. (Five students have taken advantage of this provision.) In addition, students who would benefit from a focus on indigenous research methodologies could substitute MAOR 404 *Rangahau Taketake - Research Methodologies: Indigenizing the Disciplines* for EURO 479. (No students have taken advantage of this provision.)

After completing the core and elective courses students would commence a 90-point thesis. It was intended that the course could be completed within a calendar year. Students who began study in February would complete their dissertation over the summer; students who began in July would complete their dissertation in the first semester of the following year. However, the time limits in the proposal permitted full-time students three semesters and part-time students a total of three years.

### **(b) Achievement**

The goals of Master of European Union Studies as stated in the proposal, were four-fold

1. To provide students the opportunity to gain experience in analysing European Union issues and how they relate to New Zealand and the Asia-Pacific region;
2. To provide students with the opportunity to analyse and critique strategies in relation to EU- NZ relations;
3. To provide students with the opportunity to understand the importance of the European Union to the Asia-Pacific region;
4. To provide students with the opportunity to apply this learning to specific European Union related situations in a global context.

The MEURO has achieved all these goals. The fourth goal in particular has been achieved by the opportunity students have to undertake a professional internship placement (EURO 481) at such institutions as the European Parliament (Brussels), The Asia-Europe Foundation (Singapore) The European Delegation to New Zealand (Wellington) and local Consular offices. All students in the 2018 cohort have benefitted from a 3-month professional internship.

There is a continuing demand for this programme. In the first year the M.EURO was offered, only two students enrolled - neither completed. However, in 2017 eight students enrolled (four graduated) and in 2018 nine students enrolled. In 2015 it was thought that there would be a demand from international students for a July-start date. This has not eventuated, possibly because of the prohibitive fees for international students. However demand for a July start has come from NZ students who have completed their degrees in the first semester and wish to start their postgraduate study mid-year.

Completion within a calendar year has proved difficult for most students. In 2018, for instance, nine students enrolled: one of these has completed within the calendar year and graduated; the remaining students - after formal suspensions and extensions - have either submitted their theses in May (two students) or have submission dates later in the year. In some – but not all - cases, this is due to a three month placement outside Christchurch. Whereas the original proposal assumed that students would do other courses alongside their internship course, this has not proved feasible when the students are away from Christchurch.

### **(c) Changes**

There have been no changes to the regulations but some changes in course offerings. Of the elective courses, EURO 409, EURO 457 and EURO 481 have been offered every year. However, one elective course listed in the proposal, EURO 418 *Rights and Realities: the EU in the Asia-Pacific* was never offered and was replaced by EURO 458 *European Development Policy*. Other minor changes include:

- EURO 481 *Special Topic: European Studies Internship* (30 points) was replaced in 2017 by a continuing EURO 482 *European Studies Internship* 15-point course.
- The elective course, POLS 404 *Intervention and International Relations* is no longer offered.
- One course is now taught by distance due to the relocation of a staff-member to a different city.

## 2. REVIEW PROCESSES

### Account of Review Processes.

A self-review of the MEURO was prepared by Professor Martin Holland with some input from College of Arts staff. Student enrolments and their progress through the degree were analysed. Information relating to external and student feedback was supplied by the NCRE Director. NCRE staff were not available in person to meet with the Panel, but Professor Natalia Chaban from the School of Language Social and Political Science met with Alison Holcroft and Associate Professor Richard Bullen to discuss issues raised in the self-review and a record of points raised in the discussion was made available to the Panel. Associate Professor Bullen and Alison Holcroft then met with Professor John Hopkins (Law, external member of the Panel).

## 3. REVIEW OUTCOMES

### (a) Acceptability

NCRE monitors the ongoing acceptability and appropriateness of the programme to relevant professional and academic communities via feedback from external partners. Formal internship evaluations from external partners such as the EU Delegation to NZ and the Asia Europe Foundation (ASEF Singapore) commend the high-quality and calibre of interns selected, at both a work-capable and intellectual level. Indeed, the ongoing nature of these relationships bears witness to the internships' success, the job-ready characteristics of MEURO graduates and the bilateral value of the programme for NZ and EU diplomats. By way of evidence, in 2019 the EU Delegation has increased its request for MEURO interns (3 a year); the NZ Embassy in Brussels continues to identify Members of the European Parliament that are in NZ's strategic interest and suitable for MEURO internships; and UC – through the MEURO – is the main ASEF-NZ bilateral partner. Graduate destinations for the GYR cohort reinforce the acceptability and appropriateness of the continuance of the programme. Graduates who have completed the programme have gained appropriate employment at organizations such as Ministry of Social Development, Ministry of Education, NZ Treasury, MBIE and at an international think-tank. Two recent graduates are awaiting the outcome of applications for further study at internationally top-ranked overseas universities.

### (b) Assessment and Moderation Procedures

To maintain the appropriateness of methods of assessment, all MEURO theses are moderated via both an internal and external examiner. Taught course assessments include formal presentations as well as research essays; the degree prioritises effective communication (through verbal and digital presentations) providing MEURO graduates with employable skills. All assessment procedures follow University of Canterbury guidelines. Each 15pt course meets the 3-pieces of work UC criterion and involves research essays and PPT presentations in addition to seminar participation. Individual lecturers determine the weighting given to each element within their course. For the 90pt thesis, each student has two supervisors and is examined by a UC internal examiner (who is not a supervisor) as well as an external examiner.

### Data

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	2	2	0	2	0	0
2017	8	8	0	8	6	1
2018	10	10	0	10	4	0

**Note:** It is always difficult to interpret Business Insight Reporting data for qualifications with cross-year enrolments. Of the 9 students who enrolled for the first time in 2018, all have either completed or are on track to complete - but they are doing so in 2019. Three have completed the degree, four have completed the coursework and submitted their thesis, two have later submission dates. Withdrawals or simple failures to completion in 2017 were the result of health problems.

#### **(d) Programme Evaluation and Review**

The Panel felt that the MEURO presented a coherent and rigorous programme of study. There was some concern that, given the level of enrolments, the degree might not be sustainable. While the compulsory courses should draw sufficient students, the elective courses might lack critical mass. The degree did not attract international students but this was seen as a very difficult market. The Panel considered that the degree was still valid with only domestic enrolments. It was suggested that it might be important, when publicising the degree, to make it clear to prospective students that there were jobs available to graduates. Some concerns were expressed regarding the internship courses and the time-frame for the completion of the degree.

**The internship course:** The Panel noted that the original 30-point Special Topic internship course had been replaced by a smaller 15-point permanent course. Concern was expressed about the disparity in size between a three-month internship and a 15-point/150 hour course. The Panel also noted that the original proposal for the internship course had assumed that it would be managed in conjunction with the College of Arts Internship Director. This does not seem to have happened and the management of the internships by a single person creates a significant degree of risk. One Panel member noted that students were sometimes uncertain about the practicalities around the internships. While the Panel recognises that the internship opportunities come from a number of different organizations, members felt that the internship course needed to be more structured and closely monitored. The Panel felt that such processes needed to include formal administrative support and the involvement of more than one staff member to ensure that the risks of a single point of failure were addressed.

It was also noted that the internships available varied considerably in the demands they made on students. The Panel recommended that the degree should be restructured so that the internship course, or courses, reflect current practice and the amount of time that students are actually devoting to them. Alternatively, the internships should be repackaged as an optional extra (not for credit) with those students who wish to undertake internships being allowed to suspend their enrolment for the duration of the internship.

**The time-frame for completion of the degree:** The M.EURO was originally conceived as a qualification that could be completed within a calendar year. A few students achieve this but many find it difficult and enrolment in the internship course – generally involving absence from Christchurch for a prolonged period – may make completion within a calendar year impossible. The Panel recommends that it should be made clear to students that, in most cases, the degree will need to be completed over three semesters.

#### **(e) Continuation or Discontinuation**

The Panel recommends that University the Master of European Union Studies continue to be offered. The Academic Administration Committee considered the report and the Associate Dean answered questions. They were told that the NCRE Director reported that students were supportive of the programme and that the external partners had warm and positive comments about the value of the programme. The degree is scheduled for an academic review in 2024.



# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



#### DETAILS

Current Year	2019
Name of Programme	<b>BA Minor in Digital Arts, Social Sciences and Humanities (DASH)</b>
Original Programme Identifier	11 UC/15 BA CertArts/1
Name of Review Coordinator and position held	Alison Holcroft Associate Dean of Arts

#### 1. PROGRAMME STATEMENT

##### (a) Description

The proposal to introduce this Minor came before the Faculty of Arts in 2015 and was approved by CUAP later that year. It was first offered in 2016. The proposal covered:

- The introduction of a BA Minor in Digital Arts, Social Sciences and Humanities (DASH);
- The inclusion of Digital Arts, Social Sciences and Humanities in the subjects covered by the Certificate in Arts;
- A change of the programme name for the Minor: from ‘Digital Humanities’ to ‘Digital Arts, Social Sciences and Humanities’.

The Proposal describes the Minor as being ‘anchored’ by two existing first-year courses. Both were co-coded from other disciplines:

- DIGI 101/COSC 101 *Working in a Digital World*. (S1)
- DIGI 102/PHIL 137 *Computers, Artificial Intelligence and the Information Society*. (S2)

The second and third year options were to be provided by co-coded courses (including one new course) and internship courses:

- DIGI 201/CULT 213 *Digital Cultures* (15pts) – a new course designed to be co-taught by staff from across the College of Arts.
- DIGI 301/ENGL 345 *Digital Literary Studies* (30pts) – to be co-coded into the DIGI programme
- ARTS 295 (15pts) and ARTS 395 (30pts) – internship courses (now offered as PACE 295 and PACE 395).

DIGI 102 and DIGI 201 were specified as compulsory courses. It was envisaged that students would do DIGI 101 and DIGI 102 in their first year, and then gain a further 45 points at 200-level and above by doing DIGI 201 and DIGI 301. Alternatively, where suitable placements were available, students could, with the approval of the Programme Coordinator, enrol in PACE 295 or PACE 395. The Minor, as in the proposal, meets current CUAP requirements for a Minor.

##### (b) Achievement

The programme, as described in the proposal, had ambitious, if somewhat vaguely formulated, goals. Its primary stated aim was to develop a cohort of students who were aware of the range of digital practices available to arts, social science and humanities students and the opportunities offered by the wider digital field – and by doing this to (a) respond to changing market and workforce demands and (b) ensure that prospective postgraduate students had

the skills required to undertake advanced research in technical topics in the arts and humanities. A subsidiary goal was to co-ordinate activities with Department of Computer Science and Software Engineering, and the HITLab NZ with a view to developing a 'dual track' option for both arts, social science and humanities students on the one hand and engineering students on the other.

In the event, the programme ran into difficulties. Dr James Smithies, who had developed the proposal, left the University at the end of 2015. Dr Thomson took over at the beginning of 2016 on a fixed-term basis, and was only confirmed in a continuing position in 2019. Despite his commitment, the Minor found it difficult to establish itself.

Two students have graduated with the Minor. One graduated at the end of 2017 with majors in Media and Communication and Human Services and a minor in Digital Humanities, the other graduated in April this year with a Major in English and Minors in Digital Humanities and Spanish. In both cases the students successfully completed DIGI 101, 102, 207 and 301.

The second goal – of preparing students for postgraduate study – has reached few BA students, but there is a small number of students with an undergraduate background in DIGI courses who have opted for DIGI courses later in their studies. (See Section 3(a).) Neither of the students who completed the Minor appear to have progressed to postgraduate study (in any subject). (At postgraduate level, the DIGI programme offers only a Postgraduate Certificate. There is no DIGI MA or PhD.) Since 2016 considerable efforts have been re-directed to teaching a growing intake of students at 400-level through a required course in the Masters of Applied Data Science. The speed of growth in this area has overshadowed the development of pathways in the DIGI Minor. However, in 2019 there are indications that UG and PG could be aligned in future, based on the addition of new courses to the Minor coordinated by Dr Jonathan Dunn from Linguistics. Two courses being proposed by Dr Jonathan Dunn, will also be added to the schedule in 2020: LING 223 / DIGI 223 *Text Analytics*, and LING 224 / GEOG 224 / DIGI 224 *Language and Space* (co-taught by Dr Dunn and Dr Ben Adams (Geography)).

### (c) Changes

#### 2017:

- The acronym used for the minor was changed from Digital Arts, Social Sciences and Humanities (DASH) back to Digital Humanities (DIGI). (The term 'Digital Humanities' has international recognition.)
- Further options at 200 level were created by co-coding COMS 207 *Social Media and Public Life* as DIGI 207, GEOG 205 *Introduction to Geographic Information Systems and Science* as DIGI205, and PHIL 235 / 335 *Cyberspace, Cyborgs and the Meaning of Life* as DIGI 202 / 302. In addition, MUSA 125 *Music Technologies 1* was added as DIGI125.
- DIGI 201 ceased to be a required course for the DIGI Minor.

#### 2018:

- DIGI 101 replaced DIGI 102 as the required 100-level course for the Minor.
- STAT101/DIGI 103 added

Note: In May 2019, two further courses were added to the Minor for 2020: COSC 121 *Introduction to Computer Programming* and PROD 221 *Game Design in Context*. (This course was taught in 2019 as a collaboration between the School of Product Design (33%) and the College of Arts (66%). COSC 121 is a prerequisite for both PROD 221 and a new course developed by Dr Jonathan Dunn (LING 223/DIGI 223).

The following table shows the eleven courses currently in the Digital Humanities Programme. In each case the 'owning' department is in bold font. The Department offers three courses; the remainder are co-coded in from Computer Science, Philosophy, Media & Communication, Maths and Statistics, and Geography. Dr Thomson teaches a small module in DIGI101-COSC101. DIGI 210 was developed and offered in 2018, taught by a PhD student. It had an enrolment of 17, many of whom were enrolled in a B.COM.

DIGI 101 Working in a Digital World	<b>COSC 101 Working in a Digital World</b>
DIGI 102 Computers Artificial Intelligence and the Information Society	<b>PHIL 137 Computers Artificial Intelligence and the Information Society</b>
DIGI 103 Statistics I	<b>STAT 101 103 Statistics I</b>
DIGI 125 Music Technologies 1	<b>MUSI 125 Music Technologies 1</b>

<b>DIGI 201 Digital Cultures</b>	<b>CULT 213 Digital Cultures</b>
DIGI 202 Cyberspace, Cyborgs and the Meaning of Life	<b>PHIL 235 Cyberspace, Cyborgs and the Meaning of Life</b>
DIGI 205 Introduction to Geographic Information Systems	<b>GEOG 205 Introduction to Geographic Information Systems</b>
DIGI 207 Social Media and Public Life	<b>COMS 207 Social Media and Public Life</b>
<b>DIGI 210 Big Data and Society: Navigating Concepts, Methods and Critical Perspectives</b> <i>(Summer Term course)</i>	-
<b>DIGI 301 Reading Digitally: Electronic Texts in Literary Culture</b>	ENGL 345 Reading Digitally: Electronic Texts in Literary Culture
DIGI 302 DIGI 202 Cyberspace, Cyborgs and the Meaning of Life.	<b>PHIL 335 DIGI 202 Cyberspace, Cyborgs and the Meaning of Life.</b>

## 2. REVIEW PROCESSES

### Account of Review Processes.

The DIGI Minor is subject to the normal review processes of the University for the BA and for specific subjects. For this Graduating Year Review, staff analysed enrolments in courses that contributed to the Minor and the profile of students who completed the Minor. The two students who had completed the Minor were emailed but no response was received within the timeframe of the Review. The College of Arts convened a Panel to consider the self-review document. The Panel was convened by Alison Holcroft (Associate-Dean, Arts) and consisted of Associate-Professor Richard Bullen (Postgraduate Dean, Arts), Dr Christopher Thomson (DIGI) and Dr James Atlas (COSC).

## 3. REVIEW OUTCOMES

### (a) Acceptability

Neither of the students who completed the Minor has responded to emails. An examination of the transcripts of the nine BA students who enrolled for both DIGI 101 and DIGI 102 showed that some of these students failed DIGI 101 or received a noticeably lower grade than in their other courses. Students who did pass both DIGI 101 and DIGI 102, but did not enrol in further DIGI courses, went on to major (and often double-major) in English, Cinema Studies and Media and Communication.

There is some evidence students who have not pursued the Minor, have nevertheless opted for DIGI courses later in their studies. A small number of students from ENGL 345/DIGI 301 have gone on to postgraduate study in Digital Humanities. One of these students produced an excellent DIGI 480 research essay on biculturalism in museums in Aotearoa. A second went on to DIGI Honours study and then postgraduate study at another university. A third is enrolled in DIGI 403 *Digital Project* this year. A fourth student, who had taken DIGI 101, later undertook a successful PACE 395 project on a digital cultural heritage topic with the Canterbury Museum. WE have also noticed US international students opting for DIGI coded courses, with two in DIGI 207 and one in DIGI 301 during the period covered by the review.

### (b) Assessment and Moderation Procedures

Given the eclectic nature of the programme, assessment procedures vary according to the practices of the owning Department. For DIGI 101/COSC 101, a large class, the assessment consists of small assignments, quizzes, a test and a final exam: For DIGI 102/PHIL 137, the assessment consists of a Learning Journal, a blog, an essay and test. In the courses taught out of DIGI, the assessment combines the traditional and the innovative. For instance, in DIGI 301, the assessment consists of a small portion of marks for participation, two substantial essays, short commentaries on other

students' essay drafts and a short video presentation.

### (c) Data

**Chart 1: The BA Minor (Business Insight Reporting)**

Year	Actual No. Enrolled	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2015	1	1	-	1.0		
2016	4	2	2	3.8	1	
2017	5	3	2	3.8		1

**Note:** It is notoriously difficult to track enrolments in Minors in the BA. Students will commonly nominate a major at the beginning of study, and continue to nominate it in subsequent years but will not take any courses in the subject. Conversely, students who have never nominated a particular Minor are 'found' to have the Minor when they apply to graduate. The chart above does not take into account the fact that two students have graduated with a Minor in DIGI.

**Chart 2: The Certificate in Arts**

Year	Actual No. Enrolled	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2017	2	0	2	0.4	-	-

**Note:** I have not been able to identify the students here. The Certificate in Arts is used as an entry qualification into the BA for some students, and as an exit qualification for others.

### (d) Programme Evaluation and Review

Some aspects of the Minor are working well. There are a number of students in DIGI 102 and DIGI 301; there is now a good range of courses on offer and working relationships have been built with people interested in the Digital Humanities. However, the Minor has not been promoted and has proved difficult to market. It was noted that stand-alone minors without a major and minors that do not have a basis in the secondary curriculum, have both proved unattractive to students. This may change since digital technology is receiving strong government backing in school. The Panel noted that, while there are a number of good elements in the Minor, it needs a clearer and more cohesive image to form a basis for the promotion and marketing of the minor.

**The title of the Minor:** The courses were originally coded as DIGI and referred to as Digital Humanities. When the Minor was proposed, the social science departments made the case for a title that seemed more inclusive – 'Digital Arts, Social Science and Humanities' (DASH). The title has since reverted to 'Digital Humanities', a term which has international recognition.

**The role of COSC 101 in the Minor:** The Panel discussed the role of COSC 101 in the Minor. It was noted that, while COSC 101 had been revised, it remained a COSC-centred course and that Arts students might have an affinity for some aspects but not others. After discussion, the Panel recommended that DIGI 101 should not be a required course for the Minor and that other options should be considered.

### (e) Continuation or Discontinuation

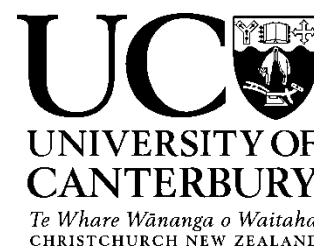
The Panel recommends that the DIGI Minor continue to be offered.

The Academic Administration Committee considered the Graduating Year Review. The Associate Dean answered questions. The AAC noted the staffing changes and the desire of the College to refocus the minor as an Arts centred minor. The Minor will be reviewed as part of the Bachelor of Arts, which is being reviewed later in 2019.

# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



#### DETAILS

<b>Current Year</b>	2019
<b>Name of Programme</b>	<b>BA Major in European and European Union Studies (EURA)</b>
<b>Original Programme Identifier</b> (Academic Services will provide)	UC/14 BA
<b>Name of Convenor and position held</b>	Alison Holcroft, Associate Dean of Arts

#### 1. PROGRAMME STATEMENT

##### (a) Description

The BA programme in European and European Union studies was first offered in 2014 – as a blend of the former programmes in European Languages and Cultures (EULC) and European Union Studies (EURO). In 2015, the EURA programme was restructured with the introduction of three core courses. Students intending to major in EURA were required to have at least 135 points in courses from the EURA programme, including at least 105 points above 100-level and 60 points at 300-level. There were three compulsory courses, two of which could be done at 200-level (as a 15-point course) or at 300-level (as a 30-point course). EURA 201 *European Identity and Culture: Multicultural Societies of Europe and the European Union* is cross-coded with EURA 301, and EURA 210 *European Integration from Community to Union* with EURA 310. The requirements were followed by a note that students might credit up to 60 points of a European language towards their EURA Major. The Minor in EURA allowed for the possibility of the inclusion of 30 points of a European language.

The proposal explained that students would be encouraged to select one of two thematic pathways:

1. 'Within Europe/Inner Europe' – a group of courses focusing on the critical development within the continent and the dialogue between the many facets of European identity'.
2. 'Europe in the World' - a group of courses focusing on the dialogue between the EU and wider Europe with its immediate geopolitical neighbours. The proposal noted that special attention would be given to the relationships between the EU and wider Europe and the Asia-Pacific. The courses in this group were EURA 104, EURA 226/326, EURA 214, EURA 218/318, EURA 333 and a group of summer school courses: EURA 223/323, EURA 234, EURA 232.

##### (b) Achievement

The 2015 proposal stated:

The revised EURA Major aims to offer a broad based, inter- disciplinary research-based, programme that embraces the studies of the institutional, legal, political, economic and social aspects of the integration process of the European Union (EU) as well as the languages and cultures of Europe. It encourages the study of European languages within this framework.

The proposal also noted two other goals. The first was to equip students with a variety of transferable skills, which would make them highly employable in a number of fields and prepare them for postgraduate study.

Student feedback suggests that students and graduates appreciate the multi-disciplinary nature of the programme, the programme's emphasis on research, the opportunity to develop research skills, the attentiveness of staff. They are also conscious of having of having acquired transferable skills. Typical comments:

- I have gained valuable critical thinking skills, political mindedness and knowledge of wider international relations. Through EURA, I have broadened my horizons and now have a wider picture of New Zealand's place in the world.
- .....the EURA courses developed in me new, highly valuable skills and interests that have now shaped my future career path.

Several responses from both undergraduate and postgraduate students mention the programme as having provided a good basis for postgraduate study and the fact that they have been inspired to continue their studies at that level. Students of EURA courses have an opportunity to participate in cross-generational Student Research Hubs that unite undergraduates, postgraduates and academics working on selected research projects. A significant proportion of BA graduates with a EURA major enrol in the MEURO and do well in it. Others double major in Political Science and EURA or, very commonly, are double degree students (BA/LLB) with a major in Political Science and International Relations and a second major or minor in EURA. Professor Annick Masselot notes that BA/LLB graduates with a BA major in EURA who advance to postgraduate study in law are notably well prepared for their Masters or doctoral study. In terms of graduate destinations, graduates who have majored in EURA have found employment in a range of organizations, including MFAT, the Ministry of Social Development, the Ministry of Education, the NZ Treasury, the Ministry of Business, Innovation and Employment and international think tanks.

The 'two-pathway' concept has not been realised. It was based on the two components of the original 'blended' programme: the first pathway looked to EULC, the second to EURO The proposal lists eight courses in the first group, but four of them (EURA 103, EURA 202/302, EURA 203/303 and EURA 242) have not been taught due to the retirement of teaching staff from contributing programmes or their failure to meet minimum enrolment levels. The remaining courses in this group are EURA 104, EURA 204/304, EURA 224/324 and EURA 311. Courses from the second pathway form the framework of the major.

### **(c) Changes**

There have been no changes to regulations of the programme since 2015. However, a number of courses mentioned in the proposal have not been taught due to staff changes or financial constraints – EURA 103, EURA 202/302, EURA 203 and the summer course EURA 242. Five other courses are no longer offered: EURA 218/318, EURA 221, EURA 230, EURA 232 and EURA 234. The EURA programme currently offers 23 courses, some taught out of NCRE and others co-coded in from other programmes.

The Department is currently reviewing the framework of core courses in the major and intends to adjust them to include EURA 224 *Democratic and Economic Evolution of Europe* – a course which will offer specifics on the political and socio-economic developments of Europe as a whole.

## 2. REVIEW PROCESSES

### Account of Review Processes.

The EURA staff monitor the programme in a number of ways: regular course and teaching evaluation surveys; feedback from students in class discussions, face-to-face contact and in written comments; and external feedback from colleagues from other programmes teaching co-coded courses and also from visiting international staff and Erskine Fellows. For this Graduating Year Review, a self-review was prepared by the Head of Programme, Dr Milenko Petrovic with some assistance from College staff. This included an analysis of enrolments in the programme and emails seeking feedback from a group of ten graduates and current students. Seven responses were received and were attached to the self-review. Feedback was also available from three European colleagues who have taught courses for EURA - Professor Ludger Kuhnhardt (ZEI, Bonn), Professor Alan Williams (Surrey) and Professor Richard Whitman (Kent). Alison Holcroft (Associate-Dean, Arts) convened a review panel: Associate-Professor Richard Bullen (Postgraduate Dean, Arts), Professor Neil Boister (Law, External Panel Member), Dr Milenko Petrovic (EURA).

## 3. REVIEW OUTCOMES

### (a) Acceptability

The EURA programme is the only tertiary undergraduate programme in Australasia which offers a degree in the area of political, socio-economic and socio-cultural studies of the European Union and European affairs. The ongoing acceptability of the EURA programme to the relevant academic and professional communities can be assessed through the feedback from graduates, academic colleagues and external partners of the programme. Several top graduates who have majored or minored EURA are now working in organizations such as MFAT, Ministry of Social Development, Ministry of Education, NZ Treasury, MBIE and international think-tanks. The programme has also received strong support from Annick Masselot (Law) and international academics who are familiar with the programme: Professor Ludger Kuhnhardt (ZEI, Bonn), Professor Alan Williams (Surrey) and Professor Richard Whitman (Kent)

The EURA programme meets the UC graduate profile in all respects. Notably, the programme has been proactive in addressing bicultural competence. The core course EURA 101 is part of BA Schedule C and as the second core course EURA 201/301 is currently under revision to ensure the second BICC 'touch point' in the major. With respect to the other graduate attributes, the EURA major promotes global awareness, EURA students are involved in facilitating the annual Model EU events (community engagement), and graduates are proving employable.

### (b) Assessment and Moderation Procedures

All assessment procedures follow the University of Canterbury and College of Arts guidelines. Courses are assessed by research essays, tests, examinations and participation in class discussions. Final year courses (and some 200 level courses and EURA101) also include additional essays which are presented in student-led seminars. All EURA courses, particularly those at the 300 level strongly encourage individual student research and regular participation in class and seminar discussions. Student feedback is strongly supportive of the programme's research emphasis.

**(c) Data**

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	7	6	1	6.0	7	1
2017	5	5	0	5.6	4	0
2018	10	10	0	8.4	7	0

The data supplied by Business Insight Reporting is always difficult to interpret for the broad-based undergraduate degrees. Some students nominate a particular Major or Minor and either do no or few courses, while others never nominate a particular major or minor but will be “found” to have one when they apply to graduate. The Department’s analysis of enrolments in the Student Management System has revealed 11 students enrolled in the EURA major in 2016, a further 11 in 2017 and 14 in 2018. A similar search shows 14 students enrolled in the Minor in 2016, a further 10 in 2017 and 8 in 2018. In the period of review, 7 students completed the Major in 2016, 5 in 2017 and 7 in 2018.

**(d) Programme Evaluation and Review**

The Panel was satisfied with the strength and range of the EURA programme. In particular, the Panel endorsed the strength of the ‘framework’ formed by the core courses which focus on the political and legal structures of the EU, with social and cultural elements built around this framework as elective courses. The Panel agreed on the desirability of adding EURA 224 *Democratic and Economic Evolution of Europe* to the list of required courses. If another course were to be added to the range of offerings, it was suggested that this course might be on the topic of human rights in the EU and perhaps similar to a former Special Topic taught as a summer course, EURA 232 *Human Rights: Agendas, issues and the European Union*, which is no longer available. Professor Boister also noted the centrality of three other current courses: EURA 223 *The EU: Globalization and Migration*, EURA 311 *European Union Legal Studies* and EURA 333 *European Public Law*.

The Panel questioned whether the course was sustainable in its current form, given the relatively small number of students enrolled in the Major or Minor. However, it was noted that the programme contained a number of courses cross-coded at 200-level and 300-level and co-coded courses taught out of and into other programmes (HIST, POLS, GEOG, LAW) and that students from other programmes enrolled in EURA courses as electives. The Department commented that the mix of students in these courses enhanced class discussions and contributed to the multidisciplinary nature of the programme

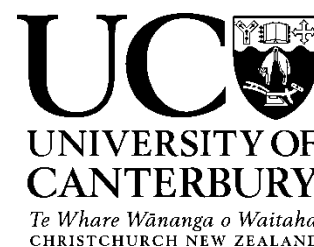
The Panel noted that there was no language requirement for the EURA major and that only a few students had credited language courses to their EURA major or minor, or had double-majored in EURA and a European language. Enrolments in the European languages have increased in the last two years and there may be opportunities for recruiting language students into EURA as a second major or as a minor.

**(e) Continuation or Discontinuation**

The panel and College of Arts recommends that the EURA programme continue to be offered. The Academic Administration Committee considered this Graduating Year Review and the Associate Dean answered questions. The AAC recognised that there are low enrolments in this major, academically it appears to be a strong quality programme but the numbers are low. The College must consider if marketing alongside the European languages will increase enrolments. The major will be reviewed as part of the Bachelor of Arts in 2019.



# GRADUATING YEAR REVIEW 2019



## DETAILS

<b>Current Year</b>	2019
<b>Name of Programme</b>	Master of Business Information Systems (MBIS)/ Postgraduate Diploma in Business Information Systems (PGDipBIS)
<b>Original Programme Identifier</b>	05 UC/15 MBIS, PGDipBIS
<b>Name of Self-Review Coordinator and position held</b>	Stephen Hickson, Director of Business Taught Masters Programmes

## 1. PROGRAMME STATEMENT

### (a) Description

The MBIS and PGDipBIS programmes are offered over a 12 to 15 month period, using a four to five terms model. The degree and diploma can be taken part-time over a maximum of four (4) years. A total of 9 courses (15 points each) and a Research Project (45 points) must be completed to obtain the MBIS qualification, as follows:

- Three courses from Group A (Core IS knowledge) comprising MBIS601 Management of Information Systems, MBIS 602 Systems Analysis and Process Modelling and MBIS 603 Digital Business and Technology
- Three courses from Group B (Elective IS knowledge options) including MBIS621 Project Management, MBIS622 IS Security and Risk Management, MBIS623 Data Management and MBIS691 Information Systems Internship. 15 points may be taken from another relevant subject at NZQF level 8 or higher.
- Three courses from Group C (MBAZ604 Business Research Methods must be completed, plus two elective business knowledge options) Electives include MBAZ601 Managerial Accounting, MBAZ602 Business Economics and MBUS650 Business Strategy. 15 points may be taken from another relevant subject at NZQF level 8 or higher.
- Applied research project from Group D (MBIS680 Research Project).

Concerns raised at the time of approval including the differentiation between the MBIS and PGDiploma and were addressed at the time, and there were no outstanding issues.

### (b) Achievement

The Graduate Profile of the MBIS was developed in the original proposal and is still used. Graduates will be able to:

#### *Attribute 1: Critically competent in Business Information Systems*

- Demonstrate an in-depth knowledge and understanding of, and be able to critically evaluate and apply this knowledge to, key topics and issues related to the management and use of Information Systems.

- b. Plan and carry out independent study that demonstrates critical awareness of the academic and professional literature and key issues within the field of Information Systems, and effectively communicate their findings to a wide audience.

*Attribute 2: Employable, innovative and enterprising within the Business and/or ICT Industry*

Obtain key skills and attributes sought by employers within the fields of Information Systems, Business and Management such as analytical skills, problem solving skills, communication skills, ability to work in a team, process modelling skills, and the ability to carry out a user requirements analysis.

*Attribute 3: Biculturally competent and confident*

Demonstrate awareness and understanding of the nature of biculturalism in Aotearoa New Zealand, and its relevance to the field of Information Systems.

*Attribute 4: Engaged in the Business and/or ICT community*

Demonstrate an understanding of the thinking, norms and practices that underpin the management and use of Information Systems in organisations, and reflect on their own performance and experience within that community.

*Attribute 5: Globally aware*

Demonstrate an understanding of the influence of global conditions on the field of Information Systems and be competent in engaging with global and multi-cultural contexts.

The Graduate profile for the PGDipBIS is as for the MBIS excluding “Plan and carry out independent study that demonstrates critical awareness of the academic and professional literature and key issues within the field of Information Systems, and effectively communicate their findings to a wide audience.” that is found in Attribute 1.

The UC Business School’s comprehensive Assurance of Learning system measures and monitors how well students are achieving against these attributes and the associated learning goals and outcomes. Data collected annually indicates that the all the attributes are being met or exceeded by students, however some enhancements in the data collection processes have been suggested after the 2018 round of AoL reporting due to issues with the level of detail provided in reporting from academic staff.

**(c) Changes**

The regulations were redrafted in 2018, but this did not result in any material changes to the degree.

## 2. REVIEW PROCESSES

**Account of Review Processes.**

A Self-Review report was compiled by the Business Taught Masters team with input from:

- Student feedback via course and teaching evaluations, via Learn tools and via the Student Representative Team (SRT). Within the Business Taught Masters programmes, the SRT act as class representatives. Members are elected by students, from within the current student body
- Employer feedback via project and internship sponsor reports
- Faculty feedback via Business Taught Masters programme meetings prior to each term, and Board of Examiners’ meetings at the close of each term
- Enrolment and completion data.

A review panel consisting of Associate Professor Tom Coupe (Department of Economics and Finance) (Chair), Professor Tanja Mitrovic (Dean of Engineering (Postgraduate)), and Dr Stuart Charters (Signal ICT Graduate School) convened on the 13<sup>th</sup> June 2019. The panel reviewed the material provided by the School, and interviewed: the Dean of Business, the Director of Business Taught Masters Programmes, three Academic Staff teaching into the programme, and they spoke with a large class of over thirty students currently enrolled into the programme.

### 3. REVIEW OUTCOMES

#### (a) Acceptability

The Panel agreed that this programme is overall appropriate for and relevant to the academic, industrial and professional communities.

Both students and faculty thought the academic quality of the programme was appropriate. Student evaluations provided in the self-review report are good to excellent. Graduate attribute 1 does seem to be met. Students told the panel they would like to see a more applied (rather than academic) focus, as many students have a preference to stay in NZ after graduation and an applied focus would assist with employability.

We were provided with anecdotal evidence that employers were happy with the skills of the graduates and faculty the panel talked to were able to name a number of successful graduates. Current students whom the panel members talked to, however, expected that finding appropriate jobs in NZ after their graduation would be challenging.

The limited information from the 2017 and 2018 Graduation Survey similarly is mixed. A non-negligible share of students in that survey indicated they were still looking for jobs and the share of graduates that were willing to recommend the programme to others was fairly low. Students we talked to were willing to recommend the programme to others, but at the same time had some concerns about the programme.

Graduate attribute 2 and 4 thus only seem to be partially met.

The panel recommends to try to improve the information gathered about the employment of alumni and make this information easily available on the website so that current students as well as applicants' expectations are aligned well with reality.

Based on our conversations with students, the most critical issue seemed to be the access to internships. Students had concerns about both the number and the type of internships offered, with preferences for more prestigious for-profit companies rather than NGOs/non-profits. Many students considered internships to be important as they are perceived to be very helpful in terms of increasing the chance to find a job. For some, the internship was an important reason to enrol. Several students indicated they were (very) unhappy to only find out after enrolling that internships were available only to students who met certain requirements. The panel recommends to make this very clear in the information materials provided online, to students and to agents. The students also commented that many of internship placements currently on offer required coding ability, while coding is not included in the degree. The students wished there were more placements related to management of IS systems.

Students also indicated there were few guest speakers from industry in the courses. The panel recommends to have more guest speakers as an easy way to get students in touch with possible employers.

Given the diversity of the student backgrounds, with some having substantial IT experience and others having very little, it is important to provide more flexibility for students to elect courses. Some students would have liked taking programming courses but felt that MBIS regulations made this difficult. The panel recommends giving students access to courses outside the UC Business School. We note that the upcoming change to a three term model will potentially improve (but not solve) some of the scheduling difficulties with MBIS students taking semester based electives.

The fact that the vast majority of students are international, mainly from China and India, did not seem to bother the interviewed students or faculty. However, this means the contact with NZ students is more limited than otherwise would be the case, which reduces the acquisition of language skills and the creation of 'local' networks. Given these are important for future job market success, it would be great to have more NZ students or if that is impossible, create more opportunities for MBIS students to meet and interact with local students. Overall, graduate attribute 3 and 5 seem partially met.

#### (b) Assessment and Moderation Procedures

Assessment procedures as mentioned in the self-review are reasonable and appropriate.

Neither students nor faculty expressed significant concerns about methods of assessment. Students did mention some assignments could use clearer guidance and could have been set/announced earlier on in the term allowing for better time management.

The student grades provided to the panel seem reasonable both in terms of average and distribution.

#### (c) Data

Year <sup>1</sup>	New enrolments	Full-time	Part-time <sup>2</sup>	EFTS	No. Completed	Withdrawals
2016	25	25		6.25		0
2017	71	68	3	47.79	25	0
2018	69	68	1	47.68	58	0

#### (d) Programme Evaluation and Review

The Panel agreed that this programme is overall appropriate and adequate. At the same time, the panel thinks some aspects of the programme can be improved as outline under point (a) and below.

1. This programme is popular with enrolments of about 70. At the same time, employment outcomes seem to be mixed. Given the mixed employment outcomes, the Business Taught Masters (BTM) team might want to consider whether employment outcomes can be improved by creating streams that align better with the background of the students (technical versus non-technical). Alternatively, employment outcomes could be increased by making the entrance conditions stricter and graduating lower numbers of stronger graduates. Creating a reputation for good employment outcomes will eventually allow the College to charge higher prices.
2. Talking to faculty and BTM management suggested there is limited buy in from the IS faculty. Students also indicated that the information they get from lecturers is not always consistent with information provided by BTM staff. IS faculty should be involved more in enrolment decisions, in course advice, in enforcing specific regulations, which could create more buy in and consistency. One possibility would be to have an academic director/coordinator among the IS faculty.

<sup>1</sup> Note that Headcount figures in this table differ from those provided in the standard report provided by BI and Reporting. We are investigating why this is: the atypical programme intake dates and the interdependence of the MBIS and PGDIPBIS are likely contributing causes. Headcount figures provided in this report have been verified from raw Jade data. EFTS figures drawn from Data Warehouse Monthly Student Snap Cube.

<sup>2</sup> As the BIS programmes have an October intake, the usual half-year full-time / part-time status calculation is not suitable. A term-based calculation has been substituted.

3. For internal purposes, it might be good to create teaching evaluation statistics by programme in addition to the traditional course based statistics. A given course might be well received by the MBIS students but not by others who take the same course or vice versa.
4. The Masters programme is perceived by the students to lead to better employment outcomes than the PGDip. Creating a pathway from PGDip to Masters, which now seems hard because of scheduling issues (particularly with the Business Research Methods course), should be considered.

As described in the self-review, several changes have been proposed by the BTM team to improve the MBIS. Overall, both faculty and students were supportive of the proposed changes. The review panel agrees that the proposed changes are a step in the right direction and are likely to improve the MBIS in terms of quality of the programme and student satisfaction.

#### **(e) Continuation or Discontinuation**

The review panel supports the continuation of the programmes. We provide several recommendations in points (a) and (d).

The Academic Administration Committee considered the Graduate Year Review and the Dean of Business answered questions. The AAC noted the high proportion of full fee students in these qualifications and commended the BTM team in their plans for amending the qualifications to add clearer pathways for students. The MBIS and PGDipBIS are scheduled for a programme review in 2024.

**TEMPLATE 6**  
**GRADUATING YEAR REVIEW**  
**2019**

**DETAILS**

<b>Current Year</b>	2019
<b>Name of Programme</b>	Bachelor of Criminal Justice
<b>Original Programme Identifier</b>	UC/13 BCJ
<b>Name of Self-Review Coordinator and position held</b>	Associate Professor Debra Wilson and Dr Heather Wolfram

**1. PROGRAMME STATEMENT**

**(a) Description**

The Bachelor of Criminal Justice (BCJ) is a 3.0 EFTS, 360 point undergraduate degree, that is designed to provide students with the academic foundation for employment or career enhancement in the law enforcement, security and corrections sectors (including policy development in regard to these domains). The degree meets the CUAP requirements for a Bachelor's degree.

Structurally, the BCJ contains 15 compulsory courses (8 at 100 level, 5 at 200 level and 2 at 300 level) and 105 points of optional courses at 200 and 300 level. The compulsory courses are a mixture of purposely designed Criminal Justice courses, and existing courses. These are offered by History, Human Services, Law, Linguistics, Māori, Philosophy, Psychology, Science and Sociology. CUAP raised no concerns regarding the BCJ Programme at the time of approval.

**(b) Achievement**

The broad goal of the BCJ, as stated in the original CUAP proposal, is "to provide a nationally and internationally recognised qualification which will equip graduates with knowledge and expertise to assist them in careers related to justice, policing, security and border control."

The degree is proving to be highly popular. Enrolment figures in CRJU101, anticipated to be 75 students at 100 level at the time of the CUAP proposal, reached 258 in 2018 and 308 in 2019.

Upon reviewing the documentation and meeting with staff involved in advising on the programme, the panel finds that the goals of the proposal are being met.

This is based on (1) feedback from students, administrative staff including student advisors on the nature and relevance of courses; (2) feedback from stakeholders on the degree, and on skills demonstrated by student interns; and (3) increasing numbers of students undertaking this degree.

It should be noted, however, that due to the large percentage of students undertaking the BCJ as a double degree, there have only been a limited number of graduates at this point in time.

The original proposal also discussed the intention to develop distance offerings. This project has been explored over the past year by a sub-committee of the BCJ Standing Committee, working with the UC E-Learning Team, with the conclusion being reached that without a significant financial investment by the university, this would not be possible to implement in an effective manner. This project has therefore been placed on hold.

**(c) Changes**

It was always intended that additional courses would be developed and added to the BCJ schedules once the degree became entrenched and its potential enrolment figures became known. Feedback from the CUAP process acknowledged the desirability of adding more optional courses. SOCI 293 (The History of Gangs in New Zealand) has been added as a compulsory course, and the following have been added as optional courses: CRJU 211 (Forensic Science for Criminal Justice); HSRV 302 (Qualitative Social Research); HSRV 305 (Quantitative Research Methods for the Human Services); LAWS 378 (Genetics, Neuroscience and the Criminal Law - replacing CRJU 313 (Law and Medicine)) and LING 225 (Forensic Linguistics).

In addition, it was identified at the proposal stage that students might benefit from having some of the existing 100 level courses replaced by specific CRJU courses. In 2019 a proposal to replace (from 2020) the compulsory full year LAWS 101 course with two half year courses - CRJU 150 and CRJU 160 - has been approved.

## 2. REVIEW PROCESSES

**Account of Review Processes.**

The review team comprised Associate Professor Andrew Maples (Accounting and Information Systems), Associate Professor Ekant Veer (Marketing), Associate Professor Debra Wilson (Law) and Dr Heather Wolfram (History). The panel represented an appropriate blend of discipline-specific knowledge (with Associate Professor Wilson teaching a compulsory BCJ course and Dr Wolfram being the BCJ Programme Coordinator and teaching an optional course) and related knowledge.

As part of the review process, the panel have (1) reviewed course outlines and student surveys for the compulsory BCJ courses; (2) carried out online surveys or requested feedback via email from students in three compulsory BCJ courses (CRJU 101, CRJU 202, CRJU 301), from BCJ teaching staff, from non-teaching staff associated with the BCJ degree (administrators, course advisors, Kaiārahi Māori and Pasifika), the Crimsoc students society and from Justice Sector Partners; (3) reviewed results from previous BCJ focus groups (2014 and 2016) and the Graduate Destination Survey (2019). In addition, the panel sent out invitations to teaching and non-teaching staff, and to Crimsoc, and conducted interviews over two days with interested respondents.

The programme has not been subject to any other reviews to date.

## 3. REVIEW OUTCOMES

**(a) Acceptability**

The panel is happy that the evidence acquired in the course of this review demonstrates acceptability both from an academic and professional perspective. Feedback from students obtained through focus groups and online surveys indicates high satisfaction with the content and overall structure of the degree (subject to some differing opinions as to merit of individual courses, and the desire for an increased number of optional courses). Feedback from Justice Partners includes that the BCJ is an 'excellent foundational degree qualification which creates a strong platform' and provides a 'good grounding in criminal justice systems, foundations and knowledge.' One concluded 'one of its particular strengths is its multi-disciplinary character'. The panel is also satisfied that the degree is in alignment with the Graduate Profile, noting comments from the Justice Sector that it 'sets students/graduates up well to be work-ready with employers in the justice sector', is 'pitched about right on the work-ready skill set side of things' and that 'most [graduates the partner has had contact with] have been well prepared, both in terms of attitude and aptitude, for employment in the justice sector'

**(b) Assessment and Moderation Procedures**

Assessment in the core subjects covers a wide range of activities, eg online quizzes, essays, in-class tests, oral presentations and invigilated final examinations.

There is no external assessment or moderation (with the exception of LAWS coded courses which are externally moderated to comply with Law professional requirements). Courses coded CRJU are internally moderated at an examiners meeting, attended by the Head of School of Law, the BCJ Programme Coordinator

and the Course Coordinators of all courses. Other coded courses are internally moderated in accordance with Faculty procedures (eg LAWS courses are moderated through the Law Examiners meeting).

All courses are surveyed for student feedback every three years, as is the standard UC policy.

Grade distribution amongst courses in the degree are good, although generally clustered more in the B and C ranges. One noticeable outlier at the 300 level is the compulsory course CRJU 302, which, while having a higher number of A+ grades than other courses has a worryingly significant number of failing grades. In 2017, 30.3% of students in their final semester failed. In 2018, 20% failed. This particular lecturer also teaches a compulsory 200 level course, and failure rates in that course are also consistently worryingly high. The panel heard multiple submissions raising concerns about this. The lecturer responded by email that "I do not fail any students in these course. They fail themselves" through choices of, for example, not attending class (50-60% attendance is common), and failing to take advantage of an open door policy and the lecturers' willingness to read and provide feedback on drafts of essays (50% of final grade).

### (c) Data

**Table 1a - Domestic.**

Year	Enrolled	Full Time	Part Time	EFTS	New to Programme	New to Programme EFTS	Completions	Withdrawals
2016	333	321	12	268.9	190	148.9	17	6
2017	456	438	18	350.6	213	163.5	43	10
2018	532	503	29	398.8	211	161.8	63	20

**Table 1b - Full Fee.**

Year	Enrolled	Full Time	Part Time	EFTS	New to Programme	New to Programme EFTS	Completions	Withdrawals
2016	3	3	0	2.9	2	1.9	1	0
2017	3	3	0	2.4	1	0.5		0
2018	1	1	0	0.9	0	0.0		0

**Table 1c - Māori.**

Year	Enrolled	Full Time	Part Time	EFTS	New to Programme	New to Programme EFTS	Completions	Withdrawals
2016	47	45	2	36.4	36	26.3		2
2017	52	49	3	37.6	24	17.1		2
2018	65	65	0	47.3	32	24.0	5	5

**Table 1d - Pasifika.**

Year	Enrolled	Full Time	Part Time	EFTS	New to Programme	New to Programme EFTS	Completions	Withdrawals
2016	24	22	2	19.5	14	10.5		1
2017	27	27	0	22.8	16	13.5		0
2018	37	33	4	28.4	18	12.9	1	1

There is a notably low level of completions compared to numbers enrolling. It is, however, also notable that the enrolment figures do not suggest high levels of withdrawal from study. Students are enrolling in 200 and 300 level courses in increasing numbers, and are passing the majority of these courses at acceptable rates. The explanation for the low level of completions thus far appears to be the high proportion of BCJ students that are also enrolled in a second degree (double degree students require 5 – 5 ½ years for completion of both degrees, and therefore the larger cohorts of graduands will be expected to complete in 2019-2020). The failure rates in CRJU 201 and 302 may also be contributors to delayed degree completion.

While Māori and Pasifika students do appear to be taking longer than other students to complete, feedback from Kaiārahi Māori, Māori Development Team and Pasifika Development Team suggests that this is not



inconsistent with performance in other UC degrees and in other colleges. The overall feedback appears to be that the Māori and Pasifika students meeting with these teams are for the most part happy with the degree (but that there are some barriers to learning in certain courses, which can be addressed).

#### (d) Programme Evaluation and Review

On the basis of the feedback and evidence received, the Panel views the programme as successful and appropriate in terms of its title, regulations, aims and stated learning outcomes. This was clear through the comments of students and stakeholders, and through the increasing student numbers. The Panel noted specifically that the programme is particularly internally coherent for such an interdisciplinary degree.

#### (e) Continuation or Discontinuation

The Panel recommends that the BCJ be continued. The Programme Review is scheduled for 2024.

It notes that the degree is innovative and well integrated into the community, and that there is a clear demand for it. The Panel wishes to **commend** the following:

1. Heather Couch, Simon Dorset, Ariana Johansson, Margaret Ricketts and Julie Scott for their efforts in administrating and course advising. It was frequently commented that these individuals go above and beyond their job descriptions in providing exceptional support to BCJ students.
2. Theresa Buller and the Library team for their efforts in assisting BCJ students with interdisciplinary and cross-disciplinary research skills, and with navigating the numerous discipline-specific research and citation requirements inherent in the degree.
3. Former and present members of Crimsoc (particularly founding president Vincent Adams), who have successfully created a community for these interdisciplinary degree students.
4. The Law faculty for showing flexibility and leadership in developing new specialised courses when existing courses did not appear to meet the needs of BCJ students.

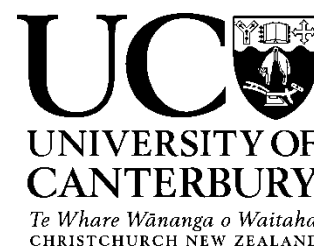
The Panel wishes to **recommend** the following:

1. That the compulsory and elective courses be reviewed for ongoing relevance, particularly in relation to Māori and Pasifika content, to ensure that BICC mapping and alignment with the Pasifika strategy has occurred. Further, where courses are coded across subjects, consideration should be given to how best to support BCJ students in that class. Where dedicated content cannot be incorporated into a class a separate tutorial stream and/or a separate course should be considered to support BCJ students.
2. That there is a review of the EFTS splits between Colleges and Faculties to more equitably reflect the significant administrative burden currently being carried by the Law administrative staff.
3. That consideration be given to the appointment of a dedicated BCJ administrator. At present, administrative duties are divided amongst several Law administrators. While this was workable with the initially predicted numbers of 75 students at 100 level, with current numbers of 250+ students at 100 level it is not unreasonable for a dedicated admin person to be appointed. This would have the additional benefit of addressing some student concerns that there is not an obvious point of contact for BCJ queries. This solution would only be tenable if recommendation 1 regarding the EFTS reallocation is enacted.
4. That consideration is given to the development of a clearer management structure or more formal reporting lines. At present, the BCJ is an interdisciplinary degree involving academics from 3 Colleges (and multiple faculties), admin staff and a Dean from 1 College, and a Director from another College. The panel heard several examples of issues or complaints by staff or students made to the Dean of Law which involved staff members from other Colleges. A lack of clear reporting lines left resolution of the complaint difficult. In addition, a clearer management structure would allow for monitoring of student success and satisfaction over the entire degree.

The Academic Administration Committee considered the Graduating Year Review and the Acting Dean of Law answered questions. The AAC commended the School of Law and College of Arts on the success of the degree but expressed concern about the failure rates of CRJU302. The College of Arts was asked to address the issues raised and follow up with the staff member concerned through the Professional Development and Review process.



# GRADUATING YEAR REVIEW 2019



DETAILS	
Current Year	2019
Name of Programme	Master of Teaching English to Speakers of Other Languages (MTESOL)
Original Programme Identifier	03 UC/15 MTESOL
Name of Self-Review Coordinator and position held	Tracey Millin – Lecturer & Programme Co-ordinator
Reviewers (01/08/2019)	Dr Patrick Shepherd and Dr Valerie Sotardi

## 1. PROGRAMME STATEMENT

### (a) Description

The Master of Teaching English to Speakers of Other Languages (MTESOL) programme was proposed to CUAP in 2015. It was designed to provide a professional development platform for current practising teachers to gain a deeper insight into language acquisition and learning, language barriers to learning, and technology enhanced language learning, in an effort to boost the engagement of migrant students in New Zealand schools, where English is the medium of instruction. It was also designed as a future-focussed programme that would be able to meet the needs of multi-disciplinary teachers in classrooms across New Zealand now (and other international contexts where the language of learning and teaching is an additional language to many students), whilst still preparing these teachers to embrace future developments in the use of technology to enhance language learning. It was envisaged that this programme would graduate teachers of English as an Additional Language that are not only digitally competent in using technology to enhance language learning, but that these graduates would also be knowledgeable about the implications of challenges faced in the classroom due to global migration, literacy inequity, and sustainability in the field of English language education.

### Structure

It was envisaged that the MTESOL would complement the existing Postgraduate Diploma in Education with endorsement in Teaching and Learning Languages, and the Master of Computer-Assisted Language Learning. As a 180-point one-year master's programme, the MTESOL is a professional masters qualification expected to attract practicing educators who wish to develop their knowledge and skills in English language learning and teaching for the 21<sup>st</sup> century.

### The MTESOL programme comprises six courses, each of 30 points):

EDEM631 *Foundations of Language Acquisition and Learning*  
 EDMM632 *Issues in Language Acquisition and Learning*  
 EDEM633 *Foundations of Technology-Enhanced Language Learning*  
 LING400 *English Structures*  
 LING615 *World Englishes*  
 EDEM615 *Learning & Teaching Languages*

The MTESOL is taught as a contact and distance course, which means students can attend the weekly lecture on campus, or access the recorded webinar if they are not based in Christchurch. The availability of the webinar is a strength of this programme as it enhances the e-learning profile of the School of Teacher Education, but also acts as an example to students of how to utilise digital technology to enhance learning. Furthermore, for many of the domestically enrolled teachers, fulltime school responsibilities makes attendance on campus for lectures difficult. The online webinar tailors to these postgraduate students.

The MTESOL does meet current CUAP qualification definitions and works well to meet its intended purpose – to train teachers to meet the changing linguistic needs of students in a growing digitally enhanced learning environment. Demand for this programme is growing as teachers across New Zealand become increasingly more aware of the linguistic needs of migrant students in their classrooms. This is evidenced by the increase in student enrolment numbers over the past few years. The number of interested applicants has also increased over 2019 as we have decided to open up the MTESOL to students not only from education backgrounds to enable other students to consider a career change into TESOL. Most of the interest appears to be from students wanting to complete the MTESOL and return to Asian countries to get involved in ESOL teaching.

### **(b) Achievement**

Based on the data received from the Business Insight and Reporting, 40 students have successfully enrolled on this programme since its commencement. The majority of the students are fulltime domestic students. However, in 2018, there was an increase in the number of part-time registered students. This may be due to the increased marketing of this programme to fulltime teachers in the Canterbury region as a result of the Ministry's TESSOL Scholarship programme.

A strength of this programme is the partnership with the Ministry and their generous scholarship programme. The partnership with the Ministry is beneficial because they identify schools in the Canterbury region that have high numbers of migrant students, and the Ministry then actively advertises this programme to principals of these schools. Further, student comments via the Ministry's course surveys demonstrate how valuable this programme is to practising teachers. Graduates often comment on how enlightening this qualification has been in helping them to identify barriers to learning for non-native speakers of English in their classrooms, and how to scaffold learning appropriately.

### **(c) Changes**

There has been considerable staffing changes. The current programme coordinator only started at UC early this year with the previous coordinator leaving UC a while back. So there has been an absence of a programme coordinator for some time. However, besides staffing changes, no other major course changes have been made to this programme.

The Ministry of Education (ESOL) has indicated that the start date of the programme (beginning of Semester 2) is not conducive to prospective students meeting TESSOL scholarship deadlines and a possible change is being considered. It is expected that this change could double enrolment numbers. It is envisaged that by 2021, the start date for core courses will be Semester 1 and not Semester 2.

## **2. REVIEW PROCESSES**

This review was conducted by a panel chaired by Dr Patrick Shephard (Senior Lecturer - School of Teacher Education) with Dr Valerie Sotardi (Lecturer - School of Educational Studies and Leadership) as a member. Neither of these people has had any direct involvement in the programme under review. The self-review was conducted by Dr Tracey Millin who is currently the relevant programme Co-Ordinator. In the course of the review Dr Millin also consulted Professor Una Cunningham who was leading the programme for much of the time from its inception until this graduating year review.

## **3. REVIEW OUTCOMES**

### **(a) Acceptability**

The MTESOL is a highly valuable course for teachers already teaching in New Zealand given the changing linguistic context of New Zealand classrooms. With high numbers of migrant students entering New Zealand schools, it is important for teachers to understand how to scaffold learning for students who use English as an additional language. Further, Canterbury has the second highest number of ESOL students needing ESOL support in New Zealand classrooms, which makes this programme even more valuable to local teachers.

With regards to graduate attributes, the MTESOL provides students with a solid theoretical background in issues related to English language learning, barriers to English language learning, the role of politics in policymaking, and the unintended consequences this has on heritage language maintenance. Therefore, students are expected to develop an ability to be critical of current language practice in their own schools, become more vocal in providing more efficient language-in-education policies to support migrant students, and become more globally aware of how migration affects learning through the medium of English for many students. Students on this programme are expected to then demonstrate these skills by critically reviewing these issues within their classroom context and provide research driven, critical essays to demonstrate understanding. Students are also expected to engage in informal, online discussions comparing their classroom contexts, which provides the platform for students to hone their critical thinking skills.

An entry requirement for this programme has been an Education background and classroom teaching experience. So nearly all of our enrolled students are teaching in classrooms in New Zealand or overseas. Therefore tracking graduate destination is not really an issue because our teachers are already teaching.

There are also plans for the programme to contribute qualified graduates to teach the English for Academic Purposes (EAP2) programme in conjunction with Christchurch College of English Language at the Huazhong University of Science and Technology (HUST) in Wuhan China, as part of a UC undergraduate pathway.

#### **(b) Assessment and Moderation Procedures**

The courses in the MTESOL are assessed by take-home exams, written assignments (including lesson and unit plans, material evaluation, policy documents, learner language assessments, evaluation of microteaching and activities, descriptive reviews of learning and teaching contexts, and reports of field studies carried out in learning environments), oral presentations, and teaching resources and tasks. Students are required to write multiple reflections on a weekly basis, and to participate in discussions with fellow students, and to give peer feedback on coursework. The course assessments are still subject to the standard moderation processes within the College of Education as per section 6 of the University of Canterbury Assessment Policy.

#### **(c) Data<sup>1</sup>**

<b>Year</b>	<b>New enrolments</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Completed</b>	<b>Incomplete</b>
<b>2016</b>	7	4	3	0	7
<b>2017</b>	13	5	8	4	9 <sup>2</sup>
<b>2018</b>	16	9	7	3	13 <sup>3</sup>

#### **(d) Programme Evaluation and Review**

<sup>1</sup> The data in this section differs from the original data provided for the review. It appears there are inconsistencies in the data provided. The data in this table reflects a review of actual enrolments with notes to provide further information about enrolments and completion.

<sup>2</sup> One student eligible to graduate but not yet applied; one student transferred and conferred MED in 2018; one student transferred to MED and is still studying; and one withdrew from study

<sup>3</sup> One student transferred to MTESOL and is still studying; one student transferred to MTESOL and later withdrew from study; one student eligible to graduate but not yet applied; two students conferred early 2019; one student has not returned to study; seven students still studying

The programme is meeting its projected numbers and with a possible change in the start date, these numbers are expected to increase. This programme has not been subject to any other external, nor internal reviews, besides the yearly review process with the Ministry of Education (ESOL). This yearly review has been invaluable as the Ministry conducts its own survey of our graduates, and principals who employ our graduates, and has made this data available for the purposes of this review.

A strong theme running through the graduate responses is that this programme creates a heightened awareness of becoming more bi-culturally competent. When the teacher takes time to learn about migrant students' language and culture, it improves the confidence of migrant students. Graduates surveyed also articulated that a change in mindset regarding translanguaging practices in their classroom has led to more positive academic outcomes for their migrant students. Most importantly, graduates expressed confidence in their own teaching of migrant students now that they have a better understanding, and appreciation for second language learning. This includes an awareness of the language barriers imposed on migrant students when stepping into a new country, with a different culture, and not being able to really understand what is going on in the classroom due to limited English language proficiency. Some graduates stated that their passion for English language learning support has grown and they are able to confidently share with their colleagues, the merits of engaging in ESOL professional development. Lastly, many graduates mentioned that they are much more aware of the value of embracing their students' home languages in the classroom, and actively encouraged their students to use their home languages to aid comprehension of curriculum material.

In terms of the impact of postgraduate ESOL studies on teachers' actual classroom pedagogy, some graduates surveyed mentioned that they now actively seek out information on migrant students' cultural contexts to include this information in the classroom; make sure they include important cultural celebrations of their migrant students in the academic calendar; create more opportunities for social interaction; pay more attention to the languages used in the classroom when explaining concepts, and make use of more online learning platforms to augment ESOL students' learning.

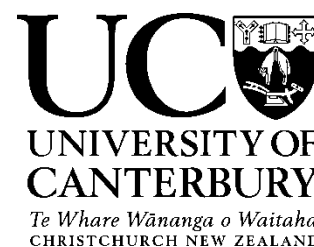
Of the principals who offered feedback on their teachers who undertook TESOL postgraduate studies, a very common theme was how valuable it has been for teachers to come back to their schools to share this knowledge. It has become part of daily school conversations on how better to support migrant students, how better to tailor classroom teaching and materials for second language learners, and how better to assess learning. Principals found that their teachers had a renewed sense of energy, and fresh ideas and perspective to change their teaching to meet the needs of a changing demographic in New Zealand classrooms.

#### **(e) Continuation or Discontinuation**

The programme is growing in numbers and commentary from students, principals, and the Ministry indicate that this programme is highly valued in the Canterbury region. It is recommended that this programme continue.

The Graduating Year Review was considered by the Academic Administration Committee and the Acting Dean of Education and Health answered questions. The AAC noted that the programme is growing and suggested that the changes to the start time of the programme would be a positive step. The degree is scheduled for a programme review in 2024.

# GRADUATING YEAR REVIEW 2019



DETAILS	
Current Year	2019
Name of Programme	Postgraduate Certificate in Teaching English to Speakers of Other Languages (PGCertTESOL)
Original Programme Identifier	11 UC 15/PGCertTESOL
Name of Self-Review Coordinator and position held	Tracey Millin – Lecturer & Programme Co-ordinator
Reviewers (01/08/2019)	Dr Patrick Shepherd and Dr Valerie Sotardi

## 1. PROGRAMME STATEMENT

### (a) Description

The Postgraduate Certificate in Teaching English to Speakers of Other Languages (PGCertTESOL) programme was proposed to CUAP in 2015 as a 60-point postgraduate qualification. Its target market was to include 3 separate groups of potential postgraduate students: New Zealand based English Language Educators, or those teachers in New Zealand wanting to specialize in English Language Education to emergent bilingual students (or migrant students who speak another language); Graduates of universities of New Zealand, or other English speaking institutions where students plan to teach English, and teachers of English throughout the world who want to improve their English language teaching skills. The above candidates have an interest in English language teaching but are not yet ready to commit to a full master's programme. This postgraduate qualification is intended to offer a professional development pathway for educators interested in English language teaching and learning, or more broadly, the field of educational linguistics. The PGCertTESOL comprises two courses, each 30 points and are Level 8 courses. The two courses are:

**EDEM631 Foundations of Language Acquisition and Learning** 30 points This course extends the professional knowledge base of educational professionals through the examination of the main theories of first and second language acquisition, examining the linguistic, psychological and social processes that underlie language(s) learning, and language use. Second language acquisition (SLA) is multi-disciplinary in nature and reflects the complex nature of language learning and language use. Therefore, the course examines a wide range of current research from contributing multiple disciplines, as it takes into account the perspectives of the language-teaching professional.

**EDEM 615 Learning and Teaching Languages** 30 points The students will gain a comprehensive overview of the field of language learning and teaching, and the ability to judiciously plan for research-informed language courses for a variety of settings, target languages, learners, and learning environments.

The PGCertTESOL has a smaller number of enrolments than the MTESOL but the numbers have remained stable over the last 3 years that the certificate has been offered. This course is invaluable to those educators who feel they need professional development in the wake of rising migrant numbers in their classroom, but are unable to commit to the more intensive MTESOL.

**(b) Achievement**

The course aims to offer students the opportunity to engage with current theory and research about language acquisition and learning. It offers students time to critically explore these theories in relation to their own classroom practice, or additional language-learning journey. Anecdotal evidence of the success of this course is evident in student discussion platforms where students often comment on how enlightening it has been to learn how languages are learnt, what barriers are encountered when learning through an additional language, and how useful it is to know about these issues when planning classroom practice. Evidence pertaining to students developing more of a critical lense with regards to their own classroom practice, in relation to the linguistic needs of students who are learning through English as an additional language, can be found in students' formal assessment tasks – which are often completed to a very high standard.

**(c) Changes**

No changes have been made apart from a semester change for EDEM631. For similar reasons as the MTESOL, this will be offered as a Semester 1 course and not a Semester 2 course, in order to re-align the programme with the timing of the Ministry's TESSOL scholarship programme.

## 2. REVIEW PROCESSES

This review was conducted by a panel chaired by Dr Patrick Shephard (Senior Lecturer – School of Teacher Education) with Dr Valerie Sotardi (Lecturer – School of Educational Studies and Leadership) as a member. Neither of these people has had any direct involvement in the programme under review. The self-review was conducted by Dr Tracey Millin who is currently the relevant programme Coordinator. In the course of the review Dr Millin also consulted Professor Una Cunningham who was leading the programme for much of the time from its inception until this graduating year review.

## 3. REVIEW OUTCOMES

**(a) Acceptability**

The PGCertTESOL is a fairly new programme and enrolment numbers are small but slowly growing so it may be difficult at this time to really give an accurate account of the acceptability of this programme. However, like the MTESOL, this programme is a highly valuable course for teachers already teaching in contexts where high numbers of migrant students are filling classrooms. The Ministry of Education has surveyed principals and found that they are excited at the level of engagement in this course that their teachers are showing. Similarly, surveyed graduates have found the course content very useful in helping them understand how better to support a growing migrant population in their classrooms. The following points capture commonly occurring responses from graduates, and principals of graduates in the Ministry surveys:

**Graduate Responses**

- The course enables a greater understanding of first and second language acquisition, and how first language competency impacts second language learning. This means I have been able to embrace my students' home languages as a valuable asset in their English language-learning journey.
- The course provides detailed understanding of the challenges ESOL students face in current New Zealand school settings and helps us understand how important it is to incorporate migrant students' cultural contexts in the classroom. That familiarity helps our students feel welcome.
- The course really helped us to see how important it is to include migrant parents in the conversation to help them feel valued and heard.

- The course helped us to be more understanding and patient with regards to ESOL students, and be more responsive to their needs.
- The course helped us understand the value in ESOL students' English language attempts, and reminds us to see their errors/mistakes as learning opportunities.
- The course helped us understand how language transference happens and helped us understand that we need to slow down, speak slower, and allow our students time to translate in their heads as they hear us speak.

#### Principal Responses:

- It has been rewarding seeing how teacher X has embraced learning about first language acquisition and I look forward to seeing how this teacher transfers this knowledge in the class, and shares this new knowledge to colleagues.
- The school has benefitted from this teacher's learning because the knowledge has been shared across the staff, and the pupils are benefitting from this shared knowledge. The teacher's knowledge has influenced the staff and pupils. It has been a win/win.
- The opportunity to study has provided the teacher with additional skills and strengths that have benefited the classes and especially our ESOL learners. Given the high percentage of ESOL students in our school, this has been a great benefit to our community.
- The teacher's knowledge and practice has developed significantly during the course of her study. She has found multiple ways to contribute to developing and strengthening our practice for English language learners in our school.
- All teachers would benefit from this course. As a school, we have benefitted from discussion about culturally responsive practice and the use of effective teaching strategies to make a difference for all learners.

#### (b) Assessment and Moderation Procedures

Assessment procedures have not changed. The courses are assessed by take-home exams, written assignments (including lesson and unit plans, material evaluation, policy documents, learner language assessments, evaluation of microteaching and activities, descriptive reviews of learning and teaching contexts, and reports of field studies carried out in learning environments), oral presentations and teaching resources, and tasks. Participants are required to write multiple reflections on a weekly basis, to participate in discussions with fellow students, and to give peer feedback on coursework. The course assessments are still subject to the standard moderation processes within the College of Education as per section 6 of the University of Canterbury Assessment Policy.

#### (c) Data<sup>1</sup>

Year	No. students enrolled	Full time	Part time	No. completed	Incomplete
2016	3	0	3	0	3 <sup>2</sup>
2017	4	2	2	1	3 <sup>3</sup>

<sup>1</sup> The data in this section differs from the original data provided for the review. It appears there are inconsistencies in the data provided from Business insight and Reporting. The data in this table reflects a review of actual enrolments with notes to provide further information about enrolments and completion.

<sup>2</sup> One student only completed one course and no further study; and one student failed their only course that year

<sup>3</sup> One student transferred to the PGDipEd in 2018 and then the MEd and is yet to complete; one student transferred to the MTESOL and is yet to complete



<b>2018</b>	4	2	1	1	3 <sup>4</sup>
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Note: The PGCertTESOL and MTESOL lectures are combined.

### **(c) Programme Evaluation and Review**

Similar to the MTESOL, this programme is meeting its projected numbers and with a possible change in the start date, these numbers are expected to increase. We acknowledge that the programme has a small number of enrolments but given that this is a subset of the MTESOL, this is to be expected. There is a real willingness on the part of the Ministry of Education to support professional development opportunities like this programme and principals of Christchurch schools are showing renewed interest in supporting staff to undertake courses like these. This programme has not been subject to any other external, nor internal reviews, besides the yearly review process with the Ministry.

### **(d) Continuation or Discontinuation**

The programme is growing in numbers and feedback from students and the Ministry indicate that this programme is highly valued by principals in the Canterbury region, which has one of the highest numbers of migrant students enrolling in New Zealand schools. It is recommended that this programme continue. Further, given the programme's involvement with UC's developing relationship with the Huazhong University of Science and Technology (HUST) in Wuhan, this could be a valuable certificate for graduates wanting to get involved in English for Academic Purposes (EAP) tutoring with UC.

The Academic Administration Committee considered the GYR and the Acting Dean of Education and Health answered questions. The small enrolment numbers were noted but it was considered that the certificate played a useful role as both an entry and exit qualification for the MTESOL. The PGCert will be reviewed alongside the MTESOL in 2024.

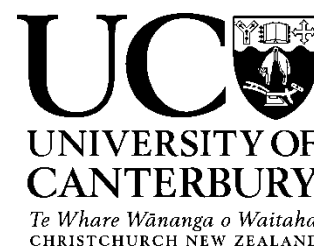
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<sup>4</sup> One student transferred to the MTESOL and is yet to complete; one student conferred in early 2019; and one student is on track to complete at the end of 2019.

# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



DETAILS	
Current Year	2019
Name of Programme	Master of Teaching and Learning (MTchgLn)
Original Programme Identifier	UC/14 MTchLn/1
Name of Self-Review Coordinator and position held	Associate Professor Jane Abbiss, MTchgLn Programme Coordinator
Reviewers	Prof Peter Roberts, Assoc. Prof Susan Lovett and Assoc. Prof Jane Abbiss

## 1. PROGRAMME STATEMENT

### (a) Description

The Master of Teaching and Learning (MTchgLn), proposed and approved as a 180-point qualification, is an intensive professional programme. The qualification has three endorsements: Primary, Secondary and Early Childhood. It is made up of academic coursework completed over one calendar year (including semesters 1 and 2, and both summer-school terms) and professional practice experience in schools. It was developed in response to a Ministry of Education request for proposals for exemplary initial teacher education (ITE) programmes at the postgraduate level. The qualification was proposed and approved in 2014 and the first year of delivery was 2015, for the Primary and Secondary endorsements. The Early Childhood endorsement was added to the qualification in 2015 and first offered in 2016.

This programme aims to prepare graduates who are critical pedagogues, and distinguished as beginning teachers by their action competence as professionals with respect to: cultural competence and responsiveness to learners, critical engagement with educational issues, relationships with community, and collaborative ways of working in a variety of professional learning communities. It is expected that the teacher graduates from this programme will be qualitatively distinguished by having advanced research-based knowledge, action research and inquiry skills, and integrated understandings and experiences of contemporary educational theory and professional practice that enable them to be highly knowledgeable and skilled teachers with the adaptive expertise essential to schools in the 21st century.

The degree is achieved through completion of eight courses, consisting of project work, professional practice in schools, and evidence-based inquiry and action research in varying combinations. Students who successfully complete the MTchgLn programme receive a qualification with an endorsement in Secondary, Primary or Early Childhood teaching, e.g., MTchgLn(Secondary). They are eligible for New Zealand teacher registration and initial practice certification, provided by the Teaching Council of Aotearoa New Zealand.

### (b) Achievement

The broad goal of the MTchgLn to prepare high quality teacher graduates who are critical pedagogues, action competent and culturally responsive, and highly employable, has been achieved. The results of the Graduate Destination Survey 2018 and 2017 (LEAD, April 2019) show that 90% of graduates were working full time, 3% were working part time, and 3% hadn't yet started their employment but had nevertheless gained employment. Only 3% were still looking for employment. Graduates of the programme are recognised as very capable and highly employable. An ongoing challenge for the programme is the task of achieving consistency in standards and expectations for the twelve courses within the programme, and between courses and students' professional practice experiences.

**(c) Changes**

The one significant change to the MTchgLn programme since its introduction is the addition of an Early Childhood Endorsement. Two students were taken into and completed this endorsement in the first year it was offered (2016). However, enrolments have not been taken into this endorsement in subsequent years, due to the low numbers of suitable applicants. Courses in the Early Childhood endorsement were not offered in 2019. There have been no changes to the goals of the MTchgLn programme.

## 2. REVIEW PROCESSES

The review was undertaken by a panel convened under the leadership of Professor Peter Roberts (School of Educational Studies and Leadership) on the invitation of the Acting Dean of the College of Education, Health and Human Development, Dr David Small. In addition to Professor Roberts, the panel comprised Associate Professor Susan Lovett (School of Educational Studies and Leadership) and Associate Professor Jane Abbiss (School of Teacher Education). The Self-Review Report was prepared by Associate Professor Abbiss (MTchgLn Programme Coordinator), in conjunction with Dr Chris Astall (Co-Programme Coordinator, with particular responsibility for students in the primary cohort). Professor Roberts and Associate Professor Lovett have not had any involvement with the MTchgLn programme.

The review has drawn on data and evidence provided by UC Business Insight and Reporting, Learning Evaluation and Academic Development (LEAD), Annual Reports prepared for the Teaching Council, Teaching Council Monitor's Reports, reports prepared for the Ministry of Education, and Ministry of Education commissioned external evaluation reports prepared by Martin Jenkins. The external monitoring and evaluation agencies (Education Council, Martin Jenkins) met with groups of students, school teachers and Principals, course lecturers and programme coordinators as part of their review and evaluation processes and feedback from these groups provides an evidential base for their reports. In addition, a number of current students and graduates, mentor teachers (associates in schools), school leaders (representing employers), and UC lecturers involved in the MTchgLn were contacted by Professor Roberts and Associate Professor Lovett and invited to provide feedback, via e-mail, on the overall quality of the programme.

## 3. REVIEW OUTCOMES

**(a) Acceptability**

It is evident from the formal external evaluations (Martin Jenkins), monitoring reports (Teaching Council), and comments received by Professor Roberts and Associate Professor Lovett that the MTchgLn is an appropriate, high quality post-graduate programme for initial teacher education.

Teaching Council monitoring reports consistently acknowledge the innovative nature of the UC MTchgLn, the responsiveness to student and sector feedback in refining the programme, positive school-programme relationships, the research emphasis (e.g., through initiatives such as student engagement with puzzles of practice, and writing in relation to these for the *Journal of Initial Teacher Inquiry*), and the programme's conceptual framework and bi-cultural elements (including development and use of *Te Poutama: Ngā Pou Ako* as a cultural framework for teacher development). In the 2017 Monitor's Report, for example, it was noted: "The calibre of the students was impressive. Their philosophy presentations that I heard were excellent – the students demonstrated an inquiry mind-set, a commitment to social justice, a clear focus on children's learning, and on research informed practice. In their meeting with me the students were articulate and showed a commitment to being excellent teachers for diverse learners" (section 4, p. 6).

Martin Jenkins (2017) sees the development of cultural competence in students as a key strength of the MTchgLn, drawing attention to "Canterbury's strong co-design with local iwi, resulting in a conceptual framework that incorporates key feature of Ngāi Tahu kaupapa" (p. 13). The Jenkins reports also praised the visible commitment to social justice and the integration of theory with practice in the programme (pp. 26, 54-55).

Principals contacted as part of this review process speak highly of the programme and its graduates. One observed: “The staff I have employed from the programme have been first rate ... The additional contact with the mentor teacher in the school is invaluable for the experienced teacher as well as the mentee. I think this has been a real strength of the programme.” Another commented on the maturity and professionalism of a graduate he had employed, noting that she was always well prepared, with engaging lessons of a high standard and a strong ability to build trust in educational relationships.

Mentor teachers have appreciated their involvement with the kaupapa and pedagogy of the programme. They emphasise the strong bonds that develop through mentoring relationships. They also value the application of academic rigour to the students’ teaching practice. As one respondent put it: “This gives credibility to their learning and depth to their understandings”. The timing of the visits was generally seen as a strength, though some noted that this could also pose some challenges.

A UC mentor (a lecturer in the MTchgLn, not on the review panel) who provided feedback highlighted several key features of the programme, including the strong support provided for students on professional placement, the cultural framework for teacher development, the commitment to principles of equity and inclusiveness, and the sense of community that emerges with a cohort of 20-30 students. The timing and duration of visits was seen to have both advantages and disadvantages. This respondent also wondered if having an initial teacher education qualification at Masters level could deter some graduates from undertaking further study.

Feedback from the 2018 and 2017 Graduate Destination Survey (LEAD, April 2019) indicates that the large majority of graduates were employed in Education and Training and felt that their current employment was either their ideal employment at this stage in their careers or was a step in the right direction towards their ideal employment. UCSA also acknowledged the strength of the programme and stressed the value of UC having a quality postgrad pathway in initial teacher education.

## **(b) Assessment and Moderation Procedures**

Student assessment for the MTchgLn is based on a range of internal course work and practice-oriented assessments that are appropriate for a professional teaching qualification and require levels of critical thinking and independent inquiry consistent with Masters level qualifications. There are no end of year examinations for any courses in the MTchgLn. There have been no changes to assessment procedures from the original proposal, although individual assignments may have been modified in response to student feedback and lecturer reflection on practice, as part of ongoing efforts to ensure the appropriateness and quality of assessment items.

Course-based assessments draw on research and theory and include tasks requiring students to design, implement and critically reflect on teaching and learning opportunities, and to identify implications for future practice. Professional practice assessment is competency based and graded as Pass/Fail (as part of assignments for EDMT604 and EDMT605). Other course assessments, for all courses, are graded using the UC grading scale (A+ to E). The assessment of professional practice competency is undertaken in partnership with schools. UC mentors (UC lecturers who provide professional practice support a group of MTchgLn students and who also teach courses in the programme) have responsibility for writing the final assessment report. This is done in the context of a 3-way meeting, with the UC mentor, mentor teacher and student. Mentor teachers’ (teachers in schools) evaluations are incorporated in the report.

The mean course GPA for different years ranges from 6.1 (B+) in 2016 to 7.4 (A-) in 2018. The relatively high course GPAs and level of student achievement are appropriate and expected for a programme that requires students to have a GPA of 6 (B+) or better in their 300-level subject major in their undergraduate degree for programme entry, indicating a high academic standard on entry to the programme.

## **(c) Data<sup>1</sup>**

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<sup>1</sup> Data for 2015 was not provided. There are slight discrepancies between data from UC Business Insight and Reporting and data reported to the Ministry of Education, depending on when data was collected, how part-time enrolments and withdrawals are recorded, and dates of reporting.

Year	New enrolments	Full-time	Part-time	No. Completed <sup>2</sup>	Early Childhood completions	Primary completions	Secondary completions	Withdrawals
2016	23	22	1	21	2	9	10	1
2017	28	25	3	26	N/A	6	20	0
2018	25	24	1	23	N/A	14	9	2

Across the 5 years that the MTchgLn has run (2015-2018), enrolments have been consistently between 20 and 30 students. While this suggests that there is ongoing demand for a postgraduate (Masters) qualification in ITE, the numbers are not as high as initially anticipated. UC also offers graduate diplomas as ITE qualifications, and there are students in graduate diploma programmes who would be eligible to apply for the Masters qualification. This suggests that some students make choices to enrol in a graduate diploma programme rather than the MTchgLn. Students give multiple reasons for this choice, including financial and family reasons. All students enrolled in the MTchgLn and identified as Māori (two students in 2016) or Pasifika (one student in 2016 and one student in 2018) within this data period successfully completed the programme, although overall enrolments of Māori and Pasifika students are relatively low. Four full fee paying students have also successfully completed the MTchgLn.

#### (d) Programme Evaluation and Review

The programme's title, regulations, aims, and stated learning outcomes are appropriate for a postgraduate (Masters) ITE qualification. Internal coherence is achieved through a range of practices, including connections made between course elements (e.g., assignments) and professional practice experiences in schools, use of a synthesising framework (*Te Poutama: Ngā Pou Ako*) to describe pre-service teacher growth and development and the assessment of practice competence, use of core texts and readings across multiple courses, and emphasis across courses on the development of teachers to support learning for diverse learners (in course content, learning outcomes and assessments). As one of the programmes selected and approved by the Ministry of Education as part of the pilot for exemplary postgraduate programmes in initial teacher education, the MTchgLn has been subject to extensive external assessment and monitoring.

A new postgraduate level ITE qualification is being developed, (Postgraduate Diploma in Teaching and Learning), which will include the ability for further study to complete a Master's level qualification.

#### (e) Continuation or Discontinuation

Ordinarily, the panel would strongly recommend continuation of such a highly regarded professional Masters programme. Panel members are aware, however, that from the end of 2019 the current level of funding for the MTchgLn will cease. The panel accepts that the MTchgLn will be discontinued but strongly recommends that key elements of the programme be carried into the new postgraduate ITE pathway, as these represent innovative and exemplary practice within ITE. The distinctive strengths of the MTchgLn have been repeatedly acknowledged in external monitoring and evaluation reports and affirmed by those contacted as part of this review process. In the view of the panel, the MTchgLn should not be discontinued until the replacement pathway is fully developed, approved by the appropriate bodies (CUAP and Teaching Council), and ready to be delivered. This will help ensure continuity of a high quality postgraduate ITE pathway at UC.

The Academic Administration Committee in considering this GYR noted the strength of the programme and that it would be discontinued for national rather than internal UC reasons.

<sup>2</sup> Of the remaining three students yet to complete: two students are enrolled in 2019; and one student has not returned to study.

## TEMPLATE 6

### GRADUATING YEAR REVIEW - 2019

DETAILS	
Current Year	2019
Name of Programme	Master of Specialist Teaching
Original Programme Identifier	UC/14 MSpecTchg
Name of Self-Review Coordinator and position held	Dr Cara Swit – Programme Coordinator and Early Intervention Endorsement Coordinator

#### 1. PROGRAMME STATEMENT

##### (a) Description

The Specialist Teaching 180 point programme is relevant for educators working with children and learners who have special educational needs in early childhood, primary, and secondary sectors.

The programme is coursework-based, meaning it is ideal for educators who aim to provide professional leadership in their area of expertise but who do not wish to undertake a thesis. The Master of Specialist Teaching (MSpecTchg) employs a mix of distance and blended learning delivery options that provide flexibility for all students, regardless of location.

The degree can be awarded unendorsed, or endorsed in one of four areas. Graduates will gain a comprehensive understanding of their selected specialism, and will have the expertise, knowledge, interdisciplinary networks, and strategies to provide innovative approaches to meet children's and learners' special education needs in their workplace. The MSpecTchg is made up of two parts; Part I involves courses from the endorsements, including theory and practical work. Part II offers a variety of optional teaching and education courses.

##### Part I

Students complete the following courses depending on the endorsement chosen:

##### **Complex Educational Needs**

- *EDST 601 Core Theory and Foundations of Specialist Teaching*
- *EDST 651 Theory and Foundations in Complex Educational Needs*
- *EDST 652 Evidence-based Interprofessional Practice in Complex Educational Needs*
- *EDST 653 Practicum in Complex Educational Needs*

##### **Deaf and Hard of Hearing**

- *EDST 601 Core Theory and Foundations of Specialist Teaching*
- *EDST 621 Theory and Foundations of Deaf and Hard of Hearing*
- *EDST 622 Evidence-based Interprofessional Practice in Deaf and Hard of Hearing*
- *EDST 623 Practicum in Deaf and Hard of Hearing*

To graduate in this endorsement students must also be able to demonstrate proficiency in Aotearoa New Zealand Sign Language.

##### **Early Intervention**

- *EDST 601 Core Theory and Foundations of Specialist Teaching*
- *EDST 631 Theory and Foundations of Early Intervention*

- EDST 632 Evidence-based Interprofessional Practice in Early Intervention
- EDST 633 Practicum in Early Intervention

### **Learning and Behaviour**

- EDST 601 Core Theory and Foundations of Specialist Teaching
- EDST 641 Theory and Foundations of Learning and Behaviour Diversity
- EDST 642 Evidence-based Interprofessional Practice in Learning and Behaviour Diversity
- EDST 643 Practicum in Learning and Behaviour Diversity

### **Part II**

One of the following:

- EDEM 637 Distributing Leadership Through Coaching and Mentoring
- EDEM 638 Teachers as Leaders
- EDEM 669 Leading and Managing Decision-Making in Organisations

### **Plus 30 points of courses selected from Schedule B to the Master of Education.**

To qualify for the Master of Specialist Teaching a student must: (a) be credited with a minimum of 180 points towards the qualification, which includes Part I and Part II; and (b) be credited with a minimum of 120 points for Part I of the qualification from the Schedule A to these Regulations; and (c) complete Part I before commencing Part II; and (d) have achieved a B Grade Point Average or higher in Part I, in order to proceed to Part II; and (e) be credited with a minimum of 60 points from Schedule B to these Regulations; and (f) have completed the requirements for both Part I and Part II in one of the endorsement areas in Schedule A to these Regulations. The qualification meets the current CUAP qualification definitions and currently meets its intended purpose. It is well balanced, coherent, well-structured and can be individualised to the professional context of the learner. This qualification adheres to the General Regulations for the University, with the following stipulations: (a) A student may not fail more than 30 points in this qualification. (b) A student must achieve a B Grade Point Average or higher in Part I, including courses completed towards their Postgraduate Diploma in Specialist Teaching, in order to proceed to Part II. As shown in the Data Table (3c), enrolments have increased every year between 2016-2018 suggesting that there continues to be a demand for this programme. Students enrolling in this programme are full time professional educators who require the flexibility of part-time study. MSpecTchg students are located across Aotearoa New Zealand, thus students completing the programme are often limited to courses that provide flexible modes of learning (i.e blending/online learning). No concerns were raised or changes requested by CUAP at the time of approval and the above description of the MSpecTchg is consistent with the original CUAP proposal.

### **(b) Achievement**

The aim of the programme is to prepare students to contribute meaningfully, through research-informed and evidence based educational innovation and leadership, to some of the challenges we face as a country in both education and health sectors in regards to inclusion and special needs. Based on the enrolment and completions data available, 28 students have completed the MSpecTchg between 2016-2018. The majority of students enrol part time because they are mature students with work/professional and family commitments. The graduating students were highly successful with 6 students graduating with 1<sup>st</sup> class honours, 5 students graduating with 2<sup>nd</sup> class honours and majority of the remaining students graduating with Distinction.

The MSpecTchg continues to generate strong interest from students as can be seen in the increase in enrolments each year. It attracts students from within Christchurch as well as students living in other metropolitan and rural regions in Aotearoa New Zealand. The MSpecTchg builds on the relevant and rigorous Postgraduate Diploma in Specialist Teaching programme whose graduates have a sound theoretical and practical grounding in their area of specialist practice. The MSpecTchg is considered a robust and highly regarded programme because it allows students to establish an individualised learning pathway that is relevant and applicable to their professional context. Student's learning in each of their chosen courses from Schedule B require them to use evidence based and culturally relevant frameworks to inform their practice. The MSpecTchg courses offered to students are interprofessional and multidisciplinary, promoting students collaborative competencies and learning with, from and about other relevant professionals and contexts in the field of special education.

**(c) Changes**

MSpecTchg students are required to complete one of three leadership courses (EDEM637, EDEM638 or EDEM669). No changes have been made to these courses. Students are required to complete an additional 30 points NZQF Level 9 from Schedule B. Although resignations and other teaching staffing changes since the commencement of the programme have led to some courses being discontinued or no longer offered every year, the overall structure and core content of the programme has worked well and been preserved.

## 2. REVIEW PROCESSES

**Account of Review Processes.**

The GYR committee was identified in collaboration with COEHHD Dean David Small. The committee was formed in May and June, including a convener, Sara Tolbert, Associate Professor, School of Teacher Education, programme coordinator Cara Swit, Senior Lecturer, School of Health Sciences, and committee member Benita Rarere-Briggs, Lecturer, School of Teacher Education. We met twice in July to review the self-review report submitted by Cara Swit. Associate Professor Laurie McLay, co-coordinator of the MSpecTchg, also attended the second meeting to help provide answers to questions from the review panel.

## 3. REVIEW OUTCOMES

**(a) Acceptability**

Evidence for the acceptability of the programme included the following from the self-review report:

*The MSpecTchg is highly relevant for graduates. The MSpecTchg complements and builds on students' learning and development in the PGDipSpecTchg, allowing them to choose courses that are directly relevant to their professional context. Enrollment information is evidence of the acceptability and appropriateness of the programme in meeting the increased demand for professional development and learning for educators in the field of inclusion and special education. Anecdotal evidence from current and past MSpecTchg students indicates that the programme is relevant to their professional communities and promotes professional capability and leadership in their field. Majority of MSpecTchg graduates are working in the special education field as Resource Teachers (Learning and Behaviour and Deaf), SENcos, and Early Intervention Teachers. This aligns with the UC Graduate Capabilities as the programme strives to promote students' analytical, critical thinking and problem solving skills in professionally diverse contexts. As the programme is embedded in students' natural professional contexts, there is a high level of community engagement and expectation that the Treaty of Waitangi and the bicultural nature of New Zealand are woven and applied within students' practices.*

In feedback from the 2018 and 2017 Graduation Destination Survey (n = 10 MSpecTchg graduates), we learned that 10 out of 10 respondents are working full time, the majority (n = 9) of whom are earning an annual salary of \$70,000 or more. 100% of respondents reported that they are either working in their ideal employment (n = 5) or a step in the right direction but not necessarily their ideal employment (n = 5). 100% of respondents either agreed or strongly agreed that they would recommend the programme at UC to others. 65% indicated that the quality of teaching was consistent across the programme. Respondents commented that they appreciate opportunities for collaboration, distance learning, the relevance of the coursework, and the self-paced nature of the programme. Respondents also commented favourably on the bi-cultural and bi-lingual (NZSL) focus of the programme as well as the development of leadership and research skills. The GYR panel recommends that the programme coordinators map out how the graduate profile aligns with dimensions of the programme's coursework (e.g., as in a table) so that the alignment is very clear and any gaps, if they exist, can be addressed.

**(b) Assessment and Moderation Procedures**

Level 9 courses described in Schedule B are assessed using a blend of essays, tests, oral and written presentations, case study reports, and research portfolios. Each course offered in Schedule B is assessed



and moderated by the course coordinator. In regards to the two leadership courses, one of which is a compulsory course for MSpecTchg, each year between 2016-2018 all students have obtained B+ or higher. In 2018, 8 out of 11 students obtained an A grade or higher. There are no procedures in place for external assessment or moderation.

**(c) Data<sup>1</sup>**

Year	New enrolments	Full-time	Part-time	No. Completed	Incomplete
2016	8	5	6	8	3 <sup>2</sup>
2017	10	7	5	9	3 <sup>3</sup>
2018	11	7	8	11	4 <sup>4</sup>

**(d) Programme Evaluation and Review**

The MSpecTchg is meeting its projected goals and projected numbers with enrolments and interest in the programme increasing each year between 2016-2018. The MSpecTchg is offered to students who excel in the PGDipSpecTchg (Part 1 of the MSpecTchg). The PGDipSpecTchg was extensively reviewed in 2015. The review panel included programme graduates, stakeholder representatives, and national and international reviewers. The reviewers spoke highly of the programme stating that “the programme has comprehensive links to and support from the various stakeholder groups with an interest in inclusive education. It is clear from written and oral submissions from stakeholders, students and staff that the qualification is of high quality and is meeting the needs for which it was originally created.” The report went on to describe the feedback received from students undertaking the programme and “while the students noted that the study was challenging, they spoke of the immense and positive impact it has on their practice; their growth in understanding the theoretical underpinnings of their work and the ability to critique, reflect and challenge their actions in accordance with new learnings the encountered.”

The healthy numbers of students progressing to the Masters level qualification and their high levels of achievement in this programme indicates that quality of Part 1 is continued into Part 2, the Masters programme which is taught by much the same team of academic staff.

**(e) Continuation or Discontinuation**

The current Ministry of Education contract to deliver the PGDipSpecTchg is up for review, with the final offering of the current PGDipSpecTchg in 2021. UC is working with the University of Auckland to bid for the new contract. Once the form of the new PGDipSpecTchg is determined, the MSpecTchg will need to be reviewed in light of this to ensure that pathways into the MSpecTchg are appropriate. It is therefore expected that the MSpecTchg will be reviewed internally in 2020-2021. The panel recommends continuation of the MSpecTchg.

The Graduating Year Review was considered by the Academic Administration Committee and the acting Dean of Education and Health answered questions. The AAC agreed with the recommendation to map the Graduate Profile and noted the changes that could be forthcoming as a result of the Ministry contract.

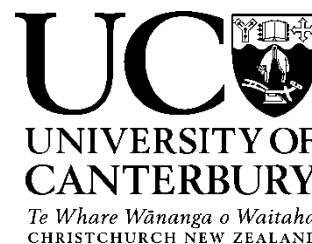
<sup>1</sup> The data in this section differs from the original data provided for the review. It appears there are inconsistencies in the data provided. The data in this table reflects a review of actual enrolments with notes to provide further information about enrolments and completion.

<sup>2</sup> Two students completed in 2017 and one student in 2018

<sup>3</sup> All three students completed in 2018

<sup>4</sup> One student has not completed the programme; three students are enrolled in 2019

## Graduating Year Review 2019



DETAILS	
Current Year	2019
Name of Programme	Master of Computer-Assisted Language Learning (MCALL)
Original Programme Identifier	UC/14/ MCALL/1
Name of Self-Review Coordinator and position held	Tracey Millin – Lecturer & Programme Co-ordinator
Reviewers (01/08/2019)	Dr Patrick Shepherd and Dr Valerie Sotardi

### 1. PROGRAMME STATEMENT

#### (a) Description

The Master of Computer-Assisted Language Learning (MCALL) programme was proposed to CUAP in 2014 as a 180-point, one-year professional Master qualification whose graduates would be technologically knowledgeable and skillful language educators for a wide variety of settings in New Zealand and internationally. It was designed to prepare participants for the design and implementation of Computer-Assisted Language Learning materials and programmes in a variety of language learning settings, including international languages, ESOL, heritage and first language maintenance and development, and indigenous language revitalisation. It was anticipated that graduates of the MCALL would understand the affordances and constraints of digital tools and materials for language learning, and would be able to design and implement a range of language learning activities, lessons, units and courses, including the appropriate use of technologies in a wide variety of educational settings from early childhood to tertiary, as well as in less formal contexts. The expected juxtaposition and contact between international and domestic students in the programme was to provide a global context and experience for all participants.

#### Structure

The MCALL has been open to teacher education graduates who are eligible for masters courses at UC. The programme consists of 180 points of study in five compulsory 30-point courses, and one other 30-point course from Learning Languages or e-Learning, or other courses of interest in consultation with the Programme Coordinator.

The courses were originally:

- EDEM631 Foundations of Language Acquisition and Learning (Level 8 Semester 2)
- EDEM633 Foundations of CALL (new 30-point course; Level 8 Semester 2)
- EDMM633 Issues in CALL (new 30-point course; Level 9 Summer semester)
- Optional course (semester will be dependent on the course selected)
- EDMM632 Issues in Language Acquisition and Learning (Adjusted course raised to Level 9, Semester 1)

- EDEM627 e-Learning and Pedagogy: Effective Strategies for the Classroom (Level 8, Semester 1)

In 2016 the optional course was replaced by the level 8 summer course, EDEM615 Learning and Teaching Languages, which had been developed for the sister programme Master in Teaching English to Speakers of Other Languages (MTESOL), and in 2017 the course EDEM627 was discontinued, and replaced in the program by EDEM628 Effective Practices with E-Learning

The MCALL can be started as a full time programme in either Semester 2 (July-October) or the summer semester (November-February). The programme has been taught entirely online, although some of the courses may also be offered on campus.

New students have not been admitted after November 2017 after the resignation of a key member of staff, and the summer course EDMM633 was last offered in summer 2017-18. The following tables show recommended ways to go through the MCALL programme.

<b>ALTERNATIVE 1 – preferred route MCALL - Full time study starting in July 2017</b>		
July 2017 - October 2017	<u>EDEM631 Foundations of Language Acquisition and Learning</u>	<u>EDEM633 Foundations of Technology-Enhanced Language Learning</u>
November 2017 - February 2018	<u>EDEM615 Learning and Teaching Languages</u>	<u>EDMM633 Issues in Technology-Enhanced Language Learning</u>
February 2018 - June 2018	<u>EDMM632 Issues in Language Acquisition and Learning</u>	<u>EDEM628 Effective Practices with E-Learning</u>
<b>ALTERNATIVE 2 MCALL - Full time study starting in November 2017</b>		
November 2017 - February 2018	<u>EDEM615 Learning and Teaching Languages</u>	<u>EDMM633 Issues in Technology-Enhanced Language Learning</u>
February 2018 - June 2018	<u>EDMM632 Issues in Language Acquisition and Learning</u>	<u>EDEM628 Effective Practices with E-Learning</u>
July 2018 - October 2018	<u>EDEM631 Foundations of Language Acquisition and Learning</u>	<u>EDEM633 Foundations of Technology-Enhanced Language Learning</u>

## Duration

The MCALL may be completed over one year full-time or part-time over a maximum of four years. It was envisaged that the MCALL would complement the existing Postgraduate Diploma in Education **with** endorsement in Teaching and Learning Languages. As a 180-point one-year master’s programme, the MCALL was expected to attract practising language teachers. For any students who wish to shift to a 180 or 240 pt. MEd with or without an endorsement in Teaching and Learning Languages there is the possibility of transfers. The PGCertTESOL or the PGCertEd are other options for exiting the programme for students who embark on the MCALL. Students may also wish to transfer between this programme and the Master of TESOL - the first semester of study is identical for full-time students starting in July.

The MCALL courses are organised so that most lectures and other learning activities take place in the UC Learning platform, LEARN, with a weekly seminar/webinar. Students can attend the weekly seminar live online, or on campus, or access the recorded webinar if they are not able to attend in real time. The availability of the webinar is a strength of this programme as it enhances the e-learning profile of the School of Teacher Education, but also acts as an example to students of how to utilise digital technology to enhance learning. For many teachers, fulltime school responsibilities also makes attendance to campus based lectures difficult, the online webinars cater to these postgraduate students.

Demand for this programme has not grown as well as expected, with many students preferring to take the sister programme MTESOL after its start. The summer course EDMM633 *Issues in Technology-Enhanced Language Learning* in particular has been problematic. It was intended to allow MCALL students to deepen their understanding of the role of technology in a level 9 course. Two groups of students enrolled on the course: MCALL students and other students who were looking for a level 9 summer course to add to a completed PGDipEd (e.g. endorsed in *Hōaka Pounamu: Te Reo Māori Bilingual and Immersion Teaching*) to allow the student to graduate with a 180-point taught masters. The EDMM633 course proved to be difficult for students who did not have the recommended preparation for the course (EDEM633 *Foundations of Technology-Enhanced Language Learning*), and the numbers for the MCALL were low, leading to unsustainable numbers for this course. Together with staffing changes, this led to this course, and hence the programme not being offered.

#### **(b) Achievement**

As the programme has not been open to new enrolments since 2017, there is limited information available as to achievement of the programme. However, the panel believes that the programme has met the objectives of the graduate profile. As this programme shares courses with other qualifications, eg the Master of Teaching English to Speakers of Other Languages and the Master of Education, students have been able to transfer to another qualification to complete study.

#### **(c) Changes**

Due to staffing changes, some courses were discontinued; and EDMM633 and EDEM628 were not offered in 2019.

## **2. REVIEW PROCESSES**

This review was conducted by a panel chaired by Dr Patrick Shephard (Senior Lecturer – School of Teacher Education) with Dr Valerie Sotardi (Lecturer – School of Educational Studies and Leadership) as a member. Neither of these people has had any direct involvement in the programme under review. The self-review was conducted by Dr Tracey Millin who is currently the programme Coordinator. In the course of the review Dr Millin also consulted Professor Una Cunningham who was leading the programme for much of the time from its inception until this graduating year review. The review was based on consultation from Dr Cunningham as the creator of the qualification.

## **3. REVIEW OUTCOMES**

#### **(a) Acceptability**

Staffing changes have taken place over the past 2 years, so formal evidence to prove the value via student feedback is problematic at present. The MCALL programme has also not accepted new students since 2017.

#### **(b) Assessment and moderation procedures**

The courses are assessed variously by take-home exams, written assignments (including lesson and unit plans, material evaluation, policy documents, learner language assessments, evaluation of microteaching and activities, descriptive reviews of learning and teaching contexts, and reports of field studies carried out in learning environments), oral presentations and teaching resources and tasks. Students are required to write multiple reflections on a weekly basis, and to participate in discussions with fellow students and to give peer feedback on coursework. The course assessments are subject to the standard moderation processes within the College of Education as per section 6 of the University of Canterbury Assessment Policy.

**(c) Data<sup>1</sup>**

Year	No. students enrolled	Full time	Part time	No. completed	Incomplete
2016	8	2	6	4	4 <sup>2</sup>
2017	3	1	2	0	3 <sup>3</sup>
2018	2	2	0	1	1 <sup>4</sup>

**(d) Programme evaluation and review**

The programme began well. However, the departure of the previous programme co-ordinator left UC without sufficient specialist academic staff to maintain the programme. This led to a drop in numbers and ultimately an inability to staff the programme at all. For that reason, it has not accepted new students since 2017. A survey was conducted of the 6 people who graduated from the programme (the 5 in the data table above plus a 2019 graduate). Graduates were asked how well the MCALL met their expectations, how well it prepared them to work in the area, how likely they would be to recommend it to others, and their view of the overall quality of the MCALL. Four of the six people responded to the survey with either positive or very positive responses to each question.

A condition of entry to the programme was to be qualified as and have experience as a teacher. As a result, most of those in the programme were already in work.

**(e) Continuation or discontinuation**

The MCALL is a high quality and valuable programme. As noted above, for staffing reasons new enrolments have not been accepted since 2017 and there had been some thought of discontinuing the programme. However, with the appointment of a new programme coordinator for language learning and the imminent release of the digital curriculum, it is recommended that this programme be continued at this point pending a broader review of the strategic direction of the college in the area of language learning.

The Academic Administration Committee considered the Graduating Year Review and the acting Dean of Education and Health answered questions. The AAC was concerned about the low enrolments, the non-offering of the programme and the issues of single staff dependent qualifications. There were no concerns about the quality of the degree. The AAC recommends that the College monitor the numbers enrolling in the qualification to ensure that it remains viable. The degree is scheduled for a programme review in 2024.

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<sup>1</sup> The data in this section differs from the original data provided for the review. The data in this table reflects a review of actual enrolments with notes to provide further information about enrolments and completion.

<sup>2</sup> One student transferred and conferred MTESOL in 2017; three students did not complete study

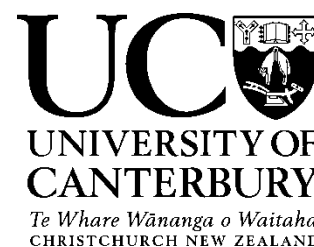
<sup>3</sup> One student conferred in 2018; one student transferred to MED study

<sup>4</sup> One student eligible to graduate in 2019

# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



DETAILS	
Current Year	2019
Name of Programme	Graduate Certificate in Sport Coaching
Original Programme Identifier	03 UC/13GradCertSp
Name of Self-Review Coordinator and position held	Dr Brad Miles – Programme Coordinator
Reviewers	Assoc. Prof Alison Arrow and Sue Wilson

## 1. PROGRAMME STATEMENT

### (a) Description

The Graduate Certificate in Sport Coaching (GradCertSpC) was developed and first offered in 2014 as a programme through which university graduates or individuals with appropriate work/industry experience could develop, complement, and enhance their work-based skills in the area of performance sport coaching. Entry to the GradCertSpC is based on having completed an approved bachelor's degree (or equivalent), or a having a minimum of five years of sport-related work experience and accompanying industry qualifications. The qualification was designed to allow students to develop specialist knowledge and sport coaching practices with the aim of preparing graduates for employment within the field of performance sport or for the possibility of postgraduate study in sport.

The original course of study for the GradCertSpC was 60 points comprised of four 15-point courses totalling 60 points, of which at least 45 points were at 300 level. Students complete the following compulsory courses: SPCO371 Contemporary Issues and Pedagogies for Performance Sport Coaching; SPCO370 Performance Sport Coaching Practicum. Additionally, students will select 30 points (two 15-point courses) from the following optional course schedule: SPCO372 Leadership and Planning for Performance Sport Coaching; SPCO331 Performance Analysis 2: Tools and Techniques; SPCO341 Strength and Conditioning for Sport Performance; SPCO342 Rehabilitation and Reconditioning; SPCO343 Nutrition and Recovery for Sport Performance; SPCO305 Sociology of Sport; SPCO308 Athletes with Disabilities; SPCO223 Sport Psychology 2.

The GradCertSpC reflected the philosophical position of what was then the School of Sport and Physical Education where sport coaching was constructed through a coherent blend of socio-cultural, pedagogical, and sport and exercise science perspectives. A key aspect of the programme structure was the opportunity for students to engage in flexible learning options with courses delivered as both on-campus and via distance-learning options. The GradCertSpC was developed by a working group of academic staff in conjunction with extensive internal and external consultation (e.g., with Sport New Zealand) which had identified a growing need for specialist sport coaching development in New Zealand.

### (b) Achievement

The programme was aimed at people who are in the sport industry and coaching and want to get recognition of their coaching, normally for promotion. Students do not necessarily need to have an undergraduate degree but must have evidence of capability, or people with a recognised bachelor's degree who want to extend their knowledge in a different field from their undergraduate studies.

The GradCertSpC was designed to provide a programme through which graduates could complement and enhance their work-based skills or, if they were not currently employed in the industry, develop skills and competencies to gain employment in the area of performance sport coaching and related fields. The GradCertSpC aimed to enable graduates to develop specialist knowledge in sociological and pedagogical aspects of performance sport and also allow them to specialise in areas of strength and conditioning, performance analysis, nutrition and recovery, rehabilitation and conditioning, athletes with disabilities, or leadership and planning. The practicum component was designed to enable students to apply their learning and knowledge in their own work or sport coaching settings or area of sporting interest. Graduates would gain, or further develop, the confidence to challenge current practices and participate in the development of new and innovative practices.

Only a small number of students have completed the programme and as such limited data is available regarding graduate destination outcomes. There were no enrolments of Māori or Pasifika students during the review period.

### **(c) Changes**

The composition of the courses required for the GradCertSpC has changed since the original proposal. Staffing changes and changes to courses in the schedule to the Bachelor of Sport Coaching degree (from which the courses for the GradCertSpC are taken) now see the GradCertSpC comprised of three compulsory courses (SPCO 301: Sport Coaching and Leadership; SPCO302: Athlete-Centred Coaching 2; and SPCO310: Practicum 3) and one course at 200-level or 300-level from the schedule to the Bachelor of Sport Coaching degree. These changes have not affected the goals of the programme. In addition, several courses within the Bachelor of Sport Coaching schedule (from which the courses for the GradCertSpC are taken) have undergone minor changes to course learning outcomes to clarify language and to better align them with the University of Canterbury's graduate profile.

It should be noted that with the current compulsory courses, the programme can only be completed on a part-time basis, over a minimum of 12 months.

## **2. REVIEW PROCESSES**

### **Account of Review Processes.**

The review was undertaken by a panel convened under the leadership of Associate Professor Alison Arrow (School of Teacher Education). In addition, the panel comprised Sue Wilson (School of Teacher Education) and Dr Brad Miles (Sport Coaching Programme Coordinator, School of Health Sciences).

The Self-Review Report was prepared by Dr Miles.

The review has drawn on data and evidence provided by UC Business Insight and Reporting. Feedback was sought from students through an online survey, but no responses were received. A further attempt was made to contact a selection of students that had graduated within the review period. Two students responded, with both students reporting that the programme was of value and met their expectations. One of these students advised they would recommend the programme to others and they believed the programme had helped them find work in the sporting area.

The panel met on 8 August 2019 to finalise the report, following previous consultation with the panel members.

## **3. REVIEW OUTCOMES**

### **(a) Acceptability**

The GradCertSpC provides a relevant and valuable pathway for graduate students and/or those already working in the field to develop their professional practice capacity. The utility of a programme of this nature that was initially identified in consultation with external stakeholders and employers remains in place, with the programme contributing to the development of performance sport coaching in New

Zealand. This is evident from informal feedback from students who have reported career development after completing the programme and from stakeholders that have commended the performance of GradCertSpC students within their organisations. This indicates that the teaching and learning occurring within the programme is fulfilling key graduate attributes.

Informal student feedback has questioned the appropriateness of SPCO310: Practicum 3 course as a compulsory course in the GradCertSpC given that while some students are totally new to coaching, others may have extensive previous coaching experience. Consideration is being given to making this practicum course required only for students without such experience. It may also be an area where assessment for prior learning could be explored.

Taken in conjunction with continued student interest in the programme, the above comments suggest that the GradCertSpC continues to be of an appropriate standard.

### **(b) Assessment and Moderation Procedures**

Courses within the GradCertSpC are assessed through a combination of course work, written, oral and digital presentations, formal tests, literature reviews, essays, and coaching practicum portfolios. This variety of assessments provides opportunities for students to demonstrate their learning in several ways. For SPCO310, the coaching practicum course taken within the GradCertSpC, moderation is achieved through collaboration between practicum supervisors and course coordinators. The School of Health Sciences conducts grading and assessment reviews at the end of each semester where grades for individual courses and students are moderated.

### **(c) Data<sup>1</sup>**

Year	New enrolments	Full-time	Part-time	No. Completed	Incomplete
2016	8	N/A	9	4	5 <sup>2</sup>
2017	1	N/A	5	3	2 <sup>3</sup>
2018	5	N/A	7	1	6 <sup>4</sup>

### **(d) Programme Evaluation and Review**

The GradCertSpC is meeting its intended objectives. The programme name, structure, and regulations remain appropriate, although discussions are underway with regards to SPCO310 being compulsory only for students without a coaching background; and a suitable alternative for students with coaching experience. The overall enrolment numbers remain small, however the programme is delivered entirely through courses from the schedule to the Bachelor of Sport Coaching degree and the high proportion of part-time enrolments reflect its value to students currently working in the sports sector or to graduate students seeking to develop their sport coaching knowledge and skills. The programme is regarded as valuable by staff within the School of Health Sciences, by students who are continuing to enrol in the programme, and by employers and external stakeholders who have endorsed the programme in terms of its ability to contribute to the development of sport coaches and the sporting environment in New Zealand.

### **(e) Continuation or Discontinuation**

It is recommended that the GradCertSpC be continued on the basis that it is achieving its intended goals and is fit for purpose. It is recommended that more appropriate marketing be investigated to build

<sup>1</sup> The data in this section differs from the original data provided for the review. The data in this table reflects a review of actual enrolments with notes to provide further information about enrolments and completion.

<sup>2</sup> One student met requirements but has not applied to graduate; three students completed in 2017; and one student is enrolled in 2019.

<sup>3</sup> One student completed in 2019

<sup>4</sup> Three students are enrolled in 2019; two students completed in 2019; and one student only completed one course with no further study



enrolments, especially given the new opportunities that are likely to arise in the Canterbury region with the building of new facilities. Offering this programme, even with low enrolments, is an efficient use of staffing and resourcing as most of the courses that comprise it are also on schedules to other UC qualifications.

The Academic Administration Committee considered the Graduating Year Review. The acting Dean of Education and Health answered questions. The AAC noted the low enrolments in the Graduate Certificate and the comments about new opportunities in the Canterbury region. It was suggested that more marketing might help increase enrolments. AAC asks that the College follow up on whether SPCO310 Practicum should be a required course and make any necessary Regulation changes in 2020. The qualification will be reviewed alongside the Bachelor of Sport Coaching and Certificate in Sport Coaching – these are scheduled for 2022.

# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



DETAILS	
Current Year	2019
Name of Programme	Bachelor in Sport Coaching (Endorsements only)
Original Programme Identifier (Academic Services will provide)	
Name of Self-Review Coordinator and position held	Dr Brad Miles – Programme Coordinator
Reviewers	Assoc. Prof Alison Arrow and Sue Wilson

## 1. PROGRAMME STATEMENT

### (a) Description

The proposal to add endorsements to the Bachelor of Sport Coaching was submitted to CUAP in 2013. It was designed as a three-year (full-time study) undergraduate degree with an emphasis on one of four specialist areas of interest (Performance Analysis, He Oranga Tangata [Māori Health and Wellbeing], Strength and Conditioning, and Leadership) that would equip students with a depth of knowledge and competence that could then be followed as a career path on graduation. He Oranga Tangata was discontinued as an endorsement prior to 2017 due to a lack of enrolments in the endorsements.

The programme was structured around a common first year (100 level) course of study, a common core that flowed throughout the degree (a blend of socio-cultural, pedagogical and sport science elements) and an area of endorsement selected by students and followed for years two (200 level) and three (300 level) of the degree programme.

#### Year One:

All full-time students completed the following courses in year one of the degree; SPCO101 Introduction to Sport Coaching, SPCO102 Coaching and Learning 1, SPCO103 Sport Psychology 1, SPCO104 Introduction to Human Anatomy and Physiology, SPCO105 Social History of Sport, SPCO107 Sport Nutrition, SPCO110 Practicum 1 and one optional course selected from 100 level or above. In year two all students completed the following core courses SPCO202 Coaching and Learning 2, SPCO206 Exercise Science for Anaerobic Sports, SPCO208 Critical and Bicultural Perspectives in Sport Coaching and in year three SPCO302 Coaching and Learning 3, SPCO305 Sociology of Sport Coaching, SPCO306 Exercise Science for Aerobic Sports, and SPCO320 Internship.

#### Year Two Endorsement courses:

*Leadership* – SPCO201, SPCO204, SPCO207, SPCO210 and an option from 200 level SPCO, BA, BCom, BEd(PE), BHSc or BSc.

*Performance Analysis* – SPCO204, SPCO207, SPCO231, SPCO232 and an option from 200 level SPCO, BA, BCom, BEd(PE), BHSc or BSc.

*Strength and Conditioning* – SPCO204, SPCO207, SPCO241, SPCO242 and an option from 200 level SPCO, BA, BCom, BEd(PE), BHSc or BSc.

#### Year Three Endorsement courses:

*Leadership* – SPCO301, SPCO307, SPCO308, SPCO310

*Performance Analysis* – SPCO304, SPCO310, SPCO331, SPCO332

*Strength and Conditioning* – SPCO310, SPCO341, SPCO342, SPCO343

## **(b) Achievement**

The goal of The Bachelor of Sport Coaching with Endorsements programme was to enable students to graduate with an emphasis in one of four specialist areas (Performance Analysis, He Oranga Tangata [Māori Health and Wellbeing], Strength and Conditioning, and Leadership) to provide them with depth of knowledge in an area of interest that could then be followed as a career path on graduation.

Although there was only one graduate in the He Oranga Tangata endorsement during the review period, the other endorsements had high representation, including Māori and Pasifika students. The data suggests both the Leadership and Strength & Conditioning endorsements were attractive to Māori and Pasifika students.

The strength of the endorsement programme has been reflected in the creation of the new majors which were submitted to CUAP in 2017 – which has included two other areas being introduced.

## **(c) Changes**

The BSpC with endorsements changed to BSpC with majors in 2018, to align with UC programme structure and policy. Although there are no changes to the degree itself, the endorsements are being phased out with the final students who chose to stay with endorsements completing their degrees but no new students being enrolled in them.

The new majors flow on from the endorsements, and were also informed by the discontinuation of the Bachelor of Education in Physical Education. Having the specialisms within the degree organised in the form of majors rather than endorsements is also more in keeping with the way other UC undergraduate programmes are structured. Also, it had been thought that the endorsements would provide an element of differentiation that would make the degrees more marketable but this proved to not be the case.

He Oranga Tangata was originally introduced to attract Māori and Pasifika students, but this endorsement did not have high enrolments and was discontinued. However, there continues to be Māori and Pasifika enrolments in the other specialist areas in the programme.

## **2. REVIEW PROCESSES**

### **Account of Review Processes.**

The review was undertaken by a panel convened under the leadership of Associate Professor Alison Arrow (School of Teacher Education). In addition, the panel comprised Sue Wilson (School of Teacher Education) and Dr Brad Miles (Sport Coaching Programme Coordinator, School of Health Sciences).

The Self-Review Report was prepared by Dr Miles.

The review has drawn on data and evidence provided by UC Business Insight and Reporting.

Feedback was sought from a selection of recent graduates from across the endorsements. No responses were received from any Strength and Conditioning students, however two response were received from Performance Analysis students, and four responses were received from Leadership students. Both students from the Performance Analysis endorsement indicated the programme had good value and exceeded their expectations. They advised the programme prepared them well for work in that area and they would recommend the programme to others. With the Leadership endorsement responses, there was overall agreement that the programme was of good value, with a majority stating the programme prepared them well for work in that area.

The panel met on 8 August 2019 to finalise the report, following previous consultation with the panel members.

### 3. REVIEW OUTCOMES

#### (a) Acceptability

The endorsements within the Bachelor of Sport Coaching were originally identified as areas of specialisation for students in the programme. The programme overall attracted many students, with some endorsement areas more highly subscribed. A review of the endorsements determined that the He Oranga Tangata endorsement was not sustainable and was not incorporated into the redevelopment of the programme, which saw endorsements being replaced by majors and minors.

#### (b) Assessment and Moderation Procedures

Courses within the Bachelor of Sport Coaching with Endorsements were assessed through a combination of course work, written, oral and digital presentations, formal tests, literature reviews, essays, and coaching practicum portfolios. For practicum courses taken within the Bachelor of Sport Coaching moderation was achieved through collaboration between practicum supervisors and course coordinators. The relevant school at the University of Canterbury conducted grading and assessment reviews at the end of each semester where grades for individual courses and students were moderated.

Student achievement in the courses taught across the endorsements was normally distributed, suggesting that there was no anomaly in the nature of the enrolments.

#### (c) Data<sup>1</sup>

##### Leadership endorsement

Year	New Enrolments	Full time	Part time	Complete	Incomplete
2016	42	49	22	6	65
2017	30	53	22	5 <sup>2</sup>	70
2018	0 <sup>3</sup>	37	19	1 <sup>4</sup>	55 <sup>5</sup>

##### Performance and Analysis

Year	New Enrolments	Full time	Part time	Complete	Incomplete
2016	25	35	9	8	36
2017	17	45	6	8 <sup>6</sup>	43
2018	0 <sup>7</sup>	0	0	2 <sup>8</sup>	0 <sup>9</sup>

<sup>1</sup> The data in this section differs from the original data provided for the review. The data in this table reflects a review of actual enrolments with notes to provide further information about enrolments and completion.

<sup>2</sup> 2 students completed a double endorsement in Leadership and Performance Analysis

<sup>3</sup> The change to the Major/Minor structured started in 2018 and existing students were given the option to remain in the endorsement pathway or change to the new structure.

<sup>4</sup> 1 student completed a double endorsement in Leadership and Performance Analysis

<sup>5</sup> 22 students changed to the new Major/Minors and completed with a Major in Leadership in 2018.

<sup>6</sup> 3 students completed double endorsements in 2017.

<sup>7</sup> There were 20 new enrolments in the new Performance Analysis major in 2018.

<sup>8</sup> 1 student completed a double endorsement in 2018

<sup>9</sup> 17 students transferred to the Performance Analysis major and completed in 2018; there are currently 40 students enrolled that have changed to the Performance Analysis major from this data period

**Strength and Conditioning**

Year	New Enrolments	Full time	Part time	Complete	Incomplete
2016	32	37	14	2	49
2017	34	54	20	5	69
2018	0	0	0	5	0 <sup>10</sup>

**(d) Programme Evaluation and Review**

The endorsements met the intended objectives of the programme. However, following ongoing consultation and a programme review in 2017, the decision was made to change from endorsements to majors.

With the exception of the He Oranga Tangata endorsement, the other endorsements have become majors within the current programme. This reflects the adequacy and appropriateness of these endorsements. There has been an overall increase in excess of 50% in student enrolments in the programme, since the introduction of the new Major/Minor structure. From the original structure of four endorsements, there are now five majors and five minors<sup>11</sup>. Enrolment across the five majors is evenly balanced

**(e) Continuation or Discontinuation**

The Bachelor of Sport Coaching with Endorsements is no longer offered to new students and is in the process of being discontinued at the University of Canterbury.

The Academic Administration Committee considered the Graduating Year Review and noted that the endorsements have been replaced by majors and minors.

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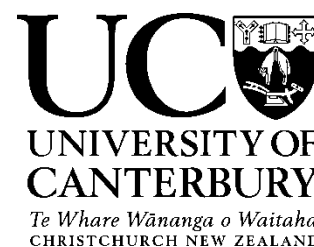
<sup>10</sup> 14 students completed under the new Strength and Conditioning with Nutrition major in 2018; 1 student changed and completed with the Performance Analysis major; there are currently 32 students enrolled that have changed to Strength and Conditioning (major or minor)

<sup>11</sup> Not all the majors have a corresponding minor.

# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



DETAILS	
Current Year	2019
Name of Programme	Certificate in Sport Coaching
Original Programme Identifier	
Name of Self-Review Coordinator and position held	Dr Brad Miles – Programme Coordinator
Reviewers	Assoc. Prof Alison Arrow and Sue Wilson

## 1. PROGRAMME STATEMENT

### (a) Description

The Certificate in Sport Coaching (CertSpC) was proposed to CUAP in 2015 and first offered in 2016 as an entry level university qualification in the theory and practice of sport coaching. The qualification was developed to provide practising coaches and those currently employed the opportunity to further develop coaching skills. It also allowed community level coaches of social and youth sport to develop effective skills and competencies for sport coaching. The aim was to provide a certificate-level coaching qualification to enhance the quality and experience of sport coaching in communities, without needing to enrol in a full degree qualification.

The course of study for the CertSpC is 60 points comprised of four 15 point courses taken from the Bachelor of Sport Coaching schedule. Two of the four course are compulsory (SPCO101: Introduction to Sport Coaching and SPCO201: Athlete Centred Coaching 1), with a further two courses selected from 100-level and 200-level courses from the Bachelor of Sport Coaching schedule. The two compulsory courses provide students with an opportunity to develop critical pedagogical understanding of coaching while the optional courses allow students to gain skills in areas of specialist interest such as strength and conditioning, nutrition, and performance analysis. A key aspect of the programme structure is the opportunity for students to engage in flexible learning options with courses delivered as both on-campus and via distance-learning options. The structure of the programme provides a well-balanced and coherent entry-level qualification for community sports coaches and practitioners. Students can use the credits from the Certificate towards an enrolment in the Bachelor of Sport Coaching.

### (b) Achievement

The primary goal of the CertSpC is to enable students to graduate with the skills to enhance the delivery of community sports coaching for teams and individual athletes. This was in response to consultation with stakeholder groups, including Sport Canterbury, highlighting a need for tertiary qualifications to support the sports community in this regard. Secondary goals were to identify and support sport coaching students capable of transferring to and succeeding in the Bachelor of Sport Coaching degree, while also enabling students not able to complete a full Bachelor of Sport Coaching degree to transfer completed courses toward the degree and thus have their achievements acknowledged via the award of the CertSpC.

Based on data received from the Business Insight and Reporting enrolments in the CertSpC have decreased slightly since its introduction. However, the qualification continues to generate interest from students and

attracts a high proportion of part-time enrolments. As one of the goals of the programme is to meet the needs of community coaches who would prefer to study part time, the number of part-time enrolments reflects the goals of the programme and the population of students that the qualification is intended to serve.

Although there have been overall low enrolments in the programme, it has proven attractive to Māori and Pasifika students, with between 1-2 enrolments each year of the data period.

### **(c) Changes**

Since its inception there have been no significant changes to the overall structure or goals of the CertSpC. Several courses within the CertSpC have undergone minor changes to course learning outcomes to clarify language and to bring them in to line with the University of Canterbury's graduate profile.

## **2. REVIEW PROCESSES**

### **Account of Review Processes.**

The review was undertaken by a panel convened under the leadership of Associate Professor Alison Arrow (School of Teacher Education). In addition, the panel comprised Sue Wilson (School of Teacher Education) and Dr Brad Miles (Sport Coaching Programme Coordinator, School of Health Sciences).

The Self-Review Report was prepared by Dr Miles.

The review has drawn on data and evidence provided by UC Business Insight and Reporting. Feedback was sought from students through an online survey, but no responses were received. A further attempt was made to contact a selection of students that had graduated within the review period. Only one student responded. The feedback from this student was positive and supportive of the programme.

The panel met on 8 August 2019 to finalise the report, following previous consultation with the panel members.

## **3. REVIEW OUTCOMES**

### **(a) Acceptability**

The CertSpC is highly relevant for students in community sport seeking to develop their coaching knowledge and competence. The programme provides flexible learning for students already in employment or those unable to commit to full-time study to develop coaching skills targeted at community level sport and physical activity. Evidence of its value is provided by informal comments from recent students who said that it had reignited their excitement for coaching and made them better coaches. External stakeholders such as Sport Canterbury have noted at stakeholder meetings that the CertSpC plays a role in contributing to the development of the community sport environment.

### **(b) Assessment and Moderation Procedures**

Courses within the CertSpC are assessed through a combination of course work, written, oral and digital presentations, formal tests, literature reviews, essays, and coaching practicum portfolios. This variety of assessments provides opportunities for students to demonstrate their learning in several ways. For practicum courses taken within the CertSpC moderation is achieved through collaboration between practicum supervisors and course coordinators. The School of Health Sciences conducts grading and assessment reviews at the end of each semester where grades for individual courses and students are moderated.

**(c) Data<sup>1</sup>**

Year	New enrolments	Full-time	Part-time	No. Completed	Incomplete
2016	9	6	3	5	4 <sup>2</sup>
2017	6	2	6	0	7 <sup>3</sup>
2018	5	4	4	1	7 <sup>4</sup>

**a. Programme Evaluation and Review**

The CertSpC is meeting its intended objectives. The programme name, structure, and regulations remain appropriate. Although the overall enrolment numbers remain small, the programme is delivered entirely through courses from the schedule to the Bachelor of Sport Coaching degree. Students are able to select optional courses that align closely to their coaching interests within the community, enabling the programme to accommodate student interest and current coaching practice. Moreover, the high proportion of part-time enrolments reflect its value to students seeking to develop their sport coaching knowledge and skills, while engaged in the sector, but who are unable to pursue a more comprehensive programme of study. The programme is regarded as valuable within the School of Health Sciences as well as by external stakeholders such as Sport Canterbury who have endorsed the programme in terms of its ability to contribute to the development of coaches for the enhancement of community sport and physical activity.

**(d) Continuation or Discontinuation**

It is recommended that CertSpC be continued on the basis that it is achieving its intended goals and is fit for purpose. It is recommended that the staff in CertSpC consider how they support students to select courses that are suitable for those who might not have previous study experience or to follow up on pastoral care for those students. There are also discussions that need to be continued between UC and professional sports bodies regarding the expectations they have for students studying whilst engaged full-time in their sporting codes.

The Academic Administration Committee considered the Graduating Year Review and the acting Dean of Education and Health answered questions. The committee noted that this qualification is attracting part time students and that further discussions are taking place in the sports bodies community. The qualification will be reviewed alongside the Bachelor of Sport Coaching and Certificate in Sport Coaching – these are scheduled for 2022.

<sup>1</sup> The data in this section differs from the original data provided for the review. The data in this table reflects a review of actual enrolments with notes to provide further information about enrolments and completion.

<sup>2</sup> One student met requirements, but used courses towards a BA; one student only completed 1 course; 2 students failed several courses and no further study

<sup>3</sup> One student incorrectly enrolled in CertSpC instead of BSpC; one student met requirements but not applied to graduate; one student completed in 2018; and three students failed courses with no further study

<sup>4</sup> One student transferred to BSpC in 2019; four students failed courses and no further study; one completed courses not not applied to graduate; and one student only completed one course with no further study



**TEMPLATE 6**  
**GRADUATING YEAR REVIEW**  
**2019**

**DETAILS**

<b>Current Year</b>	2019
<b>Name of Programme</b>	M.E. (Software Engineering)
<b>Original Programme Identifier</b> (Academic Services will provide)	08 UC/12 BE(Hons)1
<b>Name of Self-Review Coordinator and position held</b>	Prof. Andy Cockburn (Dept. Computer Science and Software Engineering)

**1. PROGRAMME STATEMENT**

**(a) Description**

The ME is an endorsed research degree completed by a thesis. Similar to already existing ME programmes in the College of Engineering at UC, the ME endorsed in Software Engineering provides a research-focused learning environment in which students develop their independent problem solving skills through supervised research.

The programme consists of a 120 point research-based thesis (SENG690) at level 9. The qualification builds on a Software Engineering (or equivalent) qualification, so the minimum entry qualification is a BE(Hons) with first or second class honours in a relevant subject, a BSc(Hons) degree, with first or second class honours, in relevant subjects, or a Postgraduate Diploma or Postgraduate Certificate in Engineering in a relevant subject with a GPA of 5 or more, or an equivalent degree from within our outside New Zealand. Admission to enrol is subject to approval by the Dean of Engineering and Forestry.

The programme has been taught through one-to-one interactions between students and research project supervisors (i.e., CSSE staff). Students receive feedback from supervisors on reports and other documents. The programme contains significant research, requiring students to set their research question, develop and appropriate theoretical and analytical framework and conduct research. Academic staff (i.e., the thesis supervisor) provide supervision for this type of research project (research design, appropriate research questions, methodology, sources, time management) in the context of SENG690 but students are expected to take considerable responsibility for their own research.

**(b) Achievement**

The goals of the programme are:

- To produce graduates that demonstrate mastery of specialised and advanced knowledge in Software Engineering research and practice, and equip them with the knowledge and skills required for professional and advanced roles in research or industry.
- To graduate students with knowledge in scientific and engineering research methodologies and an ability to perform rigorous intellectual analysis, independent problem solving and conduct fundamental or applied research under supervision.

- To support the key areas of the Rautaki Whakawhanake Kaupapa Māori, in particular Ngā Hononga – Strategic Relationships with Māori communities and organizations; Ākonga Poipoiā – Māori Student Recruitment, Retention and Achievement; and Mahi Rangahau – Research.

Two students have completed their studies to date, and a further two students are currently enrolled. The two completed theses are entitled “Understanding Software Maintenance in the Context of Software Architecture Evolution” and “An Empirical Investigation of the Software Development Industry in New Zealand”, both achieving A- grades. Thesis grades are determined through an external examination process, using reports from established researchers in the field, at least one of whom is external to the University of Canterbury.

### (c) Changes

There have been no changes to this programme since its introduction.

## 2. REVIEW PROCESSES

### Account of Review Processes.

The following processes have been applied to monitor this programme:

- Student feedback through course and teaching evaluations
- Student feedback from class/postgraduate student representatives.
- Student feedback from progress reports.
- Examiners’ reports on submitted ME Theses.

The Self-Review Report has been prepared by the Postgraduate Coordinator in the Department of Computer Science and Software Engineering in conjunction with the College of Engineering. Information has been gathered from various sources including student surveys, graduate surveys, feedback from college staff, enrolment data and results data.

A review panel convened on the 22<sup>nd</sup> August 2019. The panel reviewed the material provided by the Department, and interviewed: the Dean of the College of Engineering (Shayne Gooch), the Postgraduate Coordinator (Professor Andy Cockburn) and the Academic Staff teaching on the SENG programme (Fabian Gilson, Moffat Matthews and Miguel Morales).

## 3. REVIEW OUTCOMES

### (a) Acceptability

With only two graduates to date, we have no information from employers. However, both graduating students provided comprehensive responses that were generally very positive about their experiences on the programme. They made comments such as: the “AR course is especially interesting”; and “the facilities provided by the university such as lab facilities, library facilities, online access to research articles are really amazing.” Both graduates have obtained good employment in the software industry.

Through individual research supervision, the programme produces graduates who satisfy at least the first two graduate attributes: “demonstrate mastery of specialised and advanced knowledge in Software Engineering research and practice, and equip them with the knowledge and skills required for professional and advanced roles in research or industry” and “knowledge in scientific and engineering research methodologies and an ability to perform rigorous intellectual analysis, independent problem solving and conduct fundamental or applied research under supervision”. The third graduate attribute “Rautaki Whakawhanake Kaupapa Māori” has not been a key aspect of the two research projects completed to date,

but where issues of Māori relevance occur in research projects, the SENG staff are keen to promote and pursue them.

Graduation in the programme requires successful completion of an external examination process. The external examiners chosen are experts in the field, and they are instructed that part of their examination duty is to assure that submitted theses meet international standards and expectations for research in the field of Software Engineering.

### **(b) Assessment and Moderation Procedures**

Thesis grades are determined through an external examination process, using reports from established researchers in the field, at least one of whom is external to the University of Canterbury.

Within two months of beginning their studies, students must submit a formal research proposal, accompanied by the UC standard document “Application for Approval of Registration of Masters Research Proposal”. These documents are assessed and commented on by the supervisor; the student then has an opportunity to comment on the supervisor’s comments, and it is then passed on to the Departmental Postgraduate Coordinator, who adds further comments before forwarding the documents to the College’s Dean of Postgraduate Studies for approval or further iteration.

Supervisors are required to meet regularly with their students (normally weekly). Additionally, there are required periodic “formal meetings” that take a broader view of the overall programme of research than the weekly meetings.

At six monthly intervals, students must submit formal progress reports to their supervisor. Students have the opportunity to comment on the supervisor’s comments, and the reports then progress through the departmental postgraduate coordinator and College postgraduate Dean. If there are any concerns with progress, they are captured and addressed within these reporting procedures. Additionally, students can anonymously raise any concerns with their project or procedures through the Department’s postgraduate student representative, who sits on the department’s postgraduate committee.

When the student submits their thesis for examination, the supervisor completes a request for examination form, which must identify the rationale for selecting the nominated examiners (i.e., explaining why they have sufficient expertise in the field to examine the thesis). The Departmental Postgraduate Coordinator assesses the appropriateness of the nominated examiners, and if approved forwards the proposal to the Postgraduate Office.

The University has standardised procedures for addressing any grade disparity between examiners’ reports, including the instigation of negotiation and discussion between examiners.

### **(c) Data**

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	1	0	1	0.5	0	0
2017	3	3	1	3.5	0	1
2018	1	3	1	3.5	2	0

A total of five students have enrolled in the programme to date.

- The first student enrolled in the programme in 2016, completing his thesis entitled “An Empirical Investigation of the Software Development Industry in New Zealand” in 2018.
- Our first female student in the programme enrolled in 2017 and completed her thesis in 2018, titled “Understanding Software Maintenance in the Context of Software Architecture Evolution”.

- One of the 2017 enrolees quickly converted to a PhD at Canterbury, withdrawing from the M.E. programme to do so.
- Two students are currently enrolled, both making good progress.

#### **(d) Programme Evaluation and Review**

The Panel makes the following recommendations:

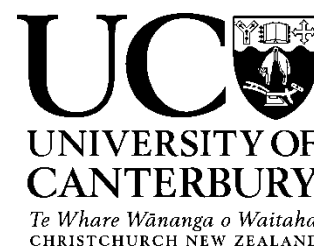
- 1) *Degree delineation*: Prospective postgraduate students may need a better delineation between ME and MSc; and the Department of Computer Science and Software Engineering's marketing needs to clarify the distinction and target market for each degree.
- 2) *Marketing*: For the programme to be more successful, the Department needs to market the ME better to both students and to industry. For example, do staff and companies realise how readily Callaghan Institute funds can be obtained to support an ME student on an industry-related project that involves a research element? The opportunity here is to attract top employees who not only work on industry-based research projects but also have the added advantage of working towards further qualifications for themselves.

#### **(e) Continuation or Discontinuation**

The Panel notes that two completions over a period of three years does not appear to be sustainable or efficient in terms of resources. Efforts of the sort outlined in the previous section should be made in an effort to recruit more students into the programme.

The panel recommends that the ME (SENG) programme be continued for a further three years. If at the end of that period there is not a substantial improvement in enrolment figures for the programme, it should be considered for discontinuation.

The Academic Administration Committee considered the Graduating Year Review and the Dean of Engineering and Forestry answered questions. The AAC noted the low enrolments and agreed with the recommendations of the panel. As regards helping to meet the third goal of the programme- To support the key areas of the Rautaki Whakawhanake Kaupapa Māori, - the committee suggested that a list of relevant project topics be provided for students and that the department identify what support is needed in conjunction with the kaiārahi. The Master of Engineering is scheduled for a programme review later in 2019.

**TEMPLATE 6****Graduating Year Review****2019****DETAILS**

<b>Current Year</b>	2019
<b>Name of Programme</b>	Bachelor of Engineering with Honours in Software Engineering
<b>Original Programme Identifier</b> (Academic Services will provide)	(08) UC/12 BE(Hons)/1
<b>Name of Self-Review Coordinator and position held</b>	Dr. Fabian Gilson, Lecturer in Computer Science and Software Engineering, 2 <sup>nd</sup> Pro Coordinator for BE(Hons) SENG

**1. PROGRAMME STATEMENT****(a) Description**

The overall aim of the Bachelor of Engineering with Honours – BE(Hons) in Software Engineering (SENG) is to educate software engineers in a research-rich environment to apply knowledge and skills to the creation of dependable and quality software-based systems. BE(Hons) SENG is an accredited 480 points degree spread over four years with an Intermediate year (100) largely common with other engineering programmes. The remaining professional years include both Computer Science courses (being the core technical knowledge of Software Engineering) and project courses to teach about the additional project management, quality assurance and software design skills required in software engineering practice.

Since its introduction in 2012, the numbers of enrolment has increased to reach more than 50 new enrolments each year since 2017, and a total of 143.8 EFTS in 2018. No limitations have been applied to the enrolment so far from Intermediate to 1<sup>st</sup> Professional year, despite the number of actually enrolled students surpassing the originally planned number of 30 students.

From the CUAP proposal, the main question raised concerned the number of SENG-trained staff available at that time to teach in the new degree. Since then, the SENG teaching team has grown to four full-time permanent academics (with one additional position yet to be filled), plus one full-time senior tutor and one other partial time (0.8) senior tutor, both fully dedicated to SENG courses.

**(b) Achievement**

The learning objectives for students finishing the SENG programme are:

- LO1. Develop knowledge and skills essential to start a career in software engineering, including the ability to work as part of and lead teams.
- LO2. Develop skills of inquiry, and critical and analytical evaluation.
- LO3. Develop an ability to pursue life-long learning.
- LO4. Develop an understanding of the role of engineering and the impact of software and software-based systems in a global society.

On top of the many required core computer science courses addressing many technical knowledge aspects, the BE(Hons) degree has been designed around active and constructive learning activities in flipped classrooms (COSC121), technical courses (e.g., COSC122, SENG201, SENG301, SENG365, COSC368) and project courses in each of the professional years (SENG202, SENG302 and SENG402) [LO1]. Those three latter project courses strongly focus on system/software design as well as the development of transferable skills. Coupled to assignments in other courses, students are therefore progressively confronted with teamwork environments from individual/pairwise programming assignments (e.g., COSC121, COSC122, SENG201, SENG301, SENG365, COSC368), then team-based project (SENG202) and finally major year-long group projects mimicking an industrial setting (SENG302). Both in SENG202 and SENG302, students receive frequent feedback from the teaching staff and are formally peer-reviewed [LO2-LO4].

The capstone project (SENG402) builds on the competencies and skills acquired during the previous years in order to lead a project from end-to-end either with a staff member or with an industrial partner. That project conveys a research component either within a current research initiative from a staff member or in order to explore cutting-edge solutions with an industrial partner [LO3,LO4].

Additionally, other courses address ethics, cultural and other societal issues (e.g., ENGR101, ENEL301, SENG401) [LO4].

The panel considers that all learning objectives are being met in the degree, although it was clear from students that they did not fully appreciate the emphasis on developing life-long learning skills [LO3] as opposed to learning exactly the same technology that was being used in industry.

Accreditation of the Bachelor of Engineering (Honours) qualification and the programmes it is awarded in, was carried out by Engineering New Zealand in 2018 as part of a five-year cycle. The BE(Hons) is accredited to the Washington Accord, an international accreditation agreement for undergraduate professional engineering degrees and retains accredited status provided it meets the requirements of the Washington Accord Attributes. These attributes form the basis of the UC Graduate profile for the BE(Hons) and are closely aligned with the UC Graduate Attributes.

The Washington Accord Attributes closely align with UC Graduate Attributes. The panels consisted of academics from New Zealand and abroad, industry representatives and academic staff members from other departments and schools from the University of Canterbury. The final documents will be forwarded to the PVC, Deans and Heads of School/Department soon affirming that UC Engineering programmes retain their accredited status to the Washington Accord.

### (c) Changes

The course *SENG199 - Software Engineering Workshop Training Course* has been added as compulsory in First Professional year and covers the workshop training course mentioned in the CUAP application.

## 2. REVIEW PROCESSES

### Account of Review Processes.

A Self-Review report was compiled by the Software Engineering staff with input from: Student feedback via course and teaching evaluations; Student feedback via course representative (members of the student-staff liaison committee); Previous material from IPENZ accreditation review in 2018; Employer feedback via project and internship sponsor reports and enrolment and completion data.

A review panel convened on the 22<sup>nd</sup> August 2019. The panel reviewed the material provided by the Department, and interviewed: the Dean of the College of Engineering (Shayne Gooch), the Acting Director of Studies (Andreas Willig, Matthias Galster being on sabbatical), the Academic Staff teaching on the

programme (Fabian Gilson, Moffat Matthews and Miguel Morales), and students currently on the programme, as part of the review process.

### 3. REVIEW OUTCOMES

#### (a) Acceptability

**Feedback from students:** According to “*Feedback from the 2018 & 2017 Graduate Destination Survey*” (attached to this document), the majority of the 15 respondents would recommend the degree to others (>85%) and none of the respondents would not recommend it. The respondents also evaluated the workload as appropriate (>90%). This programme (as depicted in the CUAP application) was also putting a strong emphasis on project courses and this particular aspect has been praised many times in the written feedback (7 over the 10 “*most valuable courses*” identified in the survey).

**Feedback from industry (work placement):** Feedback collected from the companies who take students on internships for their practical work experience are usually very positive, such as:

*“Excellent (attitude), keen, smart, and self-motivated, Student X was an asset to our team. He integrated well and added real business value.”* IBM (Summer 2016-2017)

*“We have greatly enjoyed our time with Student X. We would happily employ him as his adaptability and ability, coupled with a great work ethic have very much impressed us. He has a bright future ahead of him.”* Adscale Labs Ltd (Summer 2017-18)

Furthermore, in the past years, a team composed by a SENG student and a BSc (computer science) student won the *Entré Technology Award* in 2017 from the University’s Centre for Entrepreneurship. In 2018, two students won the national *Engineering NZ’s Student Innovator of the Year Award*.

#### (b) Assessment and Moderation Procedures

A wide range of assessment procedures are employed, depending on the course. The procedures include:

- Individual quizzes, mid-term tests, exams (invigilated)
- Individual assignments in the form of code, reports and presentations
- Pairwise and team-based projects with:
  - Team-based assessments;
  - Individual assessment (e.g., presentation and demonstration with evaluation of individual contribution);
  - Peer-reviews and self-reviews; and
  - Demonstrations and presentations.

Some elective 400-level courses require literature reviews (e.g., SENG404) or research-oriented projects that require scientific reports to be produced (SENG441).

The core final year grades for the compulsory courses (SENG401, SENG402, COSC424), demonstrate that BE(Hons) SENG students achieve in average a grade of at least B+, except in SENG402 in 2017 where the average grade was B (GPA 5.8). Except for that particular occurrence of SENG402 where one student failed the course and the 2018’s occurrence of COSC424 (that was covered by an Erskine visitor) where two students failed, all students have had satisfactory grades, a majority of them above B grade.

#### Data

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
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<b>2016</b>	48	104	3	101.8	17	3
<b>2017</b>	58	130	2	126.9	25	2
<b>2018</b>	52	146	4	143.8	34	1

Because of work placement constraints, the initial CUAP proposal mentioned the possibility of limiting new enrolments to 30 per year. However, the availability of work placements has failed to be a constraint so no limitation has been imposed on new enrolments. It is also worth noting that in the CUAP application, 90 EFTS were predicted, but the programme currently has 143.8 enrolled EFTS, showing the interest in the BE(Hons) SENG degree well beyond the initial expectations.

#### **(d) Programme Evaluation and Review**

The GYR Panel recommends:

- 1) *Resources*: The outstanding academic position needs to be filled as soon as possible. Once that has happened, the teaching load for the SENG academics needs to be carefully evaluated, since it appears to be higher on average than for other CSSE academics. The appointment of a further SENG tutor, in particular to assist with SENG302, is strongly recommended to cope with the larger enrolment numbers and to allow the size of teams to be lowered to six students + tutor.
- 2) *Practical work/internships*: A number of students appear to be struggling with finding the required work experience, despite the apparently buoyant SENG employment market. A way needs to be found to match the talents of students with the requirements of industry. College staff and CSSE staff may be able to generate contact and provide advice, direct students to online resources and recruitment events.
- 3) *Clubs*: UC is known for its strong complement of student-run clubs and several of these are related to SENG. It is recommended that the Department makes efforts to help coordinate its own efforts with those of the clubs, to the potential benefit of SENG students.
- 4) *Stress management*: Stress management was raised in the student-panel interviews. COSC121 and SENG302 are seen as particular trigger points. The panel recommends that the department look at ways of providing additional support for students who are struggling with content in these particular courses along with promoting the availability of university support services.
- 5) *Pathways*: The SENG programme is designed to give students considerable choice, particularly at 3<sup>rd</sup> Pro, but some students are struggling to make the wisest choices. Efforts should be made to give a clearer picture of pathways through the programme that lead to a variety of careers either through degree planning documents or information online.
- 6) *Field trips*: SENG students would benefit from opportunities to visit companies to hear from software engineering professionals about their work and practices; Orion Health, for one, regularly hosts groups from schools and other tertiary institutions; 200 and 300-level students would in particular benefit from such visits.

#### **(e) Continuation or Discontinuation**

The panel recommends the continuation of the degree. Enrolments have exceeded expectations and it has a hard-working and dedicated complement of staff. The retention and graduation rates are high with positive reviews from both the graduating students and from industry partners hosting students doing their work experience or capstone projects.

The Academic Administration Committee considered the Graduating Year Review and supported the recommendations made by the review panel. The BE(Hons) is scheduled for review in 2023.



# Template 6

## Graduating Year Review 2019

### DETAILS

<b>Current Year</b>	2019
<b>Name of Programme</b>	Diploma in Global Humanitarian Engineering
<b>Original Programme Identifier</b>	10 UC/15 DipGlobHumEng
<b>Name of Self-Review Coordinator and position held</b>	Dr. Matthew Hughes and Dr. Ricardo Bello-Mendoza Co-Directors, Humanitarian Engineering (Dept. Civil and Natural Resources Engineering)

### 1. PROGRAMME STATEMENT

#### Description

The DipGlobalHumanEng is a qualification designed for students to take in parallel with a four-year engineering degree. Since, humanitarian engineering is more likely to be successful when there is an understanding of the cultural, social and political issues facing communities, the DipGlobalHumEng combines taught courses in the humanities with service-based experiential learning, via community-identified issues and projects. The service-based experiential learning prepares students to tackle real-world problems, hands-on, to provide them with the tools they need to record their experiences and requires them to gain insight into their experiences in the context of their completed taught courses through deep reflection.

The qualification meets the definition of a Diploma, at NZQF level 6. It comprises at least 120 points, of which 45 points are cross-credited from the BE(Hons) to ensure graduates have competence in engineering design. The aim of the programme is to encourage students who aspire to work in disadvantaged and developing communities, such as those in the developing world, those that have suffered devastation from earthquakes or severe weather events, or to empower those that seek to build capacity consistent with their distinctive character, such as a Rūnanga, by offering them an additional qualification.

All concerns raised about the programme proposal during peer review were addressed before the proposal was approved including comments from a number of universities about the cross crediting provisions. Feedback was incorporated into the proposal prior to approval where relevant and necessary.

#### Achievement

The goals/attributes of the DipGlobalHumEng are summarised as follows:

- **To enable engineering students to expand their world views beyond standard engineering programmes.** *Feedback from students after completing humanities courses are: "I thought the course was very relevant to the diploma. I really enjoyed the case studies as we do not normally do these in engineering", "Valuable introduction to why the Māori community is important in New Zealand. Valuable as an engineer where much of this is misunderstood and not explained well or at all."*
- **To broaden the appeal of engineering as a career beyond those currently attracted to the degree.** *Anecdotal information from recruiters in high schools suggest students considering studying engineering at UC are attracted by the possibility of completing the DipGlobalHumEng alongside a degree in engineering. No quantitative data however exists.*
- **To provide a framework upon which engineering students can organise service-based learning.** *Fourteen students have done fieldwork in Nepal, India, Cambodia or Samoa as part of the Engineers without Borders*

(EWB) design summit. Five students have completed NGO placements in Vanuatu, Malaysia, Madagascar, Chile or Tonga. Many students have done the “Engineering in Developing Communities” course which involves engaging with Māori communities and designing an engineering solution to the issues faced by the community.

- **To recognise the achievement of a body of learning related to humanitarian engineering through a formal qualification.** *The DipGlobalHumEng itself is the result of achieving this objective*
- **To increase opportunities for engineering students to engage with external agencies to offer their services in humanitarian aid during their degrees.** Some students have engaged with external agencies to offer their services in humanitarian aid during their degrees. One of the Diploma graduates has continued her collaboration with *Ingenieros sin Fronteras* Chile.

## Changes

As part of a university-wide review, the regulations were redrafted for the 2018 academic year; however, these changes have not affected the goals of the programme.

Changes made to the programme since inception include:

1. The removal of the GPA requirement for entry into the Diploma, to make it more accessible to students.
2. ENGR316: Humanitarian Engineering Professional Report was not offered in 2018 or 2019
3. Changes were made to the course content of ENGR315: Humanitarian Engineering Practice as follows:

The ENGR315 Humanitarian Engineering Practice course comprises of a taught component and a domestic practical field engineering programme. All students complete a Humanitarian Field Engineering block course (focusing on water and sanitation for developing communities and emergency relief; the block course is all about hands-on learning through a series of field exercises) as well as the opportunity for a field placement, an EWB ‘Design Summit’ or other project work. ENGR315 therefore comprises:

(a) a module on Humanitarian Field Engineering weighted 50% of course mark, which itself comprises a taught component and a domestic practical field engineering programme, and

(b) a choice of one of the following, weighted 50% of course mark:

(i) completion of taught course [ENCN401](#),

(ii) placement with a domestic or overseas non-governmental or community services organisation, of at least 4 weeks duration, with the placement to be funded and arranged by the student and subject to the approval of the director of studies,

(iii) attendance at an Engineers Without Borders ‘Design Summit’ at the cost of the student,

(iv) other activities as proposed by the student and approved by the director of studies.”

There have also been some changes to courses in the Schedule A and B for the Diploma, reflecting changes in the requirements for the BE(Hons) degrees. Additional humanities courses have also been added to Schedule C and D to broaden the range of approved humanities courses for students.

## 2. REVIEW PROCESSES

### Account of Review Processes.

Members of the panel included Associate Professor David Wareham – UC College of Engineering, Dr Santiago Pujol – Engineering Erskine Visitor from Purdue University & Dr Stuart Wise – UC College of Education, Health and Human Development. In attendance was Rob Carson from the College of Engineering. The panel convened in the afternoon of August 14<sup>th</sup> 2019 and first met with the co-directors of the qualifications and then with four students currently enrolled in the award.

The documents provided to the panel for review included the self-review template that had been completed by Dr. Matthew Hughes and Dr. Ricardo Bello Mendoza, the Co-Directors, Humanitarian Engineering; the original CUAP proposal, feedback on the CUAP proposal from other universities, written feedback from students pertaining to the suite of courses available for them in the Humanities and the UC regulations for the award. Responses to queries/suggestions for change etc from other universities was included in the document that came back from CUAP.

The following processes have been applied to monitor this programme i) Student feedback through course evaluations; ii) Meetings with student representatives; and iii) Graduate survey. The information made available to the panel was comprehensive and provided panel members with a good overview of the qualification and the way that it has been implemented over the last few years.

### 3. REVIEW OUTCOMES

#### (a) Acceptability

The aim of the programme was to encourage students who aspire to work in disadvantaged and developing communities, such as those in the developing world, those that have suffered devastation from earthquakes or severe weather events, or to empower those that seek to build capacity consistent with their distinctive character, such as a Rūnanga, by offering them an additional qualification that combines taught courses in the humanities with service-based experiential learning.

The Diploma meets the intended aim. The students the panel met with expressed satisfaction in the way the humanities courses have enriched their academic experience. They also described the service-based experiential learning they had undertaken and were fulsome in their praise for the rich experiences this had provided them. This experience has had a strong effect on the students and some of them have further carried out further humanitarian work after their graduation.

Comments from the co-directors and from the students that met with the panel provided good evidence that this qualification meets all of the UC graduate attributes in its current form. In particular there is a very large component associated with the bicultural attributes in the ENCN401 course e.g. visits to the marae and five lectures on: Global Sustainable Development Goals; Māori history in Aotearoa/New Zealand; Marae infrastructure; Māori Development in Post-Disaster Christchurch; and Māori as Client. The course includes a formal assessment in the form of a design project involving water management strategies for the Māori community.

At this point in time, the qualification has very few graduates currently and no data was available about graduate destinations, employment opportunities or enrolments in any further qualifications.

#### Assessment and Moderation Procedures

Courses cross-credited from the BE(Hons) and Humanities courses on Schedule C and D are assessed and moderated in line with the University of Canterbury assessment policies and guidelines. ENGR315 reports are assessed for practical work suitability by an academic in the department offering the engineering discipline in which the student is enrolled and on a standard grading scale for the reflections on experience related to the relevant humanities courses a student has completed in the Diploma.

It appears that standard testing and examination procedures are in place, however, the panel notes that there was the intention for the College of Arts to moderate the internal reflection reporting component of ENGR315 component. It seems however that this is more appropriately handled by the co-directors of the qualification since they would “have their finger on the pulse”. Alternatively the appointment of a senior tutor with the requisite skills could be appointed to handle the workload.

#### (b) Data

Year	Actual No. Enrolled	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	13	12	1	2.1		0
2017	26	26	0	4.1		1
2018	41	39	2	9.3	2	0

There has been a steady increase of enrolments in the past three years as shown in the Table above. It should be noted that due to the piecemeal integration of the diploma in parallel with the four-year honours degree, we are expecting a swath of graduates in 2019 and beyond. The large majority of students are domestic students with only 1 FF international student enrolling in 2016 (PT) and 2018 (FT). Two Māori students enrolled in 2016 and another two enrolled in 2018. One Māori student has completed. There have been no students who identify as Pasifika enrolled to date. 54% of enrolments to date have been female and this is particularly pleasing as one of the drivers behind the original proposal was to help address the gender imbalance in the intake to engineering degrees.

### (c) Programme Evaluation and Review

The panel feels the programme's title, regulations, aims, and learning outcomes are excellent and well-met. Currently there is an increasing emphasis on cultural competence framed within a bicultural foundation, which along with the global emphasis of the qualification and the service-learning component means that the qualification clearly meets the UC graduate attributes. The diffuse skill set of the graduate partly arises from the large degree of cross-crediting from a number of quite diverse engineering programmes. In addition, the wide range of humanity electives providing the social skills increase the diversity in the skill set. It is not until the final ENGR 315 course that the students appear as a cohort and even then there is a wide degree of possibilities to fulfill ENGR 315.

The programme has received comments from the Director of EWB NZ which is supportive of the basic tenants of the qualification; however, the comments did not specifically address questions inherent within a review request. As such no external review is apparent. At present there has been only 2 graduates of the programme, though there is a goodly number of students moving through the diploma. It was pleasing to see however that 1 of the graduates was Māori. It is noted that by the end of 2019, 12 students should have graduated from the Diploma.

### (d) Continuation or Discontinuation

The panel strongly recommends that the DipGlobHumEng continues. They make the following recommendations:

**The programme should be brought in house to the CNRE department.** This allows tight tracking of students who are definitively enrolled in the qualification and allows oversight of their course selection. Some students directly apply to enrol in the Diploma qualification, however, other students simply add a humanities course to their existing BE(Hons) enrolment. When students do the latter, it is not clearly signaled that they intend to complete the diploma.

**Communication should be improved:** Bringing the programme into the CNRE means care is needed to ensure proper marketing messages so that the qualification is seen to be open to all engineering students. Marketing of the programme also needs to truly match what is being offered. Student interviews clearly articulated the need for better course communication as some students found solutions to fulfill the requirements of ENGR315 themselves. A top-down academic-guidance solution should be the norm. Students require a clearer message on fees and costs associated with ENGR315. Some students heard about the programme at a UC presentation; while others only heard of the programme halfway through completing the BE(Hons). Students felt it was useful to plan for undertaking the Diploma at the start of their studies at UC. The new programme leadership team is already looking at these issues.

**Continued Re-evaluation of the International Experience of ENGR315:** There has been an over-reliance on the EWB Australia Design Summit and it behooves the programme directors to look at other ways of fulfilling the requirements of this course, perhaps with a particular emphasis on the Pacific Islands. The current co-directors are investigating further alternatives for facilitating international experiences for students; for example with the Ministry of Foreign Affairs and Trade (and their preferred Engineering Contractors such as Beca). Ties with EWB New Zealand are also being strengthened. This is seen to restore the original leeway, or breadth of options for practical experience, offered by the course, as outlined in the original CUAP proposal. Appointment of a senior tutor for this course having the necessary skills to evaluate the quality of the internal reflections associated with the reports for ENGR315 is advised. ENGR316 should be formally discontinued.

**Continued Re-evaluation of the Field-Engineering Experience of ENGR315:** The field engineering course embedded in ENGR315 should be modified so that it is sustainable in terms of human and other resources. The students were very positive about the practical nature of this component (training in the maintenance of pumps etc). The good ratio between students and instructors was noted.

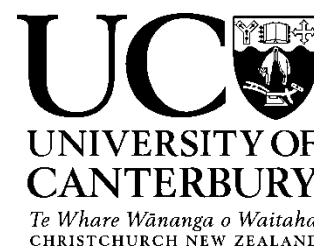
**Establishment of an Advisory Board:** An advisory board to the qualification should be established to ensure industry alignment. This should consist of appropriate high-profile individuals working in the humanitarian engineering space.

The Academic Administration Committee considered the Graduating Year Review. The Dean of Engineering and Forestry answered questions. The AAC considered that having the review in two years' time may have been more beneficial given that students are completing the Diploma alongside their BE(Hons) but agreed with the recommendations for improvement.

# TEMPLATE 6

## GRADUATING YEAR REVIEW

### 2019



#### DETAILS

Current Year	2019
Name of Programme	Master of Hazard and Disaster Management (MHDM)
Original Programme Identifier	
Name of Self-Review Coordinator and position held	Tim Davies, Professor

#### 1. PROGRAMME STATEMENT

##### (a) Description

The Master of Hazard and Disaster Management was a 12-month full-time 180-point programme that complemented the two-year MSc(Hazard and Disaster Management) that started in 2005. The programme was designed to offer two pathways to thesis study; completion of the whole MHDM programme and then complete the MSc by thesis only or by transferring to the MSc thesis after the 120 points of course work were completed.

##### (b) Achievement

###### *Goals of the programme*

The goals of the Master of Hazard and Disaster Management were:

1. To provide students with the opportunity to understand the natural and societal causes of disasters
2. To provide students with the opportunity to gain experience in analysing the causes of specific disasters
3. To provide students with the opportunity to analyse and critique strategies for disaster mitigation
4. To provide students with the opportunity to apply these learnings to specific disaster-mitigation-related situations.

*These goals have been satisfied as follows:*

1. By providing courses and field experiences demonstrating how physical and social sciences can be integrated in the context of disaster impact reduction
2. By introducing students to case studies of past disasters and having them report on the preparation for and response to the events
3. By exposing students to alternatives to the current disaster risk reduction paradigm
4. By providing students to carry out an independent report (dissertation) on a disaster-related topic

##### (c) Changes

No significant changes were made while the programme was active.

## 2. REVIEW PROCESSES

### Account of Review Processes.

The programme review consists only of summarising the data covering the two years (2015 and 2016) the programme was offered. It has not been offered since 2016, having been superseded by the Master of Disaster Risk and Resilience.

The material provided was reviewed by Professor Tim Davies (Geological Sciences) and Associate Professor Catherine Reid (Geological Sciences).

## 3. REVIEW OUTCOMES

### (a) Acceptability

Programme acceptability was monitored and evaluated by the industry advisory committee established in 2005 for the original programme (the Hazard and Disaster Management Advisory Committee, HAZMAC). The programme staff reported to HAZMAC annually. A major outcome of this process was the decision to discontinue the programme after 2016 and replace it with the redesigned Master of Disaster Risk and Resilience (MDRR).

Student X graduated from the MHDM in 2016, and is now a Regional Hazards Advisor at Waikato Regional Council. She emphasised the value of the variety of the programme, and says that, in particular, its focus on problem solving, communication and range of class scenario exercises prepared her well for professional employment.

### (b) Assessment and Moderation Procedures

Programme quality and relevance were assessed by annual reporting to HAZMAC. Programme staff met with the Advisory Committee annually.

### (c) Data

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2015	10	9	1	9.6	0	1
2016	6	5	1	2.1	6	0

A pathway from the MHDM to the MDRR was offered to students who didn't complete in 2016. Other students transferred to other programmes, including an MSc in Geography, left the programme incomplete or withdrew from study altogether.

### (d) Programme Evaluation and Review

While the MHDM fulfilled its purpose of providing programme content similar to that of the preceding 2-year MSc (H&DM) in a 12-month professional package, that content was acknowledged to be in danger of becoming outdated. In consultation with HAZMAC a replacement programme was designed by staff involved in the MHDM. The MDRR was established as a 180 point programme that is currently offered.

### (e) Continuation or Discontinuation

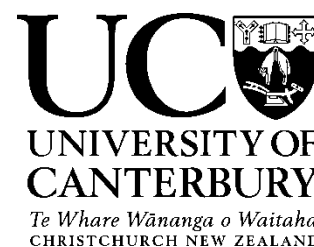
The MHDM was discontinued after 2016, being replaced by the Master of Disaster Risk and Resilience. This change was made in order to keep the masters programme abreast of ongoing changes in the global

delivery of disaster risk reduction reflected in the UNISRD Sendai Declaration of 2015, which set out a clear direction for DRR in the period 2015-2030.

The MDRR is due for a GYR in 2021.

The Academic Administration Committee considered the Graduating Year Review and noted that the qualification has been discontinued but was subject to a GYR because there had been graduates in the degree.

# GRADUATING YEAR REVIEW 2019



## DETAILS

<b>Current Year</b>	2019
<b>Name of Programme</b>	Master of Antarctic Studies (MASt) 180 points
<b>Original Programme Identifier</b>	UC/15MASt
<b>Name of Self-Review Coordinator and position held</b>	Wolfgang Rack, Assoc. Prof., Gateway Antarctica Chair of Teaching and Learning Committee

## 1. PROGRAMME STATEMENT

### (a) Description

The Master of Antarctic Studies (MASt) was approved by CUAP in 2015 and offered for the first time in 2016.

Admission to the MASt requires successful completion of the Postgraduate Certificate in Antarctic Studies (60 points) which is then subsumed into the MASt. Currently the MASt consists of

- a) 30 points of coursework, at 400-level or above, in an area relevant to the student's dissertation research; and
- b) a dissertation (ANTA691; 90 points).

The dissertation component of the degree as well as the additional 30 points of coursework can be taken on a full-time or part-time basis. The MASt (180 points) is offered full-time over a 12-month period. Part-time enrolment is not possible for any of the courses associated with the Postgraduate Certificate in Antarctic Studies (PCAS) (ANTA601, ANTA602, ANTA603, and ANTA604) because this is designed as an intensive summer-only programme, involving many external lecturers and the courses are delivered to fit around the field trip to Antarctica which is only available at a very specific time in Summer.

The courses leading to the MASt degree include lectures, tutorial sessions, workshops, mini-symposia and field trips near Christchurch and the Canterbury High Country, and Antarctica.

### (b) Achievement

Aside from having only a relatively small number of students enrolled in MASt so far, the goals as stated in the original proposal and outlined below are largely achieved. It should be noted that all of the students enrolled in MASt have successfully completed the degree.

1. Graduates of the MASt have been working in a range of subject areas, including glaciology, zoology and environmental management, anthropology and political science. As such, we have utilised the multi-disciplinary strengths of UC staff engaged in Antarctic research and teaching and inspired students to use and synthesise a range of concepts from different disciplinary backgrounds.
2. We are offering an innovative and collaborative educational programme, which MASt students are using towards further postgraduate research. We currently have one graduate pursuing a



PhD in Australia, and a current student is in the process of transferring from the MAST to a PhD at Canterbury.

3. We encourage students to engage with the concept of ako and embrace a tuakana–teina relationship in their group work and in working with other researchers. These concepts are explained and explored during ANTA602, ANTA603 and ANTA604 and form an essential foundation of the fieldwork carried out during ANTA603. In addition, we are in the process of implementing suggestions arising from a recent review of the Postgraduate Certificate in Antarctic Studies on how to strengthen our engagement with Māori concepts.
4. The fact that all three of our MAST graduates have quickly found employment in jobs related to their research, or have continued their postgraduate study through higher degrees proves that we provided students with skills increasing their potential for employment in a wide range of private-sector businesses and government authorities.
5. The final grades awarded to our MAST students have all been a B+ or higher for their dissertation, which illustrates that the students, in collaboration with their supervisors, have been able to define, discuss, develop and assess contextual, substantive and procedural aspects related to their Antarctic research topics.
6. The MAST programme responds to the desire expressed specifically by Antarctica New Zealand to facilitate Antarctic research and learning beyond the Postgraduate Certificate in Antarctic Studies. Over the last few years, we have continuously worked with Antarctica New Zealand, and other international advisors, to strengthen both the Postgraduate Certificate in Antarctic Studies and the MAST degrees. We acknowledge and value the close and collaborative relationship we have with our partners, and in particular Antarctica New Zealand, in this regard.

### (c) Changes

No changes have been implemented since approval, but a regulation change has been approved for 2020 as we aim for an increased uptake of MAST. Following a review of the PCAS which, as highlighted above, forms an integral component of MAST, it was concluded that the start date for MAST (after completion of the PCAS in March) is perceived as too restrictive. We have now proposed that, in order to better tailor the Postgraduate Certificate in Antarctic Studies to the needs of MAST students, we should allow MAST research projects to commence at any time of the year.

## 7. REVIEW PROCESSES

### Account of Review Processes.

Currently, a key requirement for admission to MAST is that students must have completed the course work for the PCAS. This report draws on the 2018 review of the Postgraduate Certificate in Antarctic Studies, and the resulting report and recommendations that had implications for the MAST. These are currently in the process of being considered and implemented. A number of the recommendations made by the panel have already been adopted, and those requiring regulation changes are being progressed. As mentioned above, one specific regulation change that arose from one of the recommendations in the review report, and which specifically pertains to MAST has already been approved.

The panel members reflected the disciplinary breadth of MAST students; Associate Professor Wolfgang Rack (GeoScience), Senior Lecturer Dr Daniela Liggett (Antarctic Tourism) and Professor Adrian McDonald (Physics). This report was reviewed by Associate Professor Sarah Masters (Chemistry).

## 8. REVIEW OUTCOMES

### (a) Acceptability

The panel agreed that students from this programme, despite the overall low numbers of students enrolled (see below), are employable, innovative, and, enterprising. Feedback from a recent graduate is that he gained valuable skills in data collection and analysis and research design, which allowed him to take up a research position with the Korean Polar Research Centre.

Advanced knowledge and skills are developed in a specialist subject area related to the graduate's academic interests, and students are knowledgeable about Antarctic research as well as Antarctic legal and policy matters beyond their specialist subject areas.

Students who enrol in MAST come from a variety of academic and cultural backgrounds. The nature of Antarctic studies and research, which requires collaboration at multiple levels (for logistics, fieldwork and lab work, as required), is highly international, and all MAST students are exposed to this international collaborative space during their study. They have to engage with lecturers, logistics providers and field staff from different national and cultural backgrounds. Our dissertation subject areas reflect the international character of Antarctic research, including a consideration and awareness of Antarctic geopolitics and environmental management in an international space.

Feedback from a recent graduate is that he gained valuable skills in data collection and analysis and research design while studying the MAST and PCAS, which allowed him to take up a research position with the Korean Polar Research Centre. He felt that the programme prepared him well for work through the fieldwork and networking opportunities provided within the programme and Gateway Antarctica. This international student chose the 180 point MAST as it allowed efficient use of his time. He felt that more opportunities to contribute to scholarly articles should be provided and would be beneficial to graduates.

Bicultural confidence: The team in Gateway Antarctica continue to consult with the Kaiārahi from the Office of the AVC Māori and are aware that additional work is required to further increase the bicultural confidence of students completing the MAST.

A Ngāi Tahu scholarship is offered for the PCAS annually, to support tangata whenua to participate in Antarctic research. One recipient, has continued into the MAST, completing a dissertation on fisheries management in the Southern Ocean. So far, all of the Ngāi Tahu scholarship recipients have made a significant contribution to supporting bicultural competence in the wider group of students through peer-to-peer conversations and discussions around Māori voyages to the Southern Ocean when visiting the Pou Whenua at Scott Base.

## **(b) Assessment and Moderation Procedures**

Due to the diversity of the MAST dissertation topics, relevant examiners for the respective fields have been selected. These examiners include academics at other New Zealand universities as well as researchers at Crown Research Institutes. All MAST dissertations have been examined by two examiners (one internal, one external). Grades have been in the B and A range.

## **(c) Data**

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2016	3	3				0	
2017	3	3				2	
2018	1	1				0	

An integral part of MAST is the PCAS summer programme. The MAST accepted its first students in March 2016 (3 students) two of whom graduated in the following year (2017). Another student enrolled in MAST in 2017 and completed the programme in 2019, after some health- and work-related suspensions. There

are currently 2 students enrolled in the MAST programme (PCAS 2018/19). 1 student was enrolled in the dissertation and has not completed.

#### **(d) Programme Evaluation and Review**

The MAST was developed in 2015 as one of the NZ-wide pioneering 180-point Master's programme. The programme was designed to build on the well-established Postgraduate Certificate in Antarctic Studies, which had been running since 2009 (and as a Graduate Certificate in Antarctic Studies between 2000 and 2008). The programme title relates the geographical focus of the work undertaken by students enrolled in MAST while allowing for a broad disciplinary range of research.

The regulations for MAST are currently being reviewed, pursuant to the review of the Postgraduate Certificate in Antarctic Studies in 2018 and following ongoing discussions with Antarctica New Zealand to facilitate the progression of students from the PCAS to MAST.

External factors dictate the number of spaces available for postgraduate Antarctic students as the number of seats on flights to Antarctica is highly constrained. At this stage about 2 out of 16 PCAS students continue with a MAST (12.5%; about the same number choose a 240 points Masters in e.g. Geography or Environmental Science). The programme is internationally advertised, and international students normally prefer to continue a postgraduate study at a home-university because of tuition fees. E.g., in 2015/16 a total of 5 PCAS students continued a postgraduate research project (Masters and PhD). The research achievements of MAST students can be regarded as high, and so far all students achieved A and B grades for their dissertation. One MAST student continued a PhD study in a related topic at an Australian University, two students are employed but are considering to continue with a PhD, and one student is employed at the Korean Marine Institute (KMI; one of the leading Polar Research institutes in Korea).

#### **(e) Continuation or Discontinuation**

It is recommended that the MAST be continued. MAST offers significant opportunities for students enrolled in the Postgraduate Certificate in Antarctic Studies to continue their Antarctic postgraduate research at the University of Canterbury. Despite the significant external constraints that limit student numbers, it is felt that a greater uptake of MAST is possible. This will be supported by (a) changing the regulations to provide a clear pathway from the ANTA601-604 courses to the MAST dissertation, and (b) improving selection procedures for postgraduate Antarctic programmes.

For the 2019/20 PCAS/ MAST programmes, the selection panel have confirmed that half of the students accepted into the programme will commit to MAST.

It is recommended that in the future the MAST and the PCAS be reviewed together as the regulations changes are implemented and the programmes are more closely aligned. The next review will be confirmed after discussion with the Dean of Science and Academic Quality.

The Academic Administration Committee considered the Graduating Year Review. The low enrolments in the degree was acknowledged but the committee felt that Gateway Antarctica and the College had plans to increase enrolments. It is expected that the Postgraduate Certificate and Masters of Antarctic Studies will be subject to a programme review in 2024.

# Template 6

## Graduating Year Review 2019

### DETAILS

Current Year	2019
Name of Programme	BSc (Hons), PGDipSci, MSc, PhD in Biological Sciences
Original Programme Identifier	
Name of Self-Review Coordinator and position held	Professor Matthew Turnbull, Head of School
<b>1. PROGRAMME STATEMENT</b>	

#### (a) Description

The purpose of the initial CUAP application was to establish Biological Sciences formally as a postgraduate subject. The courses underpinning this major already existed, as did facilities for carrying out the research. When the School of Biological Sciences formed in 2003, an undergraduate major in biological sciences was created, but at that stage the range of postgraduate majors (to which we have since added Ecology and Evolutionary Biology) was considered to adequately encompass the range of topics students were engaged in.

Growth in interdisciplinary research meant that, some students participating in our postgraduate programmes felt they had no suitably named major (i.e. that our other named majors were limited in scope). Moreover, several students expressed concern that the major subject appearing on their degree certificate failed to accurately reflect the breadth of their area of study; this created the possibility that we were losing students to other universities due to the lack of an identifiable pathway for postgraduate study in general biology. The introduction of a postgraduate major in Biological Science was thus a sensible '**business as usual**' and 'resource-neutral' response to this existing gap. The broader description will enabled us to absorb (and discontinue) a number of existing specific majors (EVOL, PBI, ZOOL) and thus streamline our offerings. It provided our students with a suitable pathway for broad, interdisciplinary careers in biology, but it also fits well with the School of Biological Sciences' philosophy of embracing modern trends in scientific endeavour.

#### Acceptability

Postgraduate students within the School of Biological Sciences were asked to comment on the proposed major via student reps and responses were very supportive. The University of Canterbury's Student Association also commented favourably and both undergraduate (via UCSA consultation) and postgraduate student responses demonstrate a strong demand for this major. Potential employers (Landcare Research) and colleagues in other disciplines within UC (Engineering, Maths) were also asked for comments, with responses received very much in favour of the introduction of this new major subject. In addition, the proposal was discussed and supported by the Teaching & Learning Committee of the School of Biological Sciences and has been presented at full staff meetings of the School and been unanimously supported by staff.

#### Goals of the programme

The programme would offer a 'new' subject major, Biological Sciences (BIOL), at postgraduate level at the University of Canterbury. This broad major absorbed a number of existing specific majors (EVOL, PBI, ZOOL) and be added to other existing majors offered by the School of Biological Sciences (BIOT, ECOL, MICR, CEMB, BCHM). The substance of

the major, in terms of courses available at fourth year, was already in place. The programme would properly identify Biological Sciences as a major research field and produce graduates able to enter the workplace with appropriate, readily identifiable skills in modern biology.

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### Predicted student numbers/EFTS

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	Year 1	Year 2	Year 3
400 level	3	4	5
600 level (MScII)	2	3	4
700 level (PhD)	2	2	2
<b>Total</b>	<b>7</b>	<b>9</b>	<b>11</b>

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### Achievement

This proposal to create a broad Biological Sciences major at postgraduate level was largely a formality to:

1. provide a broader vehicle for our existing (and increasingly multi-disciplinary) teaching and research activities that was seen as appropriate to both students and future employers, and
2. absorb a number of majors that were easily covered by a broader major (PBIO, ZOOL, EVOL).

Because this was not a 'new' major in the true sense of the word, it had a well-established set of taught courses (which also contribute to our other PG majors – BCHM, CEMB, MICR, BIOT, ECOL) and an established pipeline of potential students. **It has achieved its goal** to provide a postgraduate qualification that reflects the breadth of a student's area of study, where appropriate.

Consequently, in 2019, the subjects Evolutionary Biology, Plant Biology and Zoology have been officially discontinued through CUAP, having not been open to new enrolments since 2017.

### Changes

No changes have been made to the programme.

## 2. REVIEW PROCESSES

### Account of Review Processes.

The review process consisted of: (1) the Dean of Science appointed a GYR panel; (2) the panel appointed a chair to review the relevant documentation and prepare a self-review document; (3) the panel met to consider the self-review document and prepare the report; (4) the report is then reviewed and approved by the College of Science Board of Studies, the University's Academic Administration Committee and finally, the University's Academic Board.

The panel was comprised of:

Professor Matthew Turnbull, Head of School of Biological Sciences (Chair)  
 Professor Elissa Cameron, 400-level coordinator, School of Biological Sciences  
 Assoc Professor Peyman Zawar-Reza, Head of the Department of Geography

The panel was provided with the original proposal, evidence of graduate numbers, student feedback via course evaluations and the graduate destinations surveys from a number of years, evidence of student publication and the self-review document.

## 3. REVIEW OUTCOMES

### (a) Acceptability

The postgraduate major in BIOL has been popular amongst students (See enrolment numbers below). It has proven to be relevant to the academic and professional communities for several reasons: (1) 71% of graduates are employed and 25% are in further study; (2) the School has continued to maintain and further develop strong relationships with many research organisations and industries to offer financial support and projects to students; (3) 50% of respondents are in their ideal employment and a further 42% believe their current employment is a step in the right direction; (4) 82% of graduates would recommend or strongly recommend the programme to others; (5) student written feedback from the 2017-2019 graduate destinations surveys was positive).

### (b) Assessment and Moderation Procedures

Assessment modes for course-work include:

- Essays
- Preparation of, and presentation of research posters
- Field work
- Practical work
- Final written examination.

All current 4<sup>th</sup> year courses are surveyed by students on a 3-year cycle and the assessment in the courses are also externally moderated on a similar cycle.

Research for BIOL480 (Honours project), BIOL690 (MSc part II) and BIOL790 (PhD) is assessed by submitted thesis, with the latter two qualifications assessed externally.

### (c) Data

#### BSc (Hons)

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	1	1	0	1	1	0
2017	1	1	0	1	1	0
2018	NA	NA	NA	NA	NA	NA

#### PGDipSci

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	4	4	0	3.5	4	0
2017	11	11	0	10	9	1
2018	4	4	0	1.8	2	0

#### MSc PtlI

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	18	15	3	14.9	4	1
2017	22	20	2	15.3	8	0
2018	24	23	1	17.2	7	1

Maori enrolments: 2016 - 1, 2017 - 2, 2018 - 1

## PhD

Year	New enrolments	Full-time	Part-time	EFTS	No. Completed	Withdrawals
2016	18	17	1	15.0	NA	0
2017	22	20	2	18.8	NA	1
2018	27	19	6	18.5	8	0

Maori enrolments: 2016 - 1, 2017 - 1, 2018 - 1

It is clear from the data presented that the programme has significantly exceeded the predicted numbers in the original proposal. This indicates that the major is a popular one for students undertaking a wide range of postgraduate topics in the discipline.

### (d) Programme evaluation and review

This programme includes both taught (BSc(Hons) and PGDipSci)) and thesis (MSc PtII and PhD) components. Both are being delivered at a very high quality.

1. External moderation of 400-level course examinations have been completed as follows:

2016 – Cell and Molecular Biology courses

2018 – Ecology, Evolution and Behaviour courses

2. Informal assessment of 400 level courses takes place when visiting Erskine Fellows team-teach with SBS colleagues. This results in small changes to specific courses as required.

3. Thesis quality is determined directly through the number of successful completions (see above tables) and indirectly through the number and quality of research publications that arise from student thesis work.

Student feedback did suggest that it would be beneficial to increase opportunities to engage with potential employers during the programmes, and we will reflect on ways to achieve this.

### (e) Continuation or discontinuation

It is clear to the panel that the programme should be **continued**. The Academic Administration Committee considered the Graduating Year Review. The Dean of Science was available to answer questions. The Science postgraduate qualifications are scheduled for review in 2022.





Report to the Council from a meeting of the  
Finance, Planning and Resources Committee  
held on Monday 16 September 2019

The Committee recommends:

1. Student Experience Survey

***That: Council note the feedback from the Student Experience Survey.***

Peter Ballantyne  
**Acting Chair**  
**Finance, Planning and Resources Committee Committee**  
18 September 2019



# Memorandum | Pukapuka

To:	Ki:	FPRC and Council
From:	Nā:	Catherine Moran and Sam Brosnahan
Date:	Rā:	10/9/19
Subject:	Kaupapa:	Graduate Profile: Student Feedback
Purpose:	Aronga:	For information

## Context

Earlier in 2019, FPRC asked the UCSA President to comment on the student perception of the Graduate Profile in terms of the student awareness and experience of the graduate profile. The graduate attributes can be experienced by students in two ways: through the curriculum and through co-curricular experiences. In the curriculum, students experience aspects of the graduate profile through the learning outcomes and assessment of those outcomes. Students may also experience aspects of the attribute outside the curriculum through co-curricular experiences such as through the Student Volunteer Army.

## Outcome

Of the 2,150 courses in the Course Information System in 2019, 419 courses are identified as contributing to the Employable, Innovative, and Entrepreneurial attribute, 230 courses contribute to the Bicultural Competence and Confidence attribute and 173 contribute to Community Engagement and 238 courses contribute to Global Awareness. In addition, there are a range of co-curricular experiences in which the students can engage. Students' perceptions were sought by the UCSA through class-representative workshops. The key findings from the student workshops include the following:

1. Awareness of the term or concept of the graduate profile was limited; however experience of individual attributes was better;
2. The individual attributes are regarded highly by students;
3. Within the curriculum, experience of the attributes is varied, with specific examples given;
4. Some aspects of the graduate profile are experienced more thoroughly through co-curricular experiences.

A detailed description of student feedback is outlined in the attached memo from the UCSA President.

## Next steps

The UC Graduate Profile is relatively new in its implementation; however with the new institutional strategy, it is a useful time to reflect on how it can be better delivered. The feedback from the UCSA is helpful feedback and the student voice is being further considered through student surveys. The graduate profile has been identified as an important part of the future of education strand of the strategy. The feedback to date supports that direction.



**Ki / To:** FPRC

**Nā / From:** Sam Brosnahan  
UCSA President

**Rā / Date:** 28 August 2019

**Kaupapa / Subject:** Student feedback on UC  
Graduate Profile

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Below is a summary of student feedback gathered through the class rep workshops on the UC Graduate Profile.

The questions asked were:

1. How well aware are you of the UC Graduate Profile framework
2. Looking at the four aspects of the Graduate Profile, which ones have you observed through your UC degree to date

### **UC Graduate Profile**

Although some students were aware of the UC Graduate Profile they were in the minority. Those that were aware of the framework mentioned posters around the campus as being the main way they learnt of its existence, while others had heard the concept briefly raised in class by a lecturer or during the class rep training held recently.

Students spoken to had not considered the UC Graduate Profile when choosing UC as their destination for study.

Once explained, more students admitted to having heard of the concept, but hadn't been aware of what it was called. However, on reflection, many indicated feeling like it was more of a marketing tactic than an honest intention, and this particularly applied to BICC with several commenting it seemed like a tick box exercise.

The actual Graduate Attributes are viewed favourably especially community engagement.

First year students were generally quite interested to learn about the Graduate Profile but in general it was felt like the Graduate Attributes were developed in higher level courses.

Some students suggested that there could be a risk of trying to incorporate too much into courses where there is so much content already. Although acknowledging the benefits of developing these attributes, students want to get value for their money and would prioritise their subject content above these Graduate Attributes particularly in pure subjects. There was a suggestion that some of this could be incorporated at a degree-level rather than at course-level as part of a holistic approach. There was also a suggestion of voluntary seminars.

## ***Bi-cultural Competence and Confidence***

Most courses did not address this Graduate Attribute at all.

Some students had picked up on the reluctance of lecturers to incorporate content into an already full curriculum, with one lecturer being quoted as saying “we will be losing a lecture”.

Some specific examples are:

- A Software Engineering student said only two courses had even mentioned biculturalism.
- ENGR101 successfully addressed the bicultural competence when I took it.
- COSC368: this course had a token lecture on Māori issues with user interfaces in software. The issues have not been addressed again since then. I am unsure if I would consider this successfully addressing the bicultural competence. All my other courses have not even mentioned the bicultural aspect of the graduate profile.
- One Maths courses had two specific lectures – almost like a tick the box, and not integrated.
- Really see it filtering through the course content in Cinema Studies. Focusing on 3rd and 4th world cinema (indigenous movies) which is really stimulating for the students
- Sociology: begins with NZL culture which is interesting and important compared to High School.
- College of Science; SCIE101 compulsory paper. The cultural awareness part of the course is AMAZING in theory, but it seems like it is a tick box exercise in reality.
- Chinese politics; Anne-Marie Brady A+ in this space

## ***Community Engagement***

It came through that students needed to show initiative in finding out about opportunities, and Community Engagement was not generally integrated into their courses. Club involvement emerged as being the primary way that students addressed community engagement with many Clubs reaching out to industry and arranging industry speakers. Courses that have community placements or volunteer positions as part of the course were generally viewed positively.

There was very favourable feedback on the UCSA Clubs Day, and on the Volunteer Day held in the Undercroft.

As students progress to higher levels, there tends to be more information given, though other students are still the primary source of information.

Careers Fairs were another source of information, but many students commented that their department/College didn't have a Careers Fair.

This attribute is dependent on the commitment of the lecturer to share information, and on the course content being aligned.

### ***Employability, Innovation and Enterprise***

The major way this Graduate Attribute is addressed is through assessment such as oral presentations, which develops a skill required for the workplace.

Again, this attribute is dependent on the commitment of the lecturer to share information, and to incorporating these attributes into the curriculum. There was positive feedback on work-based internships as part of a degree programme. .

### ***Global Awareness***

This Graduate Attribute depends on the area of study, and can be course-specific, depending on the individual lecturers.

There was discussion on overseas exchanges, with many commenting that they need to go looking for this information themselves. Few had heard of this option through their lecturers. Many felt it didn't apply to them and was dependent on being a top student so they wouldn't be eligible.

Concerns around exchanges were that there was a money/cost barrier, with students not understanding that the fees are the same along with confusion around whether StudyLink applied. Students who were in a more structured degree with more compulsory courses were worried about extending the length of their degree, or the viability of them being able to have papers count towards their degree.

Once students understand what is on offer and how to engage they take advantage of the opportunities, but they felt without some kind of guidance i.e. knowing someone who has done one or applied for one in the past, they wouldn't know where to start.

A positive example given was:

- ENEL301 does a great job at addressing the global awareness competency. The lecturer has told us about etiquette and cultural differences when conducting engineering practices in different cultures, backed by her own personal experiences. Using personal anecdotes from her own work experience is very successful at engaging students listening to what she has to say.