
EMBARGOED UNTIL 4pm THURSDAY 26 APRIL 2018

Agenda

Date **Thursday 26 April 2018**
Time 4.00pm
Venue Council Chamber, Matariki

Refer to
Page No.

1. APOLOGIES:
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 March 2018) 1-5
4. MATTERS ARISING

PART ONE: REPORTS

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 - 8.1 Academic Board Report

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 March 2018 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 6.1 | From the Chancellor 2018 Teaching Medal | To protect the privacy of natural persons. | 7(a) |
| 7. | From the Vice-Chancellor | 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. 8.1 8.1.1 8.1.2 8.1.3 8.2 8.3 8.4 8.5 | From the Finance, Planning and Resources Committee UC Futures - UC Futures Summary - RRSIC Delegation - GOG Quarterly Scorecard International Fees 2019 Student First Update Report Monthly Financial Report to 31 March 2018 Movements in Year End Forecast to March 2018 | To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. | 7(h) 7(h) 7(h) 7(h) 7(h) 7(f)(i) 7(h) 7(h) |
| 9. 9.1 | From the Vice-Chancellor Appointment Committee Verbal report | To protect the privacy of natural persons. | 7(a) |

I also move that the Deputy Registrar, UC Directors and the University Council Co-ordinator be permitted to remain 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

11.1 International Fees 2019

11. GENERAL BUSINESS

12. NEXT MEETING –Wednesday 30 May 2018

COUNCIL

Minutes

| | |
|------------------------------|--|
| Date | Wednesday 28 March 2018 |
| Time | 4.00pm |
| Venue | Council Chamber, Level 6 Matariki |
| Present | Dr John Wood (Chancellor), Ms Sue McCormack (Pro-Chancellor), Dr Rod Carr (Vice-Chancellor), Mr Peter Ballantyne, Dr Rosemary Banks, Professor Roger Nokes, Mr Warren Poh, Mr Josh Proctor, Mr Malcolm Peterson Scott, Mr Shayne Te Aika, Mr Steven Wakefield. |
| Apologies | Ms Catherine Drayton |
| In Attendance | Mr Jeff Field, Registrar and University Council Secretary Professor Ian Wright, Deputy Vice-Chancellor Professor Catherine Moran, AVC Academic Mr Darryn Russell, Acting Executive Director, Learning Resources Mr Keith Longden, Chief Financial Officer Mr Adrian Hayes, Chief Financial Controller Dr Andrew Bainbridge-Smith, Academic Registrar Ms Robyn Nuthall, UC Futures Programme Manager Mr Bruce White, Deputy Registrar Mrs Raewyn Crowther, University Council Co-ordinator |
| CONFLICTS OF INTEREST | There were no conflicts of interest reported. |
| MINUTES | The minutes of the meeting held on 28 February 2018 were approved and signed as a correct record. |
| MATTERS ARISING | There were no matters arising. |
| FROM THE CHANCELLOR | <p>Chancellor's Meetings</p> <p>The schedule of meetings was noted for information.</p> <ul style="list-style-type: none"> • Dr Rosemary Banks reported on a meeting of the NZ/US Council she had attended on behalf of the Chancellor. • The Chancellor reported on a meeting he attended of the UNZ Chancellors' Group with Minister for Crown/Māori Relations, Hon Kelvin Davis. The purpose of the meeting was to provide input into the scoping of this new ministry. There would be |

value in inviting the Minister to UC to seek input from staff and students.

Council Work Plan 2018

An updated copy of the Work Plan was tabled and Mr Field noted the changes since the plan was last tabled. This was a dynamic document that provided information on the programme of work for Council in the coming year.

Degrees conferred in absentia

The Chancellor 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.

Executive Committee Minute

The Chancellor advised Council that the Executive Committee had given approval for the naming of the Engineering Annexe the Len Lye Building. Council had previously agreed to this in principle and FPRC had recommended approval be sought from the Len Lye Trust and family. That approval had been received on the day of the opening of the School of Product Design, housed in the Annex, and the Executive Committee acted under urgency to pass the resolution to enable the announcement of the new name at the opening ceremony.

FROM THE VICE- CHANCELLOR

Monthly Report

Professor Wright presented the report which he had drafted while Acting Vice-Chancellor. The report was taken as read and Professor Wright provided an update on a number of matters:

- Significant increases in enrolments had been realised.
- Science and Engineering builds were essentially complete.
- Rehua remained a significant problem and there was no expectation of the building being utilised in 2018.
- The contractor had been advised UC would not occupy the building until a practical completion certificate was achieved.

In questioning, the use of video meetings for PhD candidate interviews and oral examinations was discussed. There were some benefits to this method but the benefits of face-to-face interviews and examinations were also noted.

The Vice-Chancellor, Dr Carr, provided a further update:

- Enrolment figures did not include the statistic for Canterbury school leavers which was now above the 2010 level for the first time. There had also been record numbers of school leavers from Wellington and Auckland.
- Accommodation would be an issue in 2019 with no new beds coming available. An accommodation procurement process was underway to find a preferred funding partner. Ngāi Tahu had withdrawn from that process.
- The REANNZ contract for high speed network capacity would expire on 3 May. UC was looking at alternative high speed capacity provision.

- The RRSIC Business Case would come to Council in June and the Cannon Hall Strengthening in August.
- The Vice-Chancellor advised of the overseas travel he would be undertaking.
- A Student Forum with the VC had discussed corporate conduct and mental health at UC.
- A fire at Unlimited School on the Dovedale campus had been found not to be suspicious.

Moved

That: The Vice Chancellor's Report be received and the oral update noted.

Carried

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

In the absence of the Chair, Council member Mr Peter Ballantyne provided the report on the FPRC Committee meeting on 19 March 2018.

CAPEX Report to 31 December 2017

A query had been raised at the FPRC meeting regarding the Student First Programme. Mr Keith Longden, Chief Financial Officer, advised that the figures had included both operating and capital expenditure and had been reconciled with the Student First report. It was noted that the Student First project was \$1.3M underspent in 2017.

Moved

That: Council note the Quarterly Capital Expenditure Report, as clarified, to 31 December 2017.

Carried

Council also extended their congratulations to Mr Longden for being named as a finalist in the CFO of the Year awards.

**FROM THE AUDIT AND
RISK COMMITTEE:**

Mr Ballantyne, Chair, reported on the meeting of the Audit and Risk Committee on 19 March 2018.

Health and Safety Report

Mr Ballantyne noted that the report was still in development and that commentary would follow once trends had been identified. The Health and Safety Charter would be reviewed in May and an external review of Health and Safety would provide further input to the May report.

In discussion figures for attendance at the Health Centre were discussed and it was noted some data was missing. The likelihood of 2018 being a severe 'flu season was noted.

Moved

That: Council note the Health and Safety Report.

Carried

FROM THE ACADEMIC BOARD

Professor Ian Wright presented the report from the meeting of the Academic Board, highlighting:

- The discussion of the Academic Board Review, which had highlighted the different perspectives of members.
- The development of the Bachelor of Applied Science. This degree would be jointly offered with Lincoln University.

In discussion, it was noted that:

- Academic Board was not a committee of Council but was created under the Education Act to provide academic advice to Council.
- Professor John Burrows and Dr Robin Mann had been invited to opine on the draft Academic Board Review report, to assist Council in its deliberations. They had agreed to their advice being provided to Academic Board.
- History showed that advice from Academic Board had not always been timely or coherent.
- Jointly awarded degrees opened a number of complexities and had not been successfully implemented to date.

Moved

That: the Academic Board Report be noted.

Carried

PUBLIC EXCLUDED MEETING

Moved

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 31 January 2018 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 6.1 | From the Chancellor Council member selection criteria and processes | To protect the privacy of natural persons To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. | 7(a) 7(f)(i) |
| 7. | From the Vice-Chancellor | 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. 8.1 8.1.1 8.1.2 8.1.3 8.1.4 8.2 8.3 | From the Finance, Planning and Resources Committee UC Futures - UC Futures Summary - Rehua Budget Update - Rehua Timeline - RRSIC and CETF Bond Release Information Naming Rights Policy Student First Update Report | To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. | 7(h) 7(h) 7(h) 7(h) |
| | | 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(f)(i) |

| | | | |
|-----|--|---|---------|
| 8.4 | Dr Mickle Fund Update 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) |
| 8.5 | Movements in Year End Forecast to February 2018 | To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities. | 7(h) |
| 9. | From the Audit and Risk Committee | | |
| 9.1 | Minutes 19 March 2018 | 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 | Strategic Risk Register 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) |
| 9.3 | Risk Appetite | 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) |
| 9.4 | Audit NZ Management 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) |
| 9.5 | UC Trust Funds Financial Statements 31 December 2017 | 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

Members returned to public meeting at 6.01pm and resolved:

UCTF Financial Statements 31 December 2017

Moved

That:

- i) Council adopt the 2017 UC Trust Funds Financial Statements.*
- ii) The representation letter be approved for signing.*
- iii) Council note the:*
 - *Independent Auditor's Report*
 - *Management representations.*
 - *Management letter from Grant Thornton.*

Carried

GENERAL BUSINESS

There were no items of general business.

The meeting closed at 6.02pm.

NEXT MEETING

The next meeting is scheduled for 4.00pm on Thursday 26 April 2018.

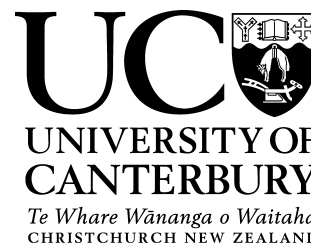
SIGNED AS A CORRECT RECORD: _____

DATE: _____

Memorandum

Vice-Chancellor's Office

Email: chancellor@canterbury.ac.nz



| | |
|-----------------|------------------------------|
| To: | Council Members |
| From: | Dr John Wood, Chancellor |
| Date: | 18 April 2018 |
| Subject: | CHANCELLOR'S MEETINGS |

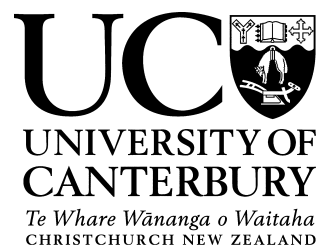
I outline for you the key events I have attended on behalf of UC since my last report to Council. I have indicated (with an asterisk) those events at which I was required to deliver a speech. Those speeches can be viewed in the "Chancellor Speeches" folder on the Council's Sharepoint site.

- Attended a meeting of the Vice-Chancellor Appointment Committee to shortlist candidates
- Participated in VC candidate interviews
- Attended a pre-graduation briefing
- Attended a meeting of the Finance, Planning and Resources Committee
- Met with Damon Rutherford and Chris Nord regarding Mount Pleasant School promotion of Ernest Rutherford
- Officiated at three graduation ceremonies*
- Attended International Graduation event
- Attended Pasifika graduation event
- Hosted the Graduation Dinner*
- Attended the Grad Ball
- Addressed the UCSA ANZAC Day Commemorations*

A handwritten signature in black ink that reads 'L.J. Wood'. The signature is written in a cursive, flowing style.

Dr John Wood
Chancellor

Memorandum | Pukapuka



Registrar's Office

| | | |
|----------|----------|--------------------------------|
| To: | Ki: | University Council |
| From: | Nā: | Jeff Field, Registrar |
| Date: | Rā: | 18 April 2018 |
| Subject: | Kaupapa: | December 2018 Graduation Dates |
| Purpose: | Aronga: | For information |

For your information, the faculty splits for the December 2018 graduation ceremonies are as follows:

Wednesday 12 December

1:30pm: College of Education, Health, and Human Development (Rotorua)

Wednesday 19 December:

10am: Colleges of Engineering and Arts

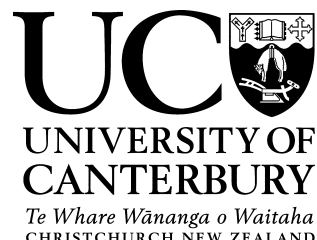
2pm: College of Business & Law

Friday 21 December:

10am: College of Science

2pm: College of Education, Health, and Human Development

Dr Rod Carr
Vice-Chancellor
Tel: +64 3 369 3836
Email: vice-chancellor@canterbury.ac.nz



**ACTING VICE-CHANCELLOR'S REPORT TO
UNIVERSITY OF CANTERBURY COUNCIL APRIL 2018**

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1. INTRODUCTION

The academic year is progressing, with students currently on mid-Semester break, and the deadline for academic withdrawals now passed.

A post completion review of the benchmarking work conducted for the Ernest Rutherford building and Engineering Precinct indicated that UC has achieved and exceeded in its initial aim in progressing those projects, to produce “a world-class learning environment known for attracting people with the greatest potential to make a difference.” This is indeed very good news for two flagship projects. The transition into teaching in both facilities has largely been smooth, with only minor issues to be resolved. A joint Engineering and Science Open Day on 16 April showcased these world-class STEM facilities to the public.

Unfortunately, the rebuild of Rehua is still challenging and continues to run behind schedule. The College of Education, Health and Human Development is now planning to remain on the Dovedale Campus for Semester Two.

Elsewhere, efforts have turned to building on 2018s recruitment success, with a range of events held on campus, and visits to schools well under way. International recruitment efforts have included visits to India, Malaysia, Vietnam, Japan and China. A significant agreement has been signed with Tokyo City University for their Japanese students to have an annual programme of English language, and engineering and science courses beginning in Semester Two this year. The programme will initially have 40 students this year, but will expand in later years.

Efforts to support students to achieve are also well in hand, with the Student Care Team continuing to support domestic and international students. Students continue to access support from Academic Skills, Disability Resources and other services.

2. STRATEGIC MATTERS

2.1 UC Futures

UC’s investment plan includes the aim to promote “a world-class learning environment known for attracting people with the greatest potential to make a difference”. When the UC Futures programme and buildings were being conceived immediately after the largest earthquake sequence Christchurch has experienced in living memory, the University surveyed important science and engineering facilities across relevant universities internationally. This research was completed in 2013 and looked at science and engineering buildings in Australia, Canada, the Republic of Ireland, the United Kingdom, and the United States. This information was used to discuss and develop the brief for the rebuilt engineering buildings and the new science precinct, including the Ernest Rutherford building.

A review of this benchmarking work now that the Ernest Rutherford building and Engineering Precinct are complete indicates that UC has achieved and exceeded this aim. The new facilities are designed to support new ways of learning and an increase in the opportunities for multi-disciplinary teaching and research. UC now has world-class STEM facilities to deliver internationally ranked teaching and research.

2.2 Rutherford Regional Science and Innovation Centre (RRSIC)

Although the Ernest Rutherford building is currently being occupied for teaching and some research, the building systems and the complex electronic Building Management System is not in full operation. There are some minor issues to be resolved to make this system fully functional for the management of the systems in this complex building, and it is expected these will be resolved in the coming month.

The occupation of the building for teaching is largely complete, but the research operations will not be fully online until July. Moving sensitive equipment in and recommissioning or re-calibrating it is taking time. There is also some mid-flight research work that cannot be moved.

Stage Two of the RRSIC project, the demolition of the Von Haast building, is continuing to programme. The high reach demolition machine started work on 8 March and work on site is going well, with a good safety record. A small incident which broke a water main caused work to stop briefly. The construction company, Dominion Constructors, has revised its programme of work after higher levels of asbestos were identified and an alternative demolition strategy and plan was required. The revised construction completion date is now 16 May 2019, which would allow for occupation for Semester Two, 2019.

2.3 Canterbury Engineering the Future (CETF)

UC, its construction consultants and the construction company are working through the final accounts process for this project, expected to be finalised in the next month. A consequence for the College of Engineering in living in its new Precinct is that the Engineering Core central social and social learning space is very popular with students and staff across the campus, and the UCSA, which runs the café, is looking for more efficient options to cater for the record number of enrolled engineering students and others.

2.4 Rehua

The rebuild of Rehua continues to run behind schedule and College of Education, Health and Human Development is now planning to remain on the Dovedale campus for Semester Two. The construction firm, Downer, has ensured about 200 people are working on the site each month, with about 50 people working on the façade alone. UC is pleased with this additional resource but continues to push for the construction project to be completed as soon as possible, safely, and to a good quality.

2.5 Graduate Attributes

Core Attribute: Critically competent in a core academic discipline of their degree

Learning Objective: Students know and can critically evaluate and, where applicable, apply this knowledge to topics/issues within their majoring subject.

A new offering (Bachelor of Communications) is being put forward in CUAP Round 1. The programme adds a new academic discipline area at undergraduate level to align with postgraduate offerings. The new degree is an excellent example of a core academic discipline that integrates the graduate profile throughout the curriculum.

Attribute 1: Employable, innovative and enterprising

Learning Objective: Students will develop key skills and attributes sought by employers that can be used in a range of applications.

As students complete their first term of study for 2018, a range of assessments and classroom activities have been evident that support students to develop their employable, innovative, and enterprising skills. For example, students in BSNS290 took part in a hands-on experiential learning task that taught skills of innovative thinking, understanding your audience, and persisting through trial and error.

Attribute 2: Biculturally Competent and Confident (BiCC)

Learning Objective: Students will be aware of, and understand the nature of biculturalism in Aotearoa New Zealand, and its relevance to their area of study and/or their degree.

The Office of the AVC (Māori) continues to work with Colleges to embed Bicultural Competence and Confidence throughout the curriculum. In addition to embedding BiCC in the curriculum, new proposed degree offerings have included a new major in Māori communication. While being linked to a major, the course offerings have the flexibility for students outside the degree to participate.

As previously mentioned, the Bicultural Pillar of the Graduate Profile has been of interest to senior staff at the University of Hawai'i, Mānoa (UHM). The Office of the AVC Māori recently hosted Professor Michael Bruno, Vice-Chancellor Research and Academic Affairs; Dr Velma Kameoka, Deputy Vice-Chancellor, Research; Professor Margie Maaka; Professor Laiana Wong and several others. The manuhiri met with a range of UC staff on a number of kaupapa with the intention of finding opportunities for collaboration. Darryn Russell, Assistant Vice-Chancellor Māori, will meet with senior staff at the University of Hawai'i, Mānoa, later this year to further develop the proposals for collaboration. Liz Brown attended the launch at Parliament of *Change Agenda: Income Equity for Māori*, a joint report from Business and Economic Research Ltd (BERL), Te Rūnanga o Ngāi Tahu and the Māori Futures Collective.

Attribute 3: Engaged with the Community

Learning Objective: Students will have observed and understood a culture within a community by reflecting on their own performance and experiences within that community.

UC students took part in a community engagement activity with the Canterbury District Health Board (CDHB) and Health Precinct. In addition to providing a service to the community through health promotion activities students had the opportunity to be mentored by business leaders, health professionals and UC staff. The 48-Hour Health Challenge is one of many opportunities students have to apply community service to their academic discipline.

Attribute 4: Globally Aware

Learning Objective: Students will comprehend the influence of global conditions on their discipline and will be competent in engaging with global and multicultural contexts.

A demonstration of pan-University collaboration, community engagement, entrepreneurship and global awareness, the New Zealand India Sustainability Challenge resulted in a UC science student being part of a team (VaxiBead) to bring vaccines to India. In April, UC hosted a week-long visit from Team VaxiBead led by Dr. Arun Shanbhag, the Chief Innovation Officer Manipal Academy of Higher Education which was sponsored by Education New Zealand in partnership with the College of Engineering and International Relations Office (IRO). The visit was a reciprocal visit resulting from the New Zealand India Sustainability Challenge that was held last year. Dr Shanbhag visited students at the University's Centre for Entrepreneurship and the UC Global Experience Centre, as well as teaching students in the BSNS290 course.

2.6 International growth strategy

UC is now working closely with other universities to increase the number of articulation agreements with other universities in the world. An articulation agreement is where a student can start their degree (usually an undergraduate degree) offshore with another university and then complete it with UC. Often these take the form of two years offshore and two years in New Zealand. UC has this arrangement with the KYS Business School in Malaysia and has just signed an agreement with South China Normal University. This option provides a good outcome for the students, who usually work on their English language before coming to New Zealand and complete their studies in a full immersion English environment.

2.7 International

The Vice-Chancellor, accompanied by International Relationships Office (IRO) staff, and the Pro-Vice-Chancellors of Business and Law, Science, Education, Health and Human Development travelled to India, Malaysia, Vietnam, Japan and China during March and April. IRO recruiters have also spent considerable time offshore attending fairs and events, predominantly in China and India.

A second in-country recruiter has been selected and appointed for China who will be based in the Guangzhou Navitas office. This will provide an opportunity for greater strategic development and coverage of China, from both the Beijing office and now the Guangzhou office as well.

The IRO has relaunched the content on the University of Canterbury India Facebook page. The intention is to merge this with the overall International page, as the India page already has the largest number of followers. The Social Media strategy has been revised and is beginning to be implemented.

Eight new international student profiles have been completed with four already live and others under way. Work has also commenced on the International Student Prospectus and the value proposition.

The agent application process has been updated. This provides more rigour and robust processing to serve our requirements and should ensure clarity and improve record keeping.

3. CHALLENGE

Promote an inspirational and innovative learning and teaching environment, recruiting and retaining students, raising standards and enhancing student success.

3.1 Marketing

Social media activity continues to be high with good engagement across Facebook, Instagram, Snapchat and Twitter. Google AdWords has experienced good growth as have video views and responses to banner advertising.

The major UCME brand campaign is now in market. Twenty-six students are being presented, with all Colleges and UC7 attributes represented. This campaign is a nationwide initiative with ads on billboards, bus backs and online activity (banner advertising and social media). The campaign runs to September. Work is under way on a Semester Two campaign that is due in market in May.

Development of a specific College ‘brand stories’ for the College of Education, Health and Human Development, the College of Engineering and the School of Law are completed. This has involved interviews with students, staff and alumni. A suite of videos will be implemented progressively– the College of Arts, College of Science, and School of Business have been completed.

Usability testing of the mega menu on our web site has been completed, with positive feedback from clients. Alumni web pages have also been upgraded. A project to collect the stories and photographs of over 30 UC alumni is under way. This will be the basis of targeted campaigns over 2018.

Work is under way on the Introduction to Disciplines suite and the Undergraduate Prospectus.

3.2 Liaison

The Liaison Team continue to visit secondary schools throughout the country with the “First Round Presentation.” In March, 73 North Island schools from Auckland, Waikato, Bay of Plenty, Hawkes Bay, Manawatu and Wellington were visited. In the South Island the team completed visits to 45 schools in Canterbury, South Canterbury, Southland and Nelson and Marlborough.

In addition, the Pro-Vice-Chancellor of the College of Arts visited two schools in Auckland while undertaking research at the Auckland Arts Festival.

Five International Directors from Tauranga and Rotorua secondary schools were visited and insights gleaned into possible international domestic markets.

The first Careers Advisors Update Day in Wellington was held with 20 Wellington-based Secondary School Careers Advisors in attendance. The event received positive feedback and was attended by the Deputy Vice-Chancellor, representatives from the new School of Product Design and Accommodation Services. The team has also begun working with seven Auckland-based independent Career Counsellors or Careers Advisors by visiting and providing them with personalised updates about UC.

A student focus group was formed to provide feedback on the Go Canterbury Scholarship and insight into key decision touch points for them and for their parents/whanau.

The team completed 27 on-campus student appointments throughout the month.

3.3 Admissions

Several Admissions Officers have been supporting the Admissions and Enrolment Management project of the Student First Programme, Ākonga ki Mua. They have been mapping at a high level, end-to-end process of the current Admissions process.

During international enrolment week, the need for cross-unit collaboration was identified. The Admissions team has been hosting call centre team members showing them what is involved with admitting international students to UC, in order to help with phone enquiries.

3.4 Shared services

The team is working to improve the way fees are displayed for students.

3.5 Enrolment

Enrolments work has been slow but steady as the deadline dates to withdraw without financial and/or academic penalty have passed. The team is now awaiting a decision on the new process for fee reconsideration under exceptional circumstances. The team is catching up on thesis suspension and submission refund processing as well as SSL rebate applications.

3.6 Scholarships

Forty-four scholarships primarily for current undergraduate students closed on 31 March. The UC Masters and Doctoral May scholarships round opened for applications on the 20 March. Application numbers are strong for both rounds of scholarships.

The Student First Scholarships Project formally started in March 2018 and is focusing on resolving current problems with the application software (CommunityForce) to enable the use of the software for future scholarship rounds. The project is also looking to identify some process quick wins.

The Scholarships Team has participated in a trial of the Team Management Profile personal development tool. It is identifying changes as a result of the training which will enhance the work environment.

3.7 Contact Centre and Shared Services

Staff numbers are back to normal levels with fixed-term contracts ending at the end of the month. The casual pool is now well trained and most of the team is available for work as required during 2018. Two casual staff will assist the Scholarships team in coming months. The resulting collaboration, knowledge sharing and relationship building has benefited the team and will continue to do so.

The team is using the period of lower call and email volumes to revise staff training systems for the next enrolment period and to streamline processes to better cope with the peak periods. It is also looking at how the new systems (both phone and staffing) performed.

The Student First team has met with staff for feedback and testing of new myUC enhancements.

3.8 Accommodation

The Homestay Guide is now in print and has been published on the accommodation website. This has been updated following the self-review of the code for pastoral care of international students. In addition we are also working on a combined UC/UCIC indemnity form for designated caregivers for under-18 international students.

Several photo shoots of the new accommodation and hall refurbishments have been completed, and the UC website will be updated with new images.

The student/ Kiwihost experience programme and budget has been submitted to the College of Education, Health and Human Development for the study abroad group from Tokyo City University arriving in Semester Two. Recruitment for the Kiwihost will take place in April and May. The team is also working with the SVA on a volunteer opportunity for the students while they are at UC.

Work has been started to more actively record and monitor complaints and issues at the halls with information being fed back to the halls to assist with issues resolution.

Work on identifying inconsistencies in the information held within the two separate StarRez systems has begun, in preparation for the meeting with StarRez in April.

3.9 Careers, Internship & Employment

Student and employer engagement with Careers, Internship and Employment (CIE) has been extremely busy in the first quarter with over 408 career consultations, 29 career education seminars, two Careers Fairs and 29 employer information sessions. Stakeholder feedback from all activities has been very positive.

The Co-curricular Record (CCR) continues to develop, both in terms of the range of activities that it encompasses (49) and the number of students who have registered to participate (1474). The CCR provides an excellent opportunity for students to both develop and recognise their work readiness skills and Graduate Attributes. A review is currently under way with a view to ensuring the CCR is recognised as an engaging, valuable and accessible mechanism enhancing employability, reputation and student experience.

A new CCR activity being developed is 'Careers Ambassador'. Expressions of interest will be called for from students to initiate, participate in and lead a range of initiatives that will inform students how to make the most of University from a careers perspective. They will also act as student voice for ongoing development of career education services.

Initiatives to encourage a greater range of internship opportunities for UC students are also being explored with both the Christchurch City Council and the Canterbury Employers Chamber of Commerce.

3.10 Disability Resource Services

By the end of Term One, 442 students had registered with the Disability Resource Service, and advisors booked to see more students over the term break. About 210 students have received notes for over 213 different lectures, of which 84% are being covered by peer notetakers. It is pleasing to see the number of students offering to take notes is up on last year, when this new form of notetaking delivery was first launched.

3.11 Student Experience

3.11.1 Emerging Leader Development Programme (ELDP)

The ELDP focus during March was ensuring effective cohesiveness within each team. Team Leaders arranged either a team dinner or activity where they passed on key messages and shared opportunities for students to be involved with campus clubs and activities. Each ELDP student also met with their Team Leader one-to-one to discuss their experience so far and introduce ideas for goal setting during the academic year.

During March the Rotary Associates Programme was introduced to the cohort and eight representatives selected to link with four local clubs – Papanui, Riccarton, Bishopdale-Burnside and Avonhead. The representative will attend meetings during the year and commit 25 hours to club service projects.

3.11.2 Go Canterbury

Go Canterbury students attended three events in March: a day trip to Akaroa, the first-year experience programme quiz night, and a New Zealand Red Cross Comprehensive First Aid Course. In Akaroa, the students enjoyed a programme comprised of sea kayaking, stand up paddle boarding, a historical walk, a hike through the native bush, and a round of mini golf. The Akaroa trip was rated the most popular of the Go Canterbury events so far, with 93% saying the event was enjoyable and 97% stating that they got to know Canterbury better, which was the main objective.

Attendance at the New Zealand Red Cross one day workshop, following an app test assessment completed on a portable device, gained the Go Canterbury students a free Comprehensive First Aid Certificate, which is compulsory in many bachelor degrees and useful to acquire jobs in the future.

Although only 43% described the activity as enjoyable, they appreciated its value by stating that it aided their professional development (95%), which was the main objective, and that they personally grew from this activity (98%). A welcome result, not anticipated during event planning, was that 84% reported feeling more connected with their fellow students after the course.

3.11.3 International Student Kiwiana Quiz and Catch up

The Student Experience Team and the UCSA Exec International Rep joined forces to host a reconnect event for all international students. This Kiwiana Quiz and catch-up event was promoted via UC and UCSA channels and social media and saw 58 of the 200 available free tickets being booked. The Quiz comprised six rounds of eight questions, mostly themed around Canterbury, New Zealand and Kiwi slang, with a UCSA Exec member hosting each table.

3.11.4 Mentoring

During March a further 40 students requested and were matched with Mentors, bringing the total to 57 so far this year. The backgrounds of the students requesting mentors was very diverse. Two further training sessions resulted in an additional 22 students becoming mentors, and many of those are currently active with mentees. Some mentors have supported the Academic Skills Centre speaking and listening workshops, which provide English language learners opportunities to converse with native English speakers.

3.11.5 MME PhD Academic Writing workshop series (pilot)

This PhD academic writing series is a pilot collaboration between the Academic Skills Centre, the Student Experience Team and the Department of Management, Marketing and Entrepreneurship in the College of Business and Law. Launched in February, the monthly sessions were conceived to assist doctoral students to progress their thesis writing. The workshops are designed to build academic and collegial skills by engaging with examples of students' writing and reading. Content of the monthly sessions responds to participants' current priorities. Sessions are open to all College of Business and Law PhD students. To date 88% (15/17) of the attendees have been international students.

3.11.6 PhD and Masters by Research Student Orientation

70% (7/10) of attendees at the March PhD and Masters by Research Student Orientation were international students representing India, the Netherlands, the Peoples' Republic of China, the United States, and Vietnam. Six of the international attendees are doctoral students in the Colleges of Science and Arts, and the seventh is enrolled in a Master of Fine Arts (Painting). All seven students rated the experience favourably, particularly regarding gaining information about services and support offered at UC.

3.12 Student Care

The Student Care Team recorded a total of 384 student engagements during March, with a unique headcount of 215. This is an increase of 27.5% in the number of students engagements compared with the same period last year.

In addition, the team managed ongoing staff enquiries about particular students they are needing guidance/advice about, and six critical incidents. Student Care supported the students involved and liaised with services on campus and in the community to manage these situations. The themes involved mental health, referral respite care, self-harm, suicidal thoughts, and behavioural concerns.

Staff also:

- Participated in the Thesis and Dissertation Research Student Orientation session
- Attended a liaison/networking meeting with UC Health
- Presented to the UCSA regarding messaging around sharing of information and reporting concerns
- Assisted in the Peer Mental Health Support Programme
- Met with Campus Living Village senior staff to support student processes
- Attended the #MeToo panel discussion run by Thursdays in Black to provide support and information.

The Student Care Team continues to support international students and UC staff on a wide range of transition and cultural adjustment-related issues. Key collaborations being developed include cross-cultural communication training with College of Business and Law staff, and the employability seminar series with the Careers Team. During March, the Student Care team met with the UCIC Academic Manager and UCIC Coordinator, to discuss the under-18 process and to revise the Service Agreement wording. Student Care is currently providing pastoral care for 21 under-18 international students in accordance with the International Pastoral Code of Practice. The first round of interviews, aimed at ensuring students are settled in to New Zealand and UC, are now complete.

The NZAID proposal has been a successful collaboration between IRO and Student Care and was submitted to the Ministry of Foreign Affairs and Trade this month. Eleven NZAID scholarship students had the opportunity to attend the National Pacific Island Fono in Wellington supported by Student Care staff.

3.13 Pacific Development

3.13.1 Strategy work

Meetings with College PVCs to discuss the revision of the Pasifika Strategy will occur in May and June. A revised strategy should be presented to Council in October.

The Pasifika Talanoa Professional Development Days for non-Pasifika staff will be held on 27 April and 12 November. Staff can register online via the Teaching and Learning webpage.

3.13.2 Operational

In collaboration with UC Health Sciences, the Pacific Development Team (PDT) participated in the annual Connect Event which engages new UC students with the local Riccarton community.

PDT worked with the emerging Leaders Development Programme to provide an afternoon of activities and engagement games for their first programme catch up for 2018.

The first Jandals event was held in the third week of term with 100 or so in attendance and guest speakers from the Ministry of Foreign Affairs and Trade.

PDT hosted the Christchurch community farewell of Student Success Manager Liz Keneti after her 18 years of service at UC. A number of prominent Pasifika community members were in attendance.

Assisted by the UC Events and Partnerships Team, PDT participated in having an interactive stall at the Christchurch SPACPAC Polyfest which was highly successful and very well received by guests. Overall the Christchurch Polyfest attracted around 4,000 visitors making it a great place for exposure to the Pasifika community. PDT also collaborated with the UC Liaison team to be present at the Pasifika Careers expo held at Ara Institute of Technology, attended by about 400 Pasifika secondary school students.

Pastoral care and student appointments remain in high demand, with the largest number of enquiries being around the fees-free policy and students' eligibility. Studylink issues and complex enrolment issues were also common.

The Pacific Engagement Coordinator position has been confirmed as a full-time continuing position and has been filled.

3.14 UC RecCentre

The feasibility study for the new Sport and Recreation Centre is almost complete with the activities and spaces identified to support the implementation of the Wellbeing, Sport and Physical Activity Strategy. The design will continue to concept stage for cost analysis, with the business case likely to be submitted to Council in quarter three of this year.

As of 31 March, the RecCentre had registered about 3,500 students, with 110 enrolled in the 2018 Group Fitness Challenge, and had 125 participants across various Small Group Training courses for Term One.

4. CONCENTRATE

Enhance research and creative work in chosen areas of endeavor; increasing efficiency, especially in the use of time in teaching and related activities per EFT; raising quality in teaching effectiveness and research outputs; and increasing focus and concentration of effort.

4.1 Deputy Vice-Chancellor

4.1.1 Timetabling

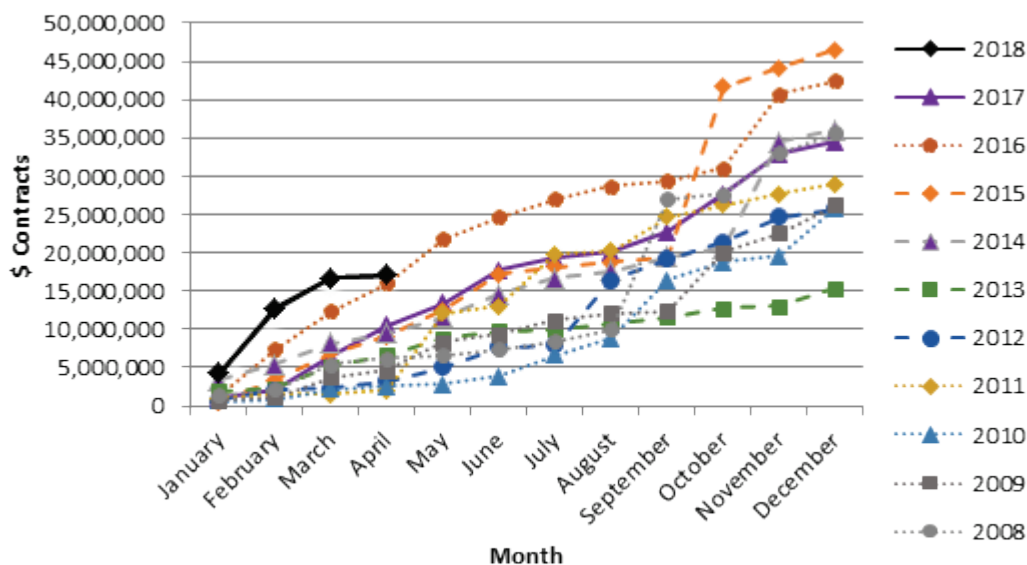
The Timetabling team has started working with Colleges and Academic Managers focusing on 2019 data collection and expected pathways of student enrolments. The intended effect of this process is to optimise timetables for both staff and students, providing a better experience for both. This is particularly important in those areas offering conjoint degrees in 2019, as a means of optimising use of both time and space.

Data Collection for 2019 is expected to begin at the start of July in anticipation of scheduling and releasing the 2019 timetable at the start of October. Academics have been encouraged to start thinking about 2019 course offerings, with a particular focus on any minor course changes needed, as this greatly impacts the timetable.

The Term Two timetable locations changed for a small portion of courses, with the loss of rooms within the Psychology-Sociology building due to repurposing for Communication Disorders. All staff and students affected by this change should have received updated timetables.

4.1.2 Research Funding

Research and Innovation is managing 374 research contracts, worth a total value of \$145.7m. In 2018 year-to-date, 70 contracts worth a total value of \$18.3m have been executed, and 37 contracts worth at least \$8.3m are pending (i.e., in the process of being executed). UC holds 70 National Science Challenges (NSC) contracts worth \$23.2m and 54 CoRE contracts worth \$29.3m (with 11 NSC/CoRE contracts pending, worth \$1.6m).



4.2 Research Development

The PBRF project is in its final stages, with the deadline for staffing data and portfolios to be submitted to the TEC by 6 July. Presently, the number of staff submitting portfolios is 598, but this number is likely to increase as new academic staff join UC between now and the eligibility/census date (14 June 2018). Of these participating staff, 91% have submitted a draft portfolio for review and 87% have had their portfolio reviewed at least once. The focus of activities in April is to complete the portfolio drafting process and review of draft portfolios, review any extraordinary circumstances included in draft portfolios, and continue to support new staff entering the PBRF process.

4.2.1 Research Infrastructure

UC continues to apprise options around its continued membership of REANNZ, which includes active consultation and engagement with other universities on their approach.

4.2.2 Research Reputation

Though not a well-known international ranking system, the University Ranking by Academic Performance (URAP) undertakes international rankings based on six bibliometric indicators including articles published, research impact, scientific productivity, and research quality from the *InCites* database. The URAP ranking system looks at >4000 universities world-wide. URAP ranks UC as the third-ranked university in New Zealand, behind Otago and Auckland.

UC along with Christchurch City Council, Ngā Tahu, and a range of central Government agencies were hosts and sponsors of a significant International Panel Climate Change (IPCC) meeting in Christchurch of the lead authors. Some 120 scientists from 59 countries attended the meeting which focussed around the future of sustainable land and water use, and food production, under different climate change scenarios. Associate Professor Bronwyn Hayward (School of Language, Social and Political Science) who is a IPCC lead author whose research specialises in the societal impact of climate change, was a driving force in UC's presence at the meeting

4.2.3 Postgraduate Research

Thirty-nine new Doctoral students were enrolled in March (with 21 being New Zealand citizens or residents). This larger number of new students in March is in keeping with trends over the last few years, where March and April tend to have higher new enrolments. In March, six Doctoral students submitted and 18 successfully completed their theses examination, while a further 28 Masters thesis students were examined. No students failed.

The Postgraduate Deans have held a seminar this month, with about 50 UC academics attending to learn about the Doctoral Scholarship process, and discussed opportunities for supervisors to make their students more competitive. The Postgraduate Deans will also be offering a number of "Brown Bag" lunch sessions this year to better inform academics on postgraduate issues.

4.2.4 Erskine and Ethics

The end of Term One has seen a total of 19 Visiting Fellows completing their fellowships. Eight new Fellows will arrive at UC during Term Two. Applications for Canterbury, Cambridge and Oxford Fellowships and Grants are now open with a closing date of 11 May 2018.

It has been an exceptionally busy start to the year for Ethics applications. At the end of the first quarter seven Animal Ethics applications, 15 Educational Research Human Ethics Committee, and 46 Human Ethics Committee applications had been received. Work has also been ongoing on revising the policies which govern the work of these committees.

4.3 Te Tari o te Amokapua Māori - Office of the AVC Māori

Liz Brown is Acting Assistant Vice-Chancellor Māori until the end of April 2018 when Darryn Russell returns from Learning Resources, where he has been Acting Executive Director. From mid-March 2018, Ripeka Tamanui-Hurunui is on secondment to Student Services and Communications in the role of Director, Student Success. Service Unit colleagues should contact Liz Brown in the first instance for Kaiārahi support. The team is also in the process of working on a revised draft of Te Rautaki Whakawhanake Kaupapa Māori, which should be completed later this month.

4.3.1 Staff professional development programmes

Tangata Tū, Tangata Ora will be held in May and November, and 'Culturally responsive pedagogies' sessions in July and September. The Te reo in the workplace course will also be held.

4.3.2 Te Ohu Reo

Te Ohu Reo has been working on many UC publications including the UC Annual Report, as well as recruitment material for 2019. The last month has been an extremely busy, with many urgent requests received. Bilingual signage is now in place in much of Rutherford building, particularly on the upper floors. It has been interesting for Te Ohu Reo to work with academics to find and develop appropriate te reo terms for many specific scientific terms. This experience has triggered a project to develop terms which currently don't exist – this proposed project will need to be carried out in consultation with language experts in the Māori community and may be a nation-wide collaboration in order to create terms which can be used across tertiary institutions. Te Ohu Reo encourages requests to be made via the form at <http://www.canterbury.ac.nz/about/leadership/senior-management-team/avc-Māori/tereo-request/>

4.3.3 Kaiārahi Colleges and BiCC

The Kaiārahi are continuing their mahi with colleges to develop and enhance courses, and several Kaiārahi are guest lecturing into a number of programmes. The Kaiārahi are also reviewing progress in regard to the Bicultural Pillar of the UC Graduate profile. Several schools and departments are embedding bicultural content into planned qualifications and courses for 2019 onwards. Among these, Civil Engineering is working on embedding more bicultural content in civil engineering design courses, as well as into a planned Master of Civil Engineering. The School of Law is embedding bicultural content into a planned Master of Criminal Justice; the School of Business is working on embedding bicultural content into a business innovation undergraduate programme, (currently in development).

The Kaiārahi are working intensively on the bicultural content for many School of Product Design courses. This process is very enjoyable as the bicultural strands are strongly applied and valued, with the enthusiastic support and collaboration with academic colleagues. Many colleagues are involved in this mahi and their commitment to creating a unique and future-focussed qualification is impressive. The proposed Bachelor of Communications is developing in a similar way, with colleagues embracing the bicultural content and understanding the advantages of this content, for students and their future careers. Kaiārahi are assisting academic colleagues with research proposals and Vision Mātauranga.

Kaiārahi are also collaborating with Te Rūnanga o Ngāi Tahu and the College of Engineering on a pilot programme for Ngāi Tahu students, to be held later in the year.

4.3.4 Te Ratonga Ākonga Māori - Māori Student Development Team (MDT)

The first term has been busy with Māori Orientation, many engagements with first year ākonga and a number of events to welcome back and support first year ākonga as well as returning students. The April 2018 Celebration for Māori Graduates and Graduands will be held on 19 April when 57 students are eligible to graduate, though where ākonga have the choice, most are preferring to graduate in December. Academic workshops have been very well attended, with higher than usual numbers. Ākonga have commented on the usefulness of these workshops. The Māori Student Development Team completed the Term One phone callout and contacted 328 ākonga. A strong theme from many ākonga was the process of adjusting to university life and study, and advice and support on managing this transition was provided, as well as highlighting the support available on campus.

Ngā Pae o Te Māramatanga has confirmed support for the postgraduate development programme and is providing support in 2018 towards conference participation by Māori postgraduate students who have had their papers and presentations accepted.

4.3.5 Māori Enrolment statistics at April 2018 are as follows:

| EFTS | Domestic | | | | | | | | | | | | |
|---|--------------|--------------|--------------|--------------|----------------|---------------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | MARCH | | | | | | | | | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2015 | 2016 | 2017 | 2018 | 2015 | 2016 | 2017 | 2018 |
| | | | | | | change on prev year | change on prev year | change on prev year | change on prev year | % change on prev year | % change on prev year | % change on prev year | % change on prev year |
| Academic College (course based teaching splits) | | | | | | | | | | | | | |
| College of Arts | 177.3 | 183.1 | 213.9 | 236.0 | 268.6 | 5.8 | 30.8 | 22.2 | 32.6 | 3.3% | 16.8% | 10.4% | 13.8% |
| College of Business and Law | 114.8 | 134.0 | 156.9 | 178.9 | 189.5 | 19.2 | 22.8 | 22.0 | 10.6 | 16.8% | 17.0% | 14.0% | 5.9% |
| College of Education, Health and Human Development less Ed Plus | 214.0 | 222.7 | 185.7 | 185.7 | 198.6 | 8.8 | (37.0) | 0.0 | 12.9 | 4.1% | (16.6%) | 0.0% | 6.9% |
| College of Engineering | 116.7 | 134.1 | 175.9 | 195.2 | 206.2 | 17.5 | 41.7 | 19.4 | 11.0 | 15.0% | 31.1% | 11.0% | 5.6% |
| College of Science | 138.1 | 137.9 | 145.4 | 146.1 | 161.7 | (0.1) | 7.4 | 0.8 | 15.5 | (0.1%) | 5.4% | 0.5% | 10.6% |
| Service Units | 9.3 | 8.1 | 12.4 | 14.3 | 12.1 | (1.3) | 4.4 | 1.9 | (2.2) | (13.4%) | 54.0% | 14.9% | (15.3%) |
| Total | 770.1 | 820.0 | 890.1 | 956.3 | 1,036.7 | 49.9 | 70.1 | 66.2 | 80.4 | 6.5% | 8.5% | 7.4% | 8.4% |

| Head Count | Domestic | | | | | | | | | | | | |
|---|------------|------------|--------------|--------------|--------------|---------------------|---------------------|---------------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | MARCH | | | | | | | | | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2015 | 2016 | 2017 | 2018 | 2015 | 2016 | 2017 | 2018 |
| | | | | | | change on prev year | change on prev year | change on prev year | change on prev year | % change on prev year | % change on prev year | % change on prev year | % change on prev year |
| Academic College (course based teaching splits) | | | | | | | | | | | | | |
| College of Arts | 339 | 350 | 411 | 454 | 551 | 11 | 61 | 43 | 97 | 3.2% | 17.4% | 10.5% | 21.4% |
| College of Business and Law | 200 | 241 | 283 | 322 | 365 | 41 | 42 | 39 | 43 | 20.5% | 17.4% | 13.8% | 13.4% |
| College of Education, Health and Human Development less Ed Plus | 284 | 298 | 267 | 269 | 284 | 14 | (31) | 2 | 15 | 4.9% | (10.4%) | 0.7% | 5.6% |
| College of Engineering | 229 | 254 | 343 | 359 | 377 | 25 | 89 | 16 | 18 | 10.9% | 35.0% | 4.7% | 5.0% |
| College of Science | 277 | 309 | 353 | 359 | 386 | 32 | 44 | 6 | 27 | 11.6% | 14.2% | 1.7% | 7.5% |
| Service Units | 30 | 21 | 40 | 48 | 40 | (9) | 19 | 8 | (8) | (30.0%) | 90.5% | 20.0% | (16.7%) |
| Total | 904 | 954 | 1,041 | 1,126 | 1,209 | 50 | 87 | 85 | 83 | 5.5% | 9.1% | 8.2% | 7.4% |

5. CONNECT

5.1 Communications and Engagement

| Engagement Data | |
|--------------------------------------|--|
| Intercom | Open rate average 41.99% (International benchmark = 21.8%) |
| Insider's Guide (student newsletter) | Open rate average 55.46% (International benchmark = 21.8%) |
| Twitter | Third for engagement fan ratio and follower growth rate. 6100 followers. 83 new followers in March. |
| Stakeholder Newsletter | March – 855 Recipients Open rate 41% (List ave: 42.9%) industry average 16.9% Clicks 8.7% (List ave: 5.7%) industry average 2.2% |

5.1.1 Project Communications

The Student Voice project, which aims to improve communications with current students, is under way. Interviews have been completed with key internal stakeholders to understand their perspective and needs when engaging with students. The first of two student workshops have also been held.

The Cultural Narrative video has been snipped into segments for each building with a Māori name for Bluetooth beacon delivery at appropriate sites around the University. The team participated in a three-hour design thinking workshop for engaging students with mobile technology.

5.1.2 Media

March media coverage of UC-related topics was again overwhelmingly positive. In March, there were more than 65 media queries on a wide range of topics, including 2018 enrolments, student law camps, robots and racism, melting glaciers, IPCC climate change meetings, Antarctic whale research, mosquitoes and the best age for starting school.

Highlights included UC's roll resurgence to exceed pre-quake levels, the UC Eco-marathon team winning the Innovation Award at Singapore, and UC physicists' memories of the late Stephen Hawking.

Other media coverage of UC-related topics or experts included reimagining sexuality and relationships education, a UC student winning a \$100,000 entrepreneurial award and UC motorsport students gaining Triumph Motorcycles as an international sponsor. In a Press op-ed, *Avoiding policy blunders in a wired world*, Pro-Vice-Chancellor of the College of Business and Law Professor Sonia Mazey and Adjunct Professor Jeremy Richardson looked at why there was so much criticism of the new Government's penchant for policy committees.

An analysis of coverage produced between 1-31 March 2018 (Broadcast, Internet, Print) found 1,333 items (compared with 676 items in the same period last year). This coverage reached a cumulative audience of 20,094,470 (compared to 10,538,119 last year) and had an advertising space rate of \$ 4,014,864 (compared to \$3,243,308 in March 2017).

5.1.3 External Engagement

On 8 March, UC Connect lecture *Horror for the Faint-Hearted* presented by Arts academic Dr Erin Harrington was attended by nearly 300 people. Videos of UC Connect public lectures are available to view on the UC Connect YouTube channel.

5.1.4 Stakeholder Relations

A letter was sent to addresses that had previously come to UC's notice due to tenants' activities, advising tenants of that fact, and the community scrutiny they may be under because of that. The next UC Community Meeting is scheduled for 7 May.

5.1.5 Events and Partnerships

The Events and Partnerships team has 25 events it is actively working on.

5.1.6 Recruit students

Almost 900 Year 12 students from 24 local secondary schools participated in UC's Year 12 Discovery Day on 10 April, giving those students the opportunity to visit campus and experience what it is like to be a university student for a day.

Registrations for UC's Christchurch Update Day in June are fully allocated with 81 Careers Advisors from priority schools across New Zealand registered to attend. The two-day programme designed to showcase UC to secondary school careers advisors/influencers from key New Zealand secondary schools and allow them to experience and learn more about UC's unique, world-class educational experiences.

Open Day promotion and event planning is actively under way. We have 522 registrations – 240 students and 282 parents – have been received.

Planning is under way for the Women in Leadership breakfast for central Auckland schools, UC's stand at the Christchurch Careers Expo, Ekea! Year 12 Pathways for Maori outreach event, the Christchurch Women in Leadership breakfast and the Postgraduate Info Evening.

5.1.7 Retain students

The Law and Justice Recruitment Evening and Commerce Careers Fair generated gross sales of \$13,000 and \$12,000 respectively. We are on track to fill all employer sites at the Engineering and Science Careers Fair, which is expected to generate around \$60,000 in gross sales. At these events, employers from around the country market themselves to our students for internships and employment after graduation.

The review of the Orientation Day event has been completed, showing excellent results. It was UC's largest O Day on record with over 3,500 people attending. Of the 461 attendees surveyed, 95% agreed they felt welcomed by the University and 86% agreed that they understood what it means to contribute positively to the UC community.

5.1.8 Promote UC

Three UC Connect lectures are planned for May, with promotion to begin in April.

The UC Championship and UC Cup rugby competitions begin in early May. Every player will receive a UC branded sports bag. Schoolgirl rugby teams participating in the UC Cup competition have been invited to a Crusaders-run skills session on 28 May.

5.1.9 Canterbury University Press - Publications

Beyond Manapouri: 50 years of environmental politics in New Zealand will be published towards the end of May, and Minister for the Environment Hon. David Parker will launch the book at VicBooks, Wellington, on 14 June. Pre-press work continued on eight print publications for 2018. *The Letters of Arthur Prior to Ursula Bethell* has potential to contribute to PBRF, as will a work on tribal economies by Associate Professor Te Maire Tau. The assessment process for manuscript proposals continues.

Blood Ties (2017) was positively reviewed in Poetry New Zealand Yearbook 2018 (Massey University Press).

The perennially popular backlist title *The Land of Doing Without* (2007) was reprinted in response to ongoing demand, as were short-run reprints of *Sociocultural Realities* (2016), *Christchurch Crimes and Scandals 1876–99* (2013), and *The Bond of Time* (2014).

The twice-yearly processing of royalties was completed and approved for payment.

5.2 UCFA (US)

| | Income | Distribution |
|-------------------|---------------|---------------------|
| 2017 Year End | \$10.9m | \$8.8m |
| 2018 Target | \$10.5m | \$6.5m |
| 2018 Year to Date | \$1.45m | \$0.64m |
| Total since 2001 | \$76.0m | \$40.64m |

| | Donors | Gifts |
|-------------------|---------------|--------------|
| 2001 to date | 7,614 | 25,245 |
| 2018 Year to Date | 213 | 325 |

5.3 UCFA (UC)

Preparations are under way for submitting the Annual Accounts and US Tax Returns. The first Board Meeting was held in March 2018, a transfer of US\$100k was approved to the UC Foundation NZ for disbursement/investment. Meetings and an Alumni Reception are being organised for New York in May 2018. Economics graduate Glenn Renwick visited campus in March from Florida and was introduced to the Vice-Chancellor and the College of Business and Law.

5.4 UC Foundation

Work on Annual Appeal for 2018 – projects include UCSA, Rose Centre, Pasifika Outreach, Bright Start Scholarships and Pukemanu Centre for Child Psychology.

Several campaigns are due to launch – one in May, a direct mail one in July and potentially a telephone campaign in September. Liaison with Colleges on Fundraising Workshops to identify possible areas for uplift in donations and case for support for a Research Endowment Fund with a target of \$25m by end of 2023 will be completed by the end of June. The UCSA building campaign continues, with funding of cash and pledges now at \$2.5m. An audit with Grant Thornton was completed with no issues identified. Work continues on development and implementation of new procedures with the accountant position now reporting centrally.

5.5 Stewardship

The UCF Annual Report is on schedule for completion in June. It will celebrate five years of the Annual Fund and will be circulated to all previous donors to the fund that have lapsed, in an effort to reengage. UCF Trustees are continuing to make donor thank you calls which is seeing an uplift in repeat donations. David and Helen Maidment, major donors to College House, visited and engaged with Engineering and Science. A Donor Thank you Event in Wellington is planned for June.

5.6 Alumni

Planning for upcoming events including: Wellington Alumni, Mt John, London, Oxford and Cambridge, New York, International Graduation, and Crusaders pre-match hospitality.

6. ENABLERS

Efficient, effective and sustainable use of the human, physical and financial resources available to the University

6.1 Infrastructure

Please refer to the information included in the appendix.

6.2 High Country Leases

Two Canterbury farming couples have taken over the leases on two of the University's high country properties. Robin and Philippa Jamison have taken over the lease on Craigieburn Station and Duncan and Kate Calder have taken on the lease of Grasmere Station.

The University's high country properties were gifted to Canterbury College in the 1880s by the Canterbury Provincial Government and are held in the Endowment Lands portfolio of the UC Trust Funds. The other properties are Flock Hill, Lake Coleridge, Acheron and Ryton, now incorporated into the Glenthorne Station.

7. Financial Outcomes: (Management Accounts to 31 March 2018)

| March 2018 | 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)* |
|--|------------------------------|------------------------------|---|---------------------------|-----------------------------|--|
| Total Operating Income | 87,072 | 87,241 | (169) | 358,865 | 371,747 | 12,882 |
| Total Operating Expenditure | 86,865 | 90,295 | 3,430 | 366,752 | 369,782 | (3,030) |
| Net Surplus/(Deficit) | 207 | (3,054) | 3,261 | (7,887) | 1,965 | 9,852 |
| Net Surplus/(Deficit) as a % of Total Operating Income | 0.2% | (3.5%) | | (2.2%) | 0.5% | |
| Capital Expenditure | 17,081 | 42,426 | 25,345 | 129,576 | 129,576 | 0 |
| Cash/ Short Term Investments/ Short Term Government Stock | 312,415 | 273,587 | 38,828 | 165,286 | 191,090 | 25,804 |
| Working Capital | 192,669 | 151,023 | 41,646 | 55,730 | 75,706 | 19,976 |

* A variance enclosed in brackets indicates an UNFAVOURABLE financial variance e.g. income is less than budgeted income OR expenditure is greater than budgeted expenditure.

Actual Total Operating Income is unfavourable to budget as at March 2018. This is due mainly to unfavourable variances to budget in sundry income (predominantly income from UCF/ Trusts), domestic tuition fees, and Government grants. This has been partially offset with favourable variances in international tuition fees, research income excluding PBRF, and interest income. Actual Total Operating Expenditure is favourable to budget. This favourable variance relates to total personnel expense, total operating expenses, and depreciation.

We had been budgeting for an operating **deficit** as at the end of March 2018 of (\$3.054)m, but have returned an operating **surplus** of \$0.207m. This is a favourable variance to budget of \$3.261m.

Capital expenditure is \$23.345m below budget. \$7.042m of the expenditure incurred to date is UC Futures related (CETF, RRSIC, and Rehua) against a year-to-date budget of \$23.735m. The remaining capital spend (excluding UC Futures), against budget, is favourable by \$8.652m.

7.1 Cash Flow

The March 2018 cash position of \$312.415m is higher than budget by \$38.828m due largely to higher than expected balances at 31 December 2017, lower operational spend, and failure to meet budgeted capital expenditure expectations. We are holding adequate short-term cash reserves to meet expected capital costs for all mainstream projects.

TEC, which must approve all borrowing under the Education Act 1989, has provided a borrowing consent, of which a key condition is that once UC is required to borrow more than \$65 million, an independent advisor will be appointed who will advise on the financial risk to the Crown and assist the UC Council in managing financial risk.

There are no specific additional MOE covenants, but the Funding Agreement with the Government sets out certain financial targets to be reported to the Governance Oversight Group (GOG) appointed under the Funding Agreement. The University's achievement for 2017 was within the ranges set.

7.2 Working Capital

Working capital¹ of \$192.669m at 31 March 2018 is \$41.646m more than budget, mostly due to the higher cash balance explained above and higher other current assets.

8. COLLEGE SUMMARIES

8.1 College of Arts (Te Rāngai Toi Tangata)

At the time of writing College enrolments are more than 100 EFTS above the same time last year, putting us on track to achieve or exceed this year's EFTS and SSR targets. In our two large Schools of Humanities and Creative Arts, and Language, Social and Political Science, there is an improvement of around 27 EFTS on this time last year, and Aotahi, School of Māori and Indigenous Studies, has seen a remarkable increase of about 50 EFTS. Comparing figures in the BA is difficult because of unexpected reporting method changes around joint degrees, but we estimate that about 40% of the EFTS is in the BA.

¹ assets due to become cash or be consumed within 12 months less liabilities due to be paid in cash within 12 months

Enrolments in Honours continues to fall, but is more than compensated by increases in most of our taught Masters programmes, including the new Masters of Writing and Masters of Strategic Communication, and especially the Masters of Māori and Indigenous Leadership. Within the BA, new to UC enrolments (i.e. not including returning students) are most prominently up in Music, Philosophy, Media and Communication, Political Science and International Relations, Māori and Indigenous Studies, and Languages, especially French, Spanish and Japanese. Numbers enrolled in PACE (internship) courses across all codes continue to show a steady increase, with 142 students enrolled compared to 98 this time last year, including an increase in Study Abroad students and in the MMIL.

Organisational Culture surveys are planned for the College in October, with reporting outcomes in February 2019, and we are currently in the process of identifying culture leaders, providing appropriate training, and integrating this where possible with the Arts strategic planning process currently under way. Improvements to the Locke and Logie buildings have stalled recently whilst awaiting final decisions relating to the location of the School of Law, but are expected to begin relatively soon.

The College continues with its wide range of scholarly and cultural activities which are listed in our weekly newsletter, Arts Update, available online at: <http://www.canterbury.ac.nz/arts/arts-news/archive/arts-update/>.

8.2 College of Business and Law (Te Rāngai Umanga me Te Ture)

New Zealand Law Foundation Research Awards for UC: Increasing external research income has been a key, strategic priority for the College with the number of grant funding applications submitted increasing and beginning to pay dividends. Congratulations to Law colleagues, who have recently secured the funding from the New Zealand Law Foundation. Professor Elisabeth Macdonald was awarded \$23,800 for her research project ‘Assessing the Specialist Sexual Violence Court Pilot: A Comparative Analysis of Adult Acquaintance Rape Trials’; Professor Robin Palmer (PI) and Associate Professor Debbie Wilson (AI) have been awarded \$118,180 for their research project ‘Applying Forensic Brainwave Analysis in the Criminal Justice System: Phase 2’; and Dr Liz Macpherson has been awarded \$16,589.00 Foundation for her research project ‘Indigenous Water Rights in Comparative Law’. Additionally, Dr Natalie Baird has received \$19,331 for the 2018 Pacific Law and Culture Conference, to be hosted by UC.

UC Centre for Entrepreneurship (UCE) 48-Hour Health Challenge: Five teams of UC and Otago students spent two days developing concepts to transform the provision of healthcare. The Challenge was run in partnership with the Health Precinct Advisory Council and hosted at the CDHB Design Lab, an exciting, creative space dedicated to reimagining healthcare provision. The teams were immersed in current trends and technology with the help of expert business mentors and health professionals who made sure their ideas addressed real-world problems. Congratulations to the winning project ‘KahonhiDB’, developed by Gabrielle Budd (MBChB, Otago), Laura Murphy (PGDipOccMed, Otago), Jared McNicoll (BCom, Canterbury), Zach Preston (BEHons, Canterbury) and Unmesh Jyoti Nitin (MADS, Canterbury). ‘KahonhiDB’ is able to ‘read in’ information from all current databases without needing to modify or update current information sources – a major barrier to improvements in the past. Second place went to the team that designed ‘AiME’, a culturally responsive, highly trained, virtual nurse.

8.3 College of Engineering (Te Rāngai Pūkaha)

The EFTS figures for the College are very exciting this year and a testament to those who have spent time on marketing, recruitment activities, and creation of course offerings. We have exceeded the 2018 targets we promised government in exchange for the funding for CETF, and we have a significant increase in the number of full-fee students. New resources, including more academic staff, will be put in place where required, to ensure we can continue to deliver high quality teaching and research. We continue to develop ideas for new programmes, especially taught Masters degrees, that are attractive domestically and overseas.

We are considering reinstating the Publication Scholarships we ran a few years ago, whereby we will pay PhD students who have submitted their theses a nominal amount to stay at UC a bit longer and write up paper(s) with their supervisors. We are currently looking at the cost of doing this in 2018, and establishing a set of principles for such a scheme.

One of big issues still facing some departments after re-occupying their wings is the lack of completion of some major facilities that enable research and teaching. The College is engaging with the Independent Chair of the CETF Project Control Group to plan a way forward to ensure timely completion of the outstanding work.

It is noteworthy that the Electrical Engineering Department has risen quite considerably in the latest QS rankings, and now sits in the 150-200 range. Finally, it is my pleasure to congratulate Associate Professor Dirk Pons who was recently conferred the honour of Fellow of Engineering New Zealand.

8.4 College of Education, Health and Human Development (Te Rāngai Ako me Te Hauora)

We have successfully completed the contract with Tokyo City University (TCU). Pro-Vice-Chancellor Professor Gail Gillon and Vice-Chancellor Dr Rod Carr travelled to Tokyo to sign formal agreement at a ceremony on 2 April. The completion of this agreement represents more than a year of dedicated effort to craft a mutually beneficial programme of study for TCU students. We anticipate the first group of 40 students will arrive in Semester Two.

Progress continues on the Health Precinct initiative, with a projected move in date in the middle of the year. We continue to work with the partners to finalise the building fit-out and building opening. The staff and students from the School of Health Sciences will be the initial occupants, with the plan to pilot teaching at least one of the PG Nursing courses in Semester Two.

Our final enrolment data indicates we continue our upward trajectory, showing a 7% increase from last year, with a total of 1,856 enrolments. This reflects a nearly 7% increase on our new-to-UC domestic students, and 31% growth in new-to-UC full-fee international students. With continued collaboration across the colleges, we have shown year-on-year gains in the number of students in our Secondary initial teacher education programme who have a specialisms in science or maths. This year the cohort includes 38 in science, with 34 of those also having senior subjects in biology (15), chemistry (12) and physics (7), and 30 in maths, with 10 at the senior subject level.

With Rehua unlikely to come on-line before Semester Two, the College has completed plans to continue teaching on Dovedale. It has worked with Timetabling to locate teaching rooms as well as student study space. Library staff continue to provide enormous support, and also have a plan in place for Semester Two.

8.5 College of Science (Te Rāngai Pūtaiao)

The Pro-Vice-Chancellor of the College of Science have been in China with the Vice-Chancellor and some of the UC International Relations Office team. The trip aimed to increase the flow of students from China to UC and also explore opportunities for UC students to go to China. Activities included establishing an articulation agreement with Yantai, discussing transnational education in Weihai and meeting with the New Zealand Ambassador in Beijing.

The new Head for Physical and Chemical Sciences, Professor Rudi Marquez, started at UC in early April.

Work continues to progress with four Schools in the College of Science. The decision to combine Psychology and Communication Disorders has been made and the implementation plan is under way. Discussions with staff, about a school incorporating Geography, Geology and Waterways is progressing.

Teaching and research in Ernest Rutherford is now well under way. Any issues along the way have generally been minor and resolved relatively smoothly by staff. Students and staff are very positive about the new building, in particular the interdisciplinary connections that have been facilitated by the building design.

9. Conclusion:

The 2018 student numbers (as we approach Student Data Reporting to TEC) of 11,496 domestic EFTS and 1,447 international EFTS is clear evidence of ongoing recovery of UC. In many cases, degree programmes now surpass pre-earthquake student numbers. Further, student recruitment initiatives are being actively pursued for Semester Two for both domestic and international students. The development of new degree programmes and submission to CUAP during 2018, including a Bachelor of Communications, and proposed programmes in innovation and entrepreneurship will provide further new offerings in 2019 and 2020.

Over the last month, significant coordinated effort within Colleges, IRO, and the Vice-Chancellor's Office has progressed various facets of international recruitment and institution agreements across existing and potentially new markets including China, Japan, Vietnam, Malaysia, and India and is laying the foundation of new international student recruitment. A new agreement with Tokyo City University is a welcome development in this regard. Further, a new additional in-country UC recruiter, based in Guangzhou, will provide greater strategic development for the China market, and particularly leverage the direct-flight connection between Christchurch and Guangzhou.

As reported last month, the building programme continues to be two-paced. For Ernest Rutherford and CETF, contract close-out is approaching with the final price settlement and closure of contract variations and defect corrections. In contrast, Rehua continues to be well behind schedule with ongoing management around build quality, though Downer is deploying additional resource to the build.

External research income generation is developing well since the beginning of the year, but in part reflects a "hang-over" of contracting of MBIE and Marsden from 2017. A total of \$26.6m has been contracted, or awarded, to date.

A joint Engineering and Science Open Day on 16 April showcased these world-class facilities to the public and potential future students, continues to demonstrate that UC is a leading and highly desirable destination for a world-leading university education, which augurs well for UC's future.

10. Appendices

10.1 Appendix 1: Building Update

Overall

UC Futures projects namely RRSIC1 and CETF were both occupied and largely operational by the commencement of teaching in February 2018 as planned. The numbers of tradespersons on campus has stabilised at about 300, compared to over 500 at this time last year, with large projects being supplemented by a number of small-to-medium size projects increasing their activity. Work is continuing safely on all sites with no major injuries again reported for the last period.

Campus Construction Safety Group

The Campus Construction Safety Group continues to meet focussing on the construction projects noting that the membership of the Contractor Round Table Forum has changed as the Capital Works projects have changed in number and scale. Generally all site teams continue to demonstrate good H&S practice but the transference of responsibility at the personal duty-of-care level to sub-trade employees remains a constant challenge for site managers, as do sites such as Rehua with large numbers of tradespersons on site. With most involved in internal fit-out, work fronts are congested.

The Campus Construction Safety Group continues to focus the UC team and contractors on the additional on campus safety risks with the commencement of demolition of the old von Haast building, meaning an increase of large vehicle movements on and around campus. This will impact on the main campus central corridor adjacent to Matariki and the Puaka-James Hight buildings. Noise management and the necessary communications management during the demolition phase of von Haast, although particularly challenging for both the contractor and surrounding building occupants, has to-date been managed extremely well with vibration transfer rather than noise being the most challenging for the demolition contractors.

Current Building Status

Key Progress this month:

Major work

Rutherford Regional Science and Innovation Centre (RRSIC)

RRSIC Stage 1

The Construction Programme currently forecasts Practical Completion (PC) date as 21 April. Programme delay is largely due to delays in completion of commissioning of services and completion of outstanding defects.

UC occupation commenced in late November moving laboratory equipment first with teaching spaces completed and operational before start of teaching in February 2018.

On site works are as follows:

- Defect rectification
- Final commissioning processes

Teaching commenced at the start of Semester One with only minor issues experienced. Establishment of research continues to be phased into the building as relocation for some groups is less critical than others particularly where current temporary facilities allow continuance of research activity, or complexity of establishment of research equipment into the new building requires extended periods of time to complete. Completion of outstanding defects, some outstanding non-critical works and provision of all final documentation including Operational and Maintenance manuals has caused predicted delay in award of PC. The focus is now on closing out these items with Fletcher and then closing this stage of the project.

RRSIC Stage 2

Asbestos removal is now complete and demolition is well under way with over 50% of the building removed to ground level. An extension of time has been received and is under review by the Engineer to the Contract. Over the next month (April), demolition should be completed and works to modify and create the new foundations will commence at the north end of the site.

Canterbury Engineering the Future (CETF)

Tranches 1 and 2

Practical Completion was awarded to the remaining parts of Tranche 2 on 9 February 2018. An agreed list of deferred works and remaining defects are being progressed in a satisfactory manner as post PC project work streams move closer to completion. The Final Account was lodged on 12 March 2018. The team is working to close out the project.

Link Building Reclad

Practical Completion was awarded on 14 February 2018. The Final Account has been agreed and the project was closed out at the end of March 2018.

Relocation of the College of Education Health and Human Development – Rehua (NEB)

- On site sub-contractor resource levels at end March 2018 are averaging 200 on-site workers per day.
- The most recent program received from Hawkins - programme rev M has not been approved by the Engineer to Contract. The proposed PC date is currently 1 June with occupancy by 11 July 2018.
- AV installation and Café tenant fit-out are programmed to commence in May.
- Whilst the project is currently within budget, the major budget risk is continued programme delay. RLB has provided best, likely and worst case scenarios to the PCG for budget forecasting. UC, through the PCG, continues to pressure the contractor for a reliable programme.
- The external façade remains a critical programme item and quality risk. Pressure is being applied to the quality of façade installation.
- UC contingency plans for delayed occupancy are progressing satisfactorily in conjunction with the Colleges and the UC Timetabling team.
- Delays in Atrium glazing and West curtain wall continue to allow water into the building and further delay the fit-out works though the basement waterproofing risk has reduced considerably.
- TPO is implementing specific workstream management and is setting targets in collaboration with Hawkins to support an efficient closeout of the construction works.

Other Buildings/ Projects

UCSA

During the March period workshops have been held with Leighs and RCP (External PM) in regards to the extension of time claim to 8 March 2018 (~60 day extension). Leighs has now provided the requested supporting information and justification to support their claim and RCP are currently preparing the Engineer to the Contract assessment report. This will be issued and discussed with Leighs during the week commencing 9 April. UC has been advised not all of the 60 days are being attributed to principal delays.

Programme workshops have been held between Leighs and RCP to discuss mitigation and where applicable acceleration options to reduce the delay. A key programme mitigation is the integration of UCSA fitout (Kitchen, Foundry, Bentleys) and specialist theatre trades within the base build programme. This mitigates the need to undertake the eight-week fit-out period following practical completion as per the current master programme.

Leighs has now submitted two acceleration programmes encompassing the fit-out integration and mitigation/acceleration options for consideration by UC.

There are still a high number of mechanical services technical queries to resolve and the project continues to encounter the residual effect of the building services co-ordination and delayed responses. This issue is being addressed through a combination of enhanced coordination meetings and additional technical reviews.

Logie and Locke refurbishment

- Building consent was granted by the Christchurch City Council (CCC) on 8 March.
- The College of Arts reached agreement on floor layouts on all levels of both buildings in mid-March. The subsequent agreed final amendments to the floor layouts resulted in some additional design work for power and data cabling.
- Now resolved, the project will go to tender in mid-April. It is expected the successful contractor will establish themselves on site in June 2018.

Upgrade of Existing Residential Halls

- CLV has confirmed it is willing to shorten student contracts to allow the required access period for Cannon Hall to be seismically strengthened in the 2018/19 summer period.
- Investigations were undertaken in the 2017/18 summer to enable works to be designed, costed and planned to inform the development of a Business Case later this year.

Warehouse Lecture Theatre and Sports Lab Project

- The Warehouse Lecture Theatre was completed with CPU provided as planned before the start of teaching in February 2018. The Lecture Theatre portion of the project is now in full use.
- The current total project cost is forecast to be within the approved Business Case budget.
- A variation to the contract was established to include the Sports Labs required under the approved Clearing the Villages Business Case with early works already under way. The detailed design for this component is complete and the application for the consent amendment is currently with the CCC.
- Works are on track to be completed and the respective Kirkwood Village units vacated before June 2018.

Alice Candy Refurbishment for UCIC

- The refurbishment of the Alice Candy building is well under way and is planned to be complete by early May 2018. The building will be ready in advance of the planned decant from Kirkwood Village in late May 2018.
- The project is currently forecast to be within the approved Business Case budget.

Projects in planning this month include:

- Procurement of a funding partner for future Student Accommodation (ITPD).
- Communication Disorders relocation.
- College of Business and Law growth/accommodation planning.
- Next stage of Recreation Centre Business Case.
- Implementation of Clearing the Villages project phases.
- Learning and Teaching Spaces planning for 2019.
- Kaikoura Field Station Business Case.
- Expansion of space for School of Product Design in response to their enrolment numbers.

10.2 Appendix 2: Upcoming Events Calendar

| Date | Time | Venue | Event name | Key goal |
|--------------------|--|---|---|----------|
| Saturday 21 April | 7.35pm | AMI Stadium, Christchurch | Crusaders v Sunwolves | Promote |
| 23-Apr | - | - | UC TERM BEGINS | - |
| 25-Apr | - | - | ANZAC DAY | - |
| Wednesday 25 April | 10am | Matariki Quad | UCSA Anzac Day | Retain |
| Thursday 26 April | 11.30am - 2.30pm | Undercroft Common Area | Volunteering Expo | Retain |
| Saturday 28 April | 9.45pm | Canberra | Brumbies v Crusaders | Promote |
| 30 April | - | - | SCHOOL TERM 2 BEGINS | - |
| TBC | n/a | n/a | UC Cup commences | Promote |
| Friday 4 May | 9.45pm | Melbourne | Rebels v Crusaders | Promote |
| Saturday 5 May | n/a | n/a | UC Championship commences | Promote |
| Monday 7 May | 6 - 7pm | Undercroft 101 | Community Meeting | Promote |
| Wednesday 9 May | 10am - 3.30pm | Undercroft | Engineering and Science Careers Fair | Retain |
| 10 - 12 May | 9am - 3pm & 5 - 7pm. 9am - 3pm. 10am - 3pm | Horncastle Arena, Christchurch | Christchurch Careers Expo | Recruit |
| Saturday 12 May | 7.35pm | AMI Stadium, Christchurch | Crusaders v Waratahs | Promote |
| Tuesday 15 May | 6 - 8pm | E7, Engineering Core | STEMinism - Women in Engineering and Technology Evening | Recruit |
| Thursday 17 May | 7 - 8pm | C-Block | UC Connect - To swim or not to swim? That is the question, Professor Jenny Webster-Brown, Waterways Centre for Freshwater Management | Promote |
| Saturday 19 May | 7.35pm | Auckland | Blues v Crusaders | Promote |
| Wednesday 23 May | 5 - 8pm | UC (Eng Core / ER) | TechWeek 2018 | Promote |
| Wednesday 23 May | 7 - 8pm | C-Block | UC Connect - Computer Science in the school curriculum? What's the big idea?! Professor Tim Bell, Computer Science and Software Engineering, UC Engineering | Promote |
| Thursday 24 May | 2 - 3pm | Ilam Fields | Give 'rugby a go' Day | Promote |
| Friday 25 May | 7.35pm | AMI Stadium, Christchurch | Crusaders v Hurricanes | Promote |
| Monday 28 May | 4pm | Malvern Park | UC Cup Skills event | Promote |
| Tuesday 29 May | 7.30 - 10am | Grid/Akl, 12 Madden Street, Wynyard Quarter | Women in Leadership Breakfast (Auckland) | Recruit |

10.3 Appendix 3: VC & Acting VC Activities

| Past | |
|-------------------------|--|
| 1 April – 14 April 2018 | <ul style="list-style-type: none"> • Travelled to Japan and China on University business |
| 11 April | <ul style="list-style-type: none"> • Attended the Education NZ Board Meeting in Dunedin |
| 12 April | <ul style="list-style-type: none"> • Acting VC: Attended the Universities NZ Vice-Chancellor's meeting |
| 18 April 2018 | <ul style="list-style-type: none"> • Attended UC Graduation for College of Engineering, College of Education, Health and Human Development and College of Business and Law • Attended Geospatial Research Institute Board Meeting and Dinner |
| 19 April 2018 | <ul style="list-style-type: none"> • Attended Celebration for Māori Graduands and Graduates • Attended International Graduation morning tea • Attended Graduation Dinner |
| 20 April 2018 | <ul style="list-style-type: none"> • Attended UC Graduation for College of Arts and College of Science |
| 24 April 2018 | <ul style="list-style-type: none"> • Visited Accounting and Information Systems Department |
| 25 April 2018 | <ul style="list-style-type: none"> • Attended UCSA ANZAC Service |
| Future | |
| 27 April – 12 May 2018 | <ul style="list-style-type: none"> • Travelling to United Kingdom and United States of America on University Business |
| 16 May 2018 | <ul style="list-style-type: none"> • Speaking at New Staff Induction • Attending Symposium Project Sponsor Meeting |
| 17 May 2018 | <ul style="list-style-type: none"> • Attending UCSA Forum |
| 18 May 2018 | <ul style="list-style-type: none"> • Attending Māori Graduation in Dunedin |
| 21 May 2018 | <ul style="list-style-type: none"> • Attending Audit and Risk Committee Meeting • Attending Finance, Planning and Resources Committee Meeting |
| 23 May 2018 | <ul style="list-style-type: none"> • Attending CIP in Wellington |
| 24 May 2018 | <ul style="list-style-type: none"> • Attending VC Welcome to New Staff • Attending College House Christchurch Alumni Event |
| 25 May 2018 | <ul style="list-style-type: none"> • Attending Sonoda Leaders Forum |

10.4 Enrolment Table

| | Headcount | | | | | | | EFTS | | EFTS | | | | | | | | |
|-------------------------------|-------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|------------------|--------|--------------------|---------------|---------------|---------------|---------------|---------------|------------------------|--------|--|
| | Applications to Enrol | | | | | | | Actual Enrolment | | Full Year Enrolled | | | | | | | | |
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2017 | 2018 | Actual | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Forecast (as at March) | Budget | |
| | ATE Enrolment Week: 28 (07/04/2018) | | | | | | | | | | | | | | | | | |
| Domestic 1st Year | 3,537 | 3,865 | 3,887 | 4,705 | 5,002 | 5,029 | 3,088 | 3,399 | | 2,886 | 2,922 | 2,974 | 3,254 | 3,262 | | | | |
| Returning | 9,227 | 8,951 | 8,736 | 8,860 | 9,195 | 9,460 | 7,908 | 8,097 | | 8,495 | 8,245 | 8,079 | 8,104 | 8,409 | | | | |
| Total | <u>12,764</u> | <u>12,816</u> | <u>12,623</u> | <u>13,565</u> | <u>14,197</u> | <u>14,489</u> | <u>10,996</u> | <u>11,496</u> | | <u>11,381</u> | <u>11,167</u> | <u>11,053</u> | <u>11,358</u> | <u>11,671</u> | <u>12,227</u> | <u>12,277</u> | | |
| International 1st Year | 1,389 | 2,054 | 2,335 | 3,089 | 3,312 | 3,614 | 553 | 720 | | 304 | 336 | 445 | 607 | 744 | | | | |
| Returning | 522 | 504 | 490 | 618 | 799 | 943 | 609 | 727 | | 495 | 439 | 434 | 527 | 674 | | | | |
| Total | <u>1,911</u> | <u>2,558</u> | <u>2,825</u> | <u>3,707</u> | <u>4,111</u> | <u>4,557</u> | <u>1,161</u> | <u>1,447</u> | | <u>799</u> | <u>775</u> | <u>878</u> | <u>1,134</u> | <u>1,418</u> | <u>1,731</u> | <u>1,529</u> | | |
| Total | 14,675 | 15,374 | 15,448 | 17,272 | 18,308 | 19,046 | 12,157 | 12,943 | | 12,180 | 11,943 | 11,931 | 12,492 | 13,089 | 13,958 | 13,805 | | |

2017/8 Budget and Forecast is not calculated down to year at UC
 Enrolment data is based on the same date across years i.e. 6th Jan vs 6th Jan
 ATE data is based on student headcount and based on the students citizenship status rather than fee type. Enrolments data is based on EFTS and the students fee type (Domestic or International).
 'International' refers to the students NZ citizen/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.

Report to the Council from a meeting of the
Finance, Planning and Resources Committee
held on Monday 16 April 2018

The Committee recommends:

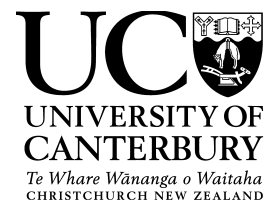
1. Christchurch NZ Submission

That: Council note the submission to Christchurch NZ.

Ms Catherine Drayton
Chair
Finance, Planning and Resources Committee

18 April 2018

Memorandum | Pukapuka



Professor Ian Wright
Deputy Vice-Chancellor - Tumu Tuarua

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| | | |
|----------|----------|--|
| To: | Ki: | Council |
| From: | Nā: | Ian Wright |
| Date: | Rā: | 18 April 2018 |
| Subject: | Kaupapa: | Christchurch New Zealand Submission – UC Support |

Please find attached a proposed letter from UC in of support Christchurch New Zealand’s submission to the Christchurch City Council regarding international education initiatives in Christchurch.

This document is for your information

Ngā mihi,

Professor Ian Wright
Tumu Tuarua
Deputy Vice-Chancellor

We write in support of Christchurch Educated's submission to the Council seeking \$1.4 million to support international education initiatives in Christchurch.

Much has been made of Christchurch's unique post-quake opportunity to redefine itself, and be a truly international city at the forefront of technology and research. One way to do so is to attract even more overseas thought leaders, and tomorrow's leaders, to Christchurch.

The University of Canterbury (UC) has taken its own post-quake opportunity to build on its almost 150 year history as a key city institution to create a 21st century learning community that is globally connected, and attracts quality students and researchers from around the world which will help Christchurch achieve that ambition.

UC provides, as its core business, world-class research-informed tertiary level teaching and learning that positively influences the global community. It is one of the largest gateways in Canterbury for two-way international connection for students, teachers and researchers, creating a flow of human capital that adds value through research, staff expertise and teaching, and in-bound and out-bound exchanges.

With staff and students from more than 120 countries on campus, and more than 100 international partnerships, the University is a significant pipeline to engagement with the Canterbury economy, business and our community. UC's Erskine Programme brings over 70 academic staff from around the world to teach at UC each year. A range of other academic and student exchange programmes enable the transfer of internationally-informed knowledge, skills and experience for future employees and community leaders. Overall, the University contributes in the order of \$1.5 billion to the local economy each year, with roughly half of all students coming from outside the Canterbury region.

UC's research centres with transnational reach include the MacMillan Brown for Pacific Studies, National Centre for Research on Europe (NCRE), and the Confucius Institute for China. UC also has a research station in Nigeria and the only University programme to offer students learning opportunities on the Antarctic ice.

The quality of UC's offering is well recognised. International rankings are a critical component in the highly competitive world of tertiary education, and independent evaluation by rankings agency Quacquarelli Symonds (QS) puts UC in the top 1% of the world's universities. QS also recognises a large number of UC subjects in the top 200 in the world, helping UC to attract and retain high quality teachers and students.

In recent years, as a key part of its post-quake recovery, UC has focused strongly on international student recruitment. In 2013 UC initiated a contractual arrangement with global education provider Navitas Limited – opening the UC International College (UCIC) to recruit and teach international students from a diverse range of countries. UCIC teaches pathway programmes for pre-tertiary and tertiary students in smaller classes and an English language environment. Using teaching facilities on the UC campus, UCIC students can integrate more quickly to UC life as they progress to their UC degree programmes.

Among a range of initiatives, ongoing partnerships with Education New Zealand support UC's international recruitment marketing in more than 10 countries. A significant focus of this promotion sells the broader attractions of Canterbury and the Kiwi way of life to communities in China, Malaysia, Thailand, the Phillipines, Vietnam, Indonesia, Singapore, India, Saudi Arabia and the USA.

UC's international recruitment efforts have borne significant fruit post-quake, with year-on-year increases in international student numbers. To date in 2018, almost 1500 equivalent full-time international students are enrolled at UC, a number the University expects to increase as Semester Two enrolments progress, and further postgraduate and doctoral students accept offers of study.

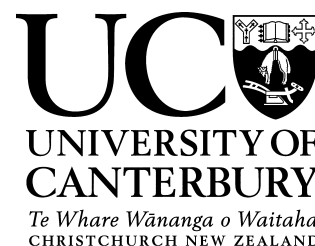
UC has largely completed phase one of an extensive campus revitalisation programme to maximise the opportunities presented by the Canterbury earthquakes which, together with its own investment plan, has resulted in a capital programme of about \$1.2 billion over 10 years in world-class new and improved research and teaching facilities, particularly in Science and Engineering. UC has announced further campus development plans out to 2045, involving a similar level of investment, which should contribute significantly to future domestic and international student recruitment.

The increase in international student applications, the endorsement of quality by international ratings agencies, the development and launch of new international programmes and partnerships and the securing of resources for further infrastructure investment all combined to demonstrate that UC is on the right track in its quest to be a valuable contributor to Canterbury and New Zealand as a whole, and to contribute to the city's international ambitions.

UC is well-placed to support additional international students that this \$1.4 million investment will help attract, bringing significant economic, regional, cultural and social benefits to the Christchurch and Canterbury region.

TE POARI AKORANGA

ACADEMIC BOARD



RECOMMENDATIONS TO THE COUNCIL FROM A MEETING OF THE ACADEMIC BOARD HELD ON FRIDAY 13 APRIL 2018

The Academic Board met on Friday 13 April 2018 and recommends:

1. **That the Council note the report from the Academic Board**
2. **That the Council approve the following curricula developments and forward the proposals to CUAP and TEC for their noting or approval:**
 - a. **The introduction of a Bachelor of Communication** (*for approval*)
 - b. **A revision of the Bachelor of Science with Honours** (*for approval*)
 - c. **The deletion of the Certificate in Learning Support** (*for noting*)

Notes on the curricula developments:

1. The Bachelor of Communication (BC) is a specialisation primarily within the College of Arts in the traditional spaces of journalism, corporate communications, public relations, strategic communications and marketing. *ResearchFirst* were engaged to assist with the market research and it is predicated that the programme should attract 60 students in the first year rising to 85 after 4 years; new to UC students is 30. The two largest similar programmes in NZ (AUT and Massey) attract some 700 EFTS. No new staffing resources will initially be required. Future staffing increases will be in-line with University policy following sufficient growth in student numbers. It is anticipated the Postgraduate Diploma in Journalism will be phased out as part of the next stage; journalism being covered within the BC (undergraduate) and the Master of Strategic Communication (postgraduate). The full CUAP proposal and Financial Model template are available on the Council Sharepoint site.
2. The Bachelor of Science with Honours (BSc(Hons)) is current a 150 point programme, and the only honours programme in New Zealand still at this size. The proposal, following a review of the programme, will reduce the size and workload to 120 points. This should (a) make the degree more attractive to students, (b) address retention issues into higher postgraduate qualifications. There will be a loss in revenue to this qualification, but it is hoped that this is compensated by improved retention into follow on postgrad qualifications.
3. Enrolments in the Certificate in Learning Support were suspended in 2015 and following a business analysis indicated less than 40 enrolments (head count) per annum it has been concluded this programme is not viable. Support to schools in this area will, however, continue through the *EdPlus* professional development programme.

Professor Ian Wright

Chair

Te Poari Akoranga – Academic Board

17 April 2018

UNIVERSITY OF CANTERBURY
REPORT OF THE ACADEMIC BOARD MEETING HELD ON
FRIDAY 13 APRIL 2018
TE POARI AKORANGA

The Academic Board reports for information the following matters that have been considered since the March 2018 meeting of the Board:

1. BUSINESS FROM THE CHAIR

The Chair noted and welcomed Associate Professor Bronwyn Hayward as the new Associate Dean of Postgraduate Research.

2. THE ACTING VICE-CHANCELLOR'S REPORT

The Acting Vice-Chancellor (Professor Ian Wright) presented the Acting Vice-Chancellor's report and highlighted the enrolment numbers following the last day to withdraw with full refund from semester one.

3. REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE

a. Bachelor of Communication

The Dean of Arts (Academic) introduced the proposal to introduce a new Bachelor of Communication. She highlighted the following points:

- The qualification as a focussed specialisation for journalism, corporate communications, public relations, strategic communications and marketing.
- The structure of the qualification.
- The joint nature of the qualification with the School of Business in the area of marketing communications.
- The programme accommodates students starting in semester two.
- The size of similar programmes elsewhere in New Zealand (AUT and Massey) with some 700 EFTS.
- *ResearchFirst* had been engaged to assist with market research.
- There had been extensive consultation.
- Journalism will move to the new qualification and consequently the PGDipJ will eventually be phased out.
- The programme will introduce 8 new courses but is largely based around existing courses.
- Initially there will be no new staff.

Questions and comments from the floor included:

- A question was raised over the brevity of the proposal in front of the Academic Board for it to approve – it is only seeing a summary that does not include some of the commentary provided by the Dean.
 - It was noted that AAC sees the entire proposal and Academic Board some years ago had requested only to see a summary, being satisfied that AAC was undertaking the required scrutiny of the proposal.

- There was some discussion in the meeting about alternative processes that could be used to provide the proposal to Board members.
- It was agreed at this meeting that a more detailed summary as a minimum was required in future cases.
- It was noted by AAC that this was one of the best proposals presented to it in recent times.
- There was a brief discussion on the name of the qualification and the postnominals. It was noted that there had been considerable discussion on this point during the proposal development (including consultation) and that the name was consistent with other places.

b. Certificate in Learning Support

The Dean of Education and Health Sciences noted the programme had not been offered since 2015 and while the individual courses had been of value to schools the programme as a whole was not financially viable. Instead *EdPlus* will pick up elements of the programme and offer professional development support through their channel.

c. Bachelor of Science with Honours

The Academic Dean of Science introduced the proposal to reduce the number of points required to complete the BSc(Hons) from 150 points to 120 points. She noted that this was partly in response to the review of the BSc(Hons) conducted last year. She also noted that the admission criteria was being made consistent across the qualification at a grade of “B”. This is also consistent with other BSc(Hons) at NZ universities and within UC in general. A member welcomed the consistent approach on the admission standard and called for even greater consistency across honours qualifications at the University.

d. The 2017 Annual Report of the Academic Administration Committee

The Assistant Vice-Chancellor (Academic) took the report as read.

4. ACADEMIC REVIEW: CERTIFICATION IN UNIVERSITY PREPARATION

The Chair of the Review, Dr Ross James, highlighted elements of the report’s recommendations:

- That the programme should be rehoused within an academic unit such as a college. Discussions were now occurring at the SMT level on this.
- The need to review the graduate profile of the programme to ensure better understanding of the course offerings, better integration with colleges and follow-on qualifications, ensuring a focus on knowledge development as well as skills.
- Acknowledgement of the support offered to students, but work is necessary for the transition to full university study and integration with University-wide support services.
- There needed to be greater visibility of the programme and connection to the wider university.
- There needed to be better reporting (notably student performance) on the programme.

Questions and comments from the floor included:

- A member noted that in his experience former Bridging students (now Stage 1) were still writing essays at a “Bridging” level and not Stage 1, there needed to be better transition.
- A question was raised as to the destination of Bridging students?
 - 40% to Arts, 30% to Engineering

- Perhaps some cohesive discussion about pathway programmes in general (CUP, UCIC and Star) is in order.
- Should the unit be hosted from the DVC/AVC rather than a College?
- A concern was raised in regard to recommendation 5, and in particular the coupling of Bridging teaching staff and UC academic staff and a reminder on the importance of the teaching/research nexus.

5. ACADEMIC REVIEW: ONE-YEAR-ON REPORT FOR THE CERTIFICATE IN LEARNING SUPPORT

The Dean of Education and Health Sciences noted the earlier discussion and took the paper as read.

6. ACADEMIC REVIEW: ONE-YEAR-ON REPORT FOR THE POSTGRADUATE CERTIFICATE IN CLINICAL TEACHING

The Dean of Education and Health Sciences noted that this is a small qualification that is currently not offered in part due to resourcing issues. A long term plan is yet to be devised but will come as part of a current review underway in the Health Sciences space.

7. ACADEMIC REVIEW: FOLLOW-ON REPORT FOR THE DOCTOR OF PHILOSOPHY

The Dean of Postgraduate Research made an opening comment that the report was somewhat of an unhappy tone in large part because it had not been possible to progress with many of the recommendations from the review.

Questions and comments from the floor included:

- A question, in relation to recommendation 7, about whether the inclusion of say a single publication (monograph) might be acceptable?
- There was a question to the Deputy Vice-Chancellor about where to next?
 - In relation to recommendation 3, he noted that things were in train with the Student First Programme to address these issues, particularly around scholarship management.
 - In relation to recommendation 2, the University needs to have a discussion on the balance between undergraduate and postgraduate scholarships. He also noted there were more funds coming from the UC Foundation than in the past.
 - In relation to recommendation 1, no work had occur because the costs were too high.
- A question was raised in relation to recommendation 4 and the equity of part-time students and scholarships. It was noted that there was no discrimination against part-time students and scholarships.
- It was noted that PhD suspensions after 3 years is high (in the order of 200 or 18-20%) which is in part attributed to the need to work and raise funds to complete their studies. In the same context it was noted that the average completion time is about 4.2 years, which is consistent with other universities in NZ. There is in effect a one year funding gap which most students need to cover. A question was raised about the potential for scholarships to be changed to extend them to cover the gap.
- There was some discussion on the workload model (recommendation 8) and whether there was a need for flexibility to treat supervision as either a research or teaching activity on discipline specific circumstances.

- It was noted that flexibility currently exists with colleges and PVC's able to consider supervision as purely a research activity or a mixed research and teaching activity.
- In relation to recommendation 1 it was noted by a member that this was a strong recommendation from the Review Panel. Has a business case as a minimum been prepared? In the same context it was noted that a common graduate community is important especially with the 40-40-20 model in mind. Could not a "Grad School Light" be an option?
- The Deputy Vice-Chancellor agreed to develop a plan for the end of 2018 to address the outstanding issues.

8. REPORT FROM THE WORKING PARTY REVIEWING THE ACADEMIC BOARD

The Chair introduced the agenda item indicating that he would first ask for clarification around the submissions on the agenda paper before proceeding to general discussion.

- The Assistant Vice-Chancellor (Academic) clarified in the SMT submission that it listed some but not all members of the executive that it felt should be included in the membership of the Board, but observer (non-voting) rights should be extended to all. She clarified a view that perhaps some of the committees of Board would be better aligned as committees of SMT. A reiteration of the need for a collaborative relationship between Board and SMT was made.
- A question was raised over the status of those who are SMT alternates and the future Board membership.
- A question was raised over the workability of the planned quorum of the new Board.

The Chair then outlined the plan for the working party to return with a revised version of the proposal for the June or July college meetings. As the working party has diminished in size he extended an invitation to others to join the working group.

In general discussion the following points were raised:

- Could a thematic summary of the feedback submissions be made and included in an appendix with the next revision.
- A call was made for equity and diversity to be a factor in the representation model.
- There is a need to elaborate on the other strategies outlined in the report to assist with engagement of the academic body.
- More work on the proposed Terms of Reference for the various standing Committees.
- A call for more evidence, particularly of attendance.
- A survey of members to understand their perceptions on issues such as ability to attend and to speak in the meeting.
- A suggest that more standing committees with clearer foci rather than fewer broader committees should be considered.
- A look at the standing orders and concern about "tone policing".
- Could there be greater delegation from Board to its committees?
- A note that "function" must drive "form".
- Also noted was that "90% of the discussion had been on form".

It was agreed that the next revision should proceed directly to committees and colleges to be received at Board with their feedback before discussing this issue again.

9. OTHER BUSINESS

The Chair noted that this meeting was the last to be attended by Professor Mike Reid as HOD Physics and Astronomy, and more latterly as Head for the School of Physical and Chemical Sciences, with a reported five years' of service to Academic Board. The Chair thanked Professor Reid for his significant contributions to the Board, to the acclaim of the members.

Dr Andrew Bainbridge-Smith

Secretary

Te Poari Akoranga – Academic Board

17 April 2018

DETAILS

| | | | |
|--------------------------------|---|---------------------|-----------|
| Title of qualifications | Bachelor of Communication (B.C.) | | |
| Year of introduction | 2019 | | |
| Department or School | Department of Media and Communication | | |
| College | College of Arts | | |
| Contact person | Donald Matheson | Phone number | Ext 95849 |

EXECUTIVE SUMMARY

The Bachelor of Communication is an applied degree focused on the communication industry. It meets the University's operational strategy by creating a degree that will attract new students, reinforce a point of strength in the Media and Communication Department, foster the recruitment of Māori students through the inclusion of a major in Māori Communication Strategy and Practice and foster the recruitment of international students through distinctive and high-quality majors, including the internationally-oriented major in Political Communication. The proposal helps deliver a number of goals in the College of Arts operational strategy: it aims to increase student numbers through the creation of a new degree (item 2.3.2), through international student enrolments (item 2.2.2) and to increase the take-up of internships. The degree is expected to attract 60 enrolments per year in its early years, rising to 85 by year 4. Of these, 30 are expected to be from new-to-UC students. That figure includes expected international enrolments of 5 a year, rising to 20 by year 4. Market research by consultants Research First has been conducted in two stages, with stage 2 currently underway. The degree has been shaped by the data from Research First, consultation with a wide range of individuals and groups, internally in the College of Arts and with other University of Canterbury departments, and externally with the industry and potential employers. That research supports the proposal, particularly in terms of meeting future industry needs, student demand and academic standards.

2017 UC Calendar page number p.149 (After BA and before the Graduate Diploma in Arts.)

Bachelor of Communication (B.C.)

1. Version

These Regulations came into force on 1 January 2019.

2. Variations

In exceptional circumstances the Dean of Arts may approve a personal programme of study which does not conform to these regulations.

3. The structure of the qualification

To qualify for the Degree of Bachelor of Communication a student must be credited with courses having a minimum value of 360 points.

(a) These 360 points must:

- i. Include at least 255 points from Schedule C to these regulations, of which 165 points must be from Schedule A to these regulations; and
- ii. satisfy the requirements for one major as listed in Schedule B to these Regulations; and
- iii. include at least 30 points from Schedule B to the Regulations for the Bachelor of Arts and
- iv. a maximum of 75 points from the Schedule of any undergraduate degree of the University.

(b) In addition to these requirements a student must be credited with courses to the value of:

- I. at least 225 points above 100-level, including
- II. at least 90 points at 300-level.

4. Admission to the qualification

A student must satisfy the Admission Regulations for the University to be admitted to this qualification.

5. Subjects

This qualification is awarded with a major in one of the following subjects: Journalism; Communication Strategy and Practice; Tauwhitinga Māori: Māori Communication Strategy and Practice; or Political Communication. The requirements of each major are listed in Schedule C to these Regulations.

6. Time limits

This qualification adheres to the General Regulations for the University, with a time limit of 10 years.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations.

8. Progression

This qualification adheres to the General Regulations for the University, with the following stipulations:

- (a) entry to the major in Journalism, and to COMS 233, COMS 331, and COMS 332 is limited, and by special application, and
- (b) students majoring in Journalism must complete COMS 232, COMS 233, COMS 330, COMS 331, COMS 332 within three consecutive semesters.

9. Honours, Distinction and Merit

Honours, Distinction and Merit are not awarded for this qualification.

10. Pathways to other qualifications

- (a) There are no advancing qualifications for this degree.
- (b) A student who has not met the requirements for the B.C., or who wishes to transfer to any of the undergraduate certificates or diplomas in Arts may apply to the Dean of Arts (Academic) for admission, provided they meet the requirements for entry to that qualification.

Schedule A to the Bachelor of Communication: Core Courses

COMS 101 Media and Society
COMS 102 Introduction to News and Journalism
COMS 104 Introduction to Strategic Communication
COMS 201 Media Audiences
COMS 207 Social Media and Public Life
COMS 231 Digital Media Production Skills
COMS 330 Communication in Context
DIGI 204 Communicating with Data and Digital Media
MGMT 100 Fundamentals of Management
WRIT 101 Writing for Academic Success

Schedule B to the Bachelor of Communication: Requirements for Majors.

Journalism Major

COMS 232 Risk and Crisis Communication
COMS 233 Media Law
COMS 331 Researching and Reporting News
COMS 332 News Production

Communication Strategy and Practice Major

COMS 204 Advertising and Cultural Consumption
COMS 232 Risk and Crisis Communication
MKTG 204 Consumer Behaviour

COMS 320 Creating Media Advocacy Campaigns
 MGMT 330 Communication Management
 MKTG 315 Marketing for Behavioural Change

Tauwhitinga Māori: Māori Communication Strategy and Practice Major

COMS 232 Risk and Crisis Communication
 COMS 320 Creating Media Advocacy Campaigns
 MAOR 268 Māori film and Media
 MAOR 301 Kaupapa Māori: Futures

Political Communication Major

COMS 205 Media and Politics
 COMS 232 Risk and Crisis Communication
 COMS 306 Political Communication in a Global Context
 COMS 320 Creating Media Advocacy Campaigns

Schedule C to the Bachelor of Communication

| Course Code | Course Title | Pts | Semester | P/C/R/RP/EQ |
|-------------|---|-----|----------|---|
| COMS 101 | Media and Society | 15 | S1 | |
| COMS 102 | Introduction to News and Journalism | 15 | S2 | |
| COMS 104 | Introduction to Strategic Communication | 15 | S2 | |
| COMS 201 | Media Audiences | 15 | S1 | 15 points at 100-level in COMS. Students without this prerequisite but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Co-ordinator or the Undergraduate Co-ordinator for COMS. R: CULT 201 EQ: CULT 201 |
| COMS 204 | Advertising and Cultural Consumption | 15 | S2 | P: 15 points at 100-level in COMS. Students without this prerequisite but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Co-ordinator or the Undergraduate Co-ordinator for COMS. |
| COMS 205 | Media and Politics | 15 | S2 | P: 15 points at 100-level in COMS. Students without this prerequisite but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Co-ordinator or the Undergraduate |

| | | | | |
|----------|---|----|-------|--|
| | | | | Co-ordinator for COMS. R: POLS 232 EQ: POLS 232 |
| COMS 207 | Social Media and Public Life | 15 | S1 | P: 15 points at 100-level in COMS. Students without this prerequisite but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Co-ordinator or the Undergraduate Co-ordinator for COMS. R: COMS 222 (2008-2012), DIGI 207 EQ: DIGI 207 |
| COMS 231 | Digital Media Production Skills | 15 | S1 | P: With permission of the Head of Department. |
| COMS 232 | Risk and Crisis Communication | 15 | S2 | P: 15 points at 100-level in COMS. Students without this prerequisite but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Co-ordinator or the Undergraduate Co-ordinator for COMS. |
| COMS 233 | Media Law for Journalists | 15 | S2 | Limited Entry: Subject to admission to the Journalism Major and permission from the Head of Department. R. LAWS 396 |
| COMS 225 | Politics and New Media | 15 | SU | P. 60 points at 100-level. |
| COMS 306 | Political Communication in a Global Context | 30 | S2 | P.15 points at 200-level in COMS. Students without this prerequisite but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Co-ordinator or the Undergraduate Co-ordinator for COMS. |
| COMS 320 | Creating Media Advocacy Campaigns | 30 | S1 | P. 15 points at 100-level in COMS. Students without this prerequisite but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Co-ordinator or the Undergraduate Co-ordinator for COMS. |
| COMS 330 | Communication in Context | 30 | S1 | P: 30 points of COMS at 200-level |
| COMS 331 | Researching and Reporting News | 30 | S1 | Limited Entry. (i) COMS 233. (ii) Permission from the Head of Department. |
| COMS 332 | News Production | 30 | S1 | Limited Entry. (i) COMS 233. (ii) Permission from the Head of Department. |
| COMS 333 | Podcasting Project | 30 | S2 | P: 15 points at 200-level in COMS. Students without this prerequisite but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Co-ordinator or the Undergraduate Co-ordinator for COMS. |
| DIGI 204 | Communicating with Data and Digital Media | 15 | S1 | P: Any 60 points. |
| MGMT 100 | Fundamentals of Management | 15 | S1/S2 | R. MGMT 101 |
| MGMT 330 | Communication Management | 15 | S2 | P: MGMT 206 or COMS 201 or SOCI 219 or MKTG 201. |
| MKTG 204 | Consumer Behaviour | 15 | S2 | P: Any 30 points in ACCT, COMS, ECON, INFO, |

| | | | | |
|----------|----------------------------------|----|--|--|
| | | | | MGMT, MKTG, MSCI, PSYC or SOCI. R. MGMT 204 EQ: MGMT 204 |
| MKTG 315 | Marketing for Behavioural Change | 15 | S2 | P: Any 45 points at 200-level or above in COMS, MGMT, MKTG PSYC or SOCI. R. MGMT 341 EQ: MGMT 341 |
| MAOR 268 | Māori film and Media | 15 | S2 | P: Any 15 points at 100-level in MAOR or TREQ; or 30 points in 100-level courses in Arts, Education, Fine Arts, Music and Social Work, or by permission of the Head of School. R: CINE 213 EQ: CINE 213 |
| MAOR 301 | Kaupapa Māori: Futures | 30 | S2 | P: Any 15 points at 200-level in MAOR or TREQ; or 30 points in 200-level courses in Arts, Education, Fine Arts, Music and Social Work, or by permission of the Head of School. R: POLS 331, POLS 358, CULT 319 EQ: POLS 331, POLS 358, CULT 319 |
| PACE 395 | Internship | 30 | SU. S1/S2 / Starts Anytime | P. 150 points, special application and interview, and permission of the Internship Director. <i>Limited entry. See limitation of entry regulations. Only students will be selected for projects will be allowed into the course. Please go to http://www.arts.canterbury.ac.nz/internships for more information.</i> |
| WRIT 101 | Writing for Academic Success | 15 | S1/S2 /SU | R. ENGL 117 EQ: ENGL 117 |

CONSEQUENT CHANGES

Add COMS 233, COMS 331 and COMS 332 to the Schedule of Limited Entry Courses.

Add Bachelor of Communication Major in Journalism to the Schedule of Limited Entry Programmes.

TEMPLATE 3 – REGULATION CHANGES**DETAILS**

| | | | |
|--|---|---------------------|-----|
| Title of qualification | Bachelor of Science with Honours (BSc (Hons)) | | |
| Year of introduction of the proposed change | 2019 | | |
| Department or School | Nil | | |
| College | College of Science | | |
| Contact person | Janet Carter | Phone number | Ext |

1. Purpose of the proposal

The College of Science wishes to change the points requirement for the BSc(Hons) to from 150 points to 120 points, and to add a GPA requirement for admission to the programme of 5.0 or a 'B' average in a minimum of 60 points in the degree major at 300 level.

Justification

A recent review of the MSc, BSc and PGDipSci in the College of Science resulted in 11 recommendations. This proposal begins to implement the first of these recommendations.

The 2017 review of the Bachelor of Science with Honours programme, enrolments and regulations resulted in three main reasons for a points reduction from 150 to 120 points;

1. 150 points made the programme too intense for many students. Linked to this it was perceived to be for those intending to pursue a PhD in Science, which meant able students NOT intending to study a PhD ruled it out as an option.
2. 120 points will bring the BSc (Hons) in line with other Honours degrees in the University of Canterbury as well as nationally in Science.
3. There is also a financial cost to students for the extra 30 points required for the award currently, when in some cases they could do the same major for less fees in another College.

It was further recommended that a B average entry to BSc(Hons) would be more appropriate, consistent with other BSc (Hons) nationally and encourage enrolments in the BSc (Hons) whilst still retaining the integrity of the degree.

The subject of Economics which sits in both Commerce and Science is subject to a B+ entry requirement for Honours.

The two regulations which are changed by this proposal are shown below.

2. Proposed new regulations

2018 UC Calendar page 453

3.

The structure of the qualification

To qualify for the degree of Bachelor of Science with Honours a student must pass courses from the Schedule to these Regulations having a value of **120** points with the following stipulations:

(a)

Courses must include a research project of **30** points.

(b)

A student may, with the approval of the Academic Dean of Science, replace up to **45** points in courses prescribed for the major with courses prescribed for another major at an equivalent level. Where specific limits are given in a Schedule to these Regulations, the more restrictive of the two shall apply.

(c)

A student may complete the degree of Bachelor of Science with Honours in two majors (Combined Honours). Except in cases specified in Schedule B to these Regulations, a student wishing to complete a Combined BSc(Hons) degree must:

- i. satisfy the Honours entry requirements in each major; and
- ii. take 400-level courses totalling at least 60 points in each subject; and
- iii. complete one research project (worth at least 30 points) that reflects the combined nature of the degree.

(d)

been approved as a student for the degree in that subject by the Academic Dean of Science.

4.

Admission to the qualification

To be admitted to the Bachelor of Science with Honours a student, before enrolling must:

(a)

either

i. have completed the requirements for a Bachelor's degree **with at least a B (5.0 GPA) average in 60 points at 300 level in their major;** or

ii.

been admitted under the regulations for admission with Academic Equivalent Standing for the BSc(Hons);

or

iii.

gained direct entry into 200-level courses and have completed a minimum of 240 points, including 90 points at 300-level (this applies to BSc students who have not completed their qualification); or

iv.

completed a qualifying course prescribed by the Head of Department/School and approved by the Academic Dean of Science of a standard equivalent to the prerequisite courses; and

(b)

satisfied the requirements for the subject to be undertaken in the BSc(Hons) as specified in the Schedule to these Regulations.

| Schedule A to the Regulations for the Degree of Bachelor of Science with Honours | |
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| <p>Astronomy</p> <p>ASTR 480, PHYS 407, ASTR 422, ASTR 423 or ASTR 425, PHYS 415, and four other courses from PHYS 411-460, MDPH 403, MDPH 406, with a maximum of two courses from PHYS 440-460.</p> <p>Not all courses may be offered in any one year. With the approval of the Head of Department, up to two courses may be replaced by appropriate courses from another subject. Note: The choice of courses is subject to the approval of the Head of Department.</p> <p>P: (1) 90 points of 300-level ASTR or PHYS courses; and (2) 30 points of 300-level MATH courses. Note: A student will normally be expected to have taken PHYS 311, PHYS 312 or PHYS 313, and PHYS 326.</p> | <p>Astronomy</p> <p>ASTR 480, ASTR 422, ASTR 423 or ASTR 425, PHYS 415, and three other courses from PHYS 411-460, MDPH 403, MDPH 406, with a maximum of two courses from PHYS 440-460.</p> <p>Not all courses may be offered in any one year.</p> <p>P: (1) 90 points of 300-level ASTR or PHYS courses including PHYS 310, PHYS 311 or PHYS 313; and (2) 30 points of 300-level MATH courses.</p> |
| <p>Biochemistry</p> <p>Courses totalling at least 120 points and a project (BCHM 480) as approved by the Director of Biochemistry. Normally courses are selected from BCHM 455 (BIOL 455), BCHM 456 (BIOL 456), BCHM 457 (BIOL 457), BCHM 459 (BIOL 459), BCHM 460 (BIOL 460), BCHM 461 (BIOL 461), BCHM 462 (BIOL 462), BCHM 420, and CHEM 421–422. Other suitable courses include: BCHM 407–409, BIOL 429–462, BIOL 481, BIOL 496.</p> <p>P: (1) 60 points from 300-level BIOL courses, plus BCHM 305, BCHM 306; and (2) BCHM 222; and (3) BCHM 202 (BIOL 231) or BIOL 230; and (4) BCHM 212 (CHEM 212) or BCHM 205 (CHEM 232) or ENCH 241; and (5) BCHM 221 and BCHM 222, or BCHM 201; and (6) BCHM 281 (or CHEM 281); and (7) At least one of BCHM 206 (CHEM 242) or BCHM 253 (BIOL 253); and (8) BCHM 381; and (9) 15 additional points normally from CHEM 321, 322, 324, 362, 381, BIOL 313, 330, 351 or 352.</p> | <p>Biochemistry</p> <p>BCHM 480 (a Project) plus a further 90 points of courses selected from BCHM 455 (BIOL 455), BCHM 456 (BIOL 456), BCHM 457 (BIOL 457), BCHM 459 (BIOL 459), BCHM 460 (BIOL 460), BCHM 461 (BIOL 461), BCHM 462 (BIOL 462), BCHM 420, and CHEM 430–433 approved by the Director of Biochemistry. Other suitable courses include: BCHM 407–409, BIOL 429–462, BIOL 481, BIOL 496.</p> <p>P: (1) BCHM 305, BCHM 306, BCHM338, BCHM339 and BCHM381; and (2) a minimum of 15 points from CHEM 335, 337, 340, BIOL 313, 330, 351 or 352.</p> |
| <p>Biological Sciences</p> <p>Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (BIOL 480).</p> | <p>Biological Sciences</p> <p>Courses totalling at least 120 points including</p> |

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| <p>At least 60 points are to be selected from other BIOL 400-level courses. The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.</p> <p>P: (1) 60 points from 300-level BIOL courses; and (2) BIOL 309 or GEOG 309 or PSYC 206 or STAT 201 or STAT 202.</p> | <p>BIOL 411 and BIOL 412 and a project (BIOL 480). At least 45 points are to be selected from other BIOL 400-level courses. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.</p> <p>P: (1) 60 points from 300-level BIOL courses; and (2) BIOL 309 or GEOG 309 or PSYC 344 or 15 points 300-level STAT</p> |
| <p>Biotechnology</p> <p>Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496 and a project (BIOL 480). At least 45 points are to be selected from BIOL 429, BIOL 455-457 (BCHM 455-457), and BIOL 459-463 (BCHM 459-462). The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.</p> <p>P: At least 60 points from BCHM 301, BCHM 305; BCHM 306; BIOL 313, BIOL 333, BIOL 334, BIOL 335, BIOL 351, BIOL 352 or appropriate advanced level courses in biochemistry and the molecular biosciences.</p> | <p>Biotechnology</p> <p>Courses totalling at least 120 points including BIOL 411, BIOL 412, BIOL 496 and a project (BIOL 480). At least 30 points are to be selected from BIOL 429, BIOL 455-457 (BCHM 455-457), and BIOL 459-463 (BCHM 459-462). The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.</p> <p>P: At least 60 points from BCHM 301, BCHM 305; BCHM 306; BIOL 309, BIOL 313, BIOL 333, BIOL 334, BIOL 335, BIOL 351, BIOL 352 or appropriate advanced level courses in biochemistry and the molecular biosciences RP: BIOL309</p> |
| <p>Cellular and Molecular Biology</p> <p>Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (CEMB 480). At least 30 points are to be selected from BIOL 455-456 (BCHM 455-456), BIOL 459-462 (BCHM 459-462) and BIOL 496. The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.</p> <p>P: At least 60 points from BCHM 301, BCHM 305, BCHM 306, BIOL 313, BIOL 330, BIOL 333, BIOL 334, BIOL 335, BIOL 351, BIOL 352. Note: a student will normally be expected to take BIOL 309.</p> | <p>Cellular and Molecular Biology</p> <p>Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (CEMB 480). At least 45 points are to be selected from BIOL 455-456 (BCHM 455-456), BIOL 459-462 (BCHM 459-462) and BIOL 496. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.</p> <p>P: At least 60 points from BCHM 301, BCHM 305, BCHM 306, BIOL 309, BIOL 313, BIOL 330, BIOL 333, BIOL 334, BIOL 335, BIOL 351, BIOL 352. RP: BIOL309</p> |
| <p>Chemistry</p> <p>CHEM 480 and all four of courses CHEM 421–424. Note: With the approval of the Head of Department, one of the courses CHEM 421–424 may be replaced by Honours 400-level courses from another subject with a total EFTS of at least the same value.</p> <p>P: (1) CHEM 211, either CHEM 212 or BCHM 212, and CHEM 251 and (CHEM 242 or BCHM 206); and</p> | <p>Chemistry</p> <p>CHEM 480, CHEM 430 and CHEM 431, and four other courses from CHEM 432–437.</p> <p>P: (1) CHEM 211, either CHEM 212 or BCHM 212, and 30 points from CHEM 251, (CHEM 242 or BCHM 206); and (2) CHEM 281 or BCHM 281; and (3) at least 60 points from CHEM 321-343, BCHM</p> |

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| <p>(2) CHEM 281 or BCHM 281; and (3) at least 60 points from CHEM 321-371, BCHM 338 and BCHM 339; and (4) at least one of CHEM 381 and CHEM 382. RP: At least 30 points from courses in Mathematics, Statistics or ENGR 101.</p> | <p>338 and BCHM 339; and (4) at least one of CHEM 381 and CHEM 382. RP: At least 30 points from courses in Mathematics, Statistics or ENGR 101.</p> |
| <p>Computational and Applied Mathematical Sciences</p> <p>CAMS 449 and eight approved courses chosen from MATH 401-490 and STAT 401-490 (other than MATH 449 or STAT 449). With the approval of the Programme Co-ordinator, a student may substitute one or two courses from other subjects in an applications area.</p> <p>P: Met the majoring requirements for entry into a BSc(Hons) in Mathematics, or Statistics, or, with HOS approval, the equivalent.</p> | <p>Computational and Applied Mathematical Sciences</p> <p>CAMS 449 and 90 points chosen from MATH 401-490 and STAT 401-490 (other than MATH 449 or STAT 449). With the approval of the Programme Co-ordinator, a student may substitute up to 30 points from other subjects in an applications area.</p> <p>P: Met the majoring requirements for entry into a BSc(Hons) in Mathematics, or Statistics, or the equivalent.</p> |
| <p>Computer Science</p> <p>COSC 461, COSC 469 and a further 90 points (0.75 EFTS) to be selected (with the approval of the Head of Department) from COSC 401-439, 462-474 and all SENG 400-level courses with the exception of SENG 402. Not all half-courses may be available in one year.</p> <p>P:</p> <p>(1) a total of 60 points from 200-level COSC (including ENCE 260); and</p> <p>(2) a total of 30 points from courses in MATH and STAT (excluding MATH 101) or EMTH; and</p> <p>(3) 90 points from 300-level COSC (including SENG 301, 302, 365 and ENCE 360, 361).</p> | <p>Computer Science</p> <p>COSC 470, COSC 469 and 75 points from COSC 401-439, COSC 462-468, COSC 471-474, SENG 401, SENG 403-499, DATA 430-439. Up to 15 points of these 75 points may be replaced by appropriate courses from another subject. Not all courses may be offered in any one year.</p> <p>P:</p> <p>(1) 90 points from COSC 301-399, SENG 301-399, ENCE 360-361, DATA 301; and (2) at least 5.0 GPA in all courses taken from COSC 301-399, SENG 301-399, ENCE 360-361, DATA 301; and (3) 60 points from COSC 201-299, SENG 201-299, ENCE 260; and (4) 30 points from MATH, EMTH, STAT courses excluding MATH 101.</p> |
| <p>Data Science</p> <p>DATA 449, COSC 469, and a further 90 points (with the approval of the Director of Studies) from courses from COSC (COSC 401–439, COSC 462–474), DATA (DATA 420–440), MATH (MATH 401–448, 450–490), STAT (STAT 401–448, 450–490), and SENG (SENG 401, 403–490). At least 30 points must be taken from the prescribed COSC and SENG coded courses, and a further 30 points from the prescribed MATH and STAT coded</p> | <p>Data Science</p> <p>DATA 480, COSC 469, and a further 75 points (with the approval of the Programme Director) from courses from COSC (COSC 401–439, COSC 462–474, excluding COSC 470), DATA (DATA 420–440), MATH (MATH 401–448, 450–490), STAT (STAT 401–448, 450–490), and SENG (SENG 401, 403–490). At least 30 points must be taken from the prescribed COSC and SENG coded courses, and a further 30 points from the prescribed</p> |

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| <p>courses.</p> <p>P:</p> <p>(1) At least 60 points from DATA 301, STAT 315, COSC 367, MATH 303, STAT 301, including DATA 301.</p> | <p>MATH and STAT coded courses.</p> <p>P:</p> <p>(1) All the required 300-level courses for the BSc in Data Science.</p> |
| <p>Ecology</p> <p>Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (ECOL 480). Additional courses are to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 420, BIOL 423-429, BIOL 438, ENVR 410, and FORE 616.</p> <p>P:</p> <p>(1) 60 points from BIOL 370–379; and (2) BIOL 309 or equivalent.</p> | <p>Ecology</p> <p>Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (ECOL 480). At least 45 points are to be selected from BIOL 420, BIOL 423-429, BIOL 438. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.</p> <p>P:</p> <p>(1) 60 points from BIOL 370–384; and (2) BIOL 309 or 15 pts 300-level STAT</p> |
| <p>Economics</p> <p>ECON 680 and eight courses or their equivalent from ECON 601-679. Normally a grade average of B+ or better is required in 300-level Economics prerequisite courses. Enrolment in any combination of courses is subject to the approval of the Head of Department. Some second semester courses may have a first semester course as a prerequisite. A student can normally attempt each course on offer only once. All full-time students must normally take ECON 680 and four other courses or their equivalent in each semester.</p> <p>P:</p> <p>(1) ECON 206 or ECON 325; and (2) ECON 213 or STAT 202 or STAT 213; and (3) ECON 203 or (ECON 207 and ECON 208); and (4) 60 points from 300-level Economics courses, including ECON 321, ECON 324, ECON 326 (or equivalent as approved by the Head of Department). Alternatively, a student may apply to enter with a Graduate Diploma in Economics or a Graduate Diploma in Science, normally including ECON 321, ECON 324 and ECON 326.</p> | <p>Economics</p> <p>ECON 680 and six courses or their equivalent from ECON 601-679. A grade average of B+ or better is required in 300-level Economics prerequisite courses. Some second semester courses may have a first semester course as a prerequisite. All full-time students must take ECON 680 and three other courses or their equivalent in each semester.</p> <p>P:</p> <p>(1) ECON 206 or ECON 325; and (2) ECON 213 or STAT 202 or STAT 213; and (3) ECON 207 and ECON 208; and (4) 60 points from 300-level Economics courses, including ECON 321, ECON 324, ECON 326 (or equivalent as approved by the Head of Department).</p> |
| <p>Environmental Science</p> <p>ENVR 410, ENVR 411, a project ENVR 480, and courses totalling not less than 0.75 course weighting selected from relevant courses offered by the Environmental Science home departments/schools of Forestry (FORE), Geography (GEOG), Geological Sciences (GEOL and ENGE), and Biological Sciences (BIOL), and from relevant courses, as approved by the Co-</p> | <p>Environmental Science</p> <p>ENVR 480, ENVR 410 and ENVR 411 and courses totalling not less than 60 points selected from relevant courses offered by the Environmental Science home departments/schools of Forestry (FORE), Geography (GEOG), Geological Sciences (GEOL and ENGE), Biological Sciences (BIOL), and Waterways (WATR) and from relevant courses, as</p> |

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| <p>ordinator, that are offered by Antarctic Studies (ANTA), Biochemistry (BCHM), Chemistry (CHEM), Chemical and Process Engineering (ENCH), Civil Engineering (ENCI), and Mathematics and Statistics (MATH and STAT). The selection should form a coherent thematic programme, and must be discussed with the Co-ordinator.</p> <p>Note that normally all individual course prerequisites must be satisfied.</p> <p>P: A student who has fulfilled the requirements for honours 200 and 300-level in appropriate courses in Forestry, Geography, Geological Sciences, Biological Science, or other science and engineering courses, including a total of 90 points at 300-level, and as approved by the Co-ordinator, may enrol for Environmental Science honours 400-level.</p> | <p>approved by the Co-ordinator, that are offered by Antarctic Studies (ANTA), Biochemistry (BCHM), Chemistry (CHEM), Chemical and Process Engineering (ENCH), Civil Engineering (ENCI), Health Sciences (HLTH) and Mathematics and Statistics (MATH and STAT). The selection should form a coherent thematic programme, and must be discussed with the Co-ordinator.</p> <p>P: A student who has fulfilled the requirements for honours 200 and 300-level in appropriate courses in the BSc or BEng, and as approved by the Co-ordinator, may enrol for Environmental Science honours 400-level.</p> |
| <p>Finance and Mathematics</p> <p>Either: (a) FINC 680 plus eight additional courses selected from 600-level FINC or 400-level MATH, including at least three courses in FINC and at least four courses in MATH; or (b) MATH 449 plus eight additional courses selected from 600-level FINC or 400-level MATH, including at least four courses in FINC and at least three courses in MATH.</p> <p>P: (1) A student Candidates must have met the majoring requirements for the BSc in Mathematics and passed FINC 201, FINC 203, FINC 205 and FINC 331; and at least 30 additional points from 300-level FINC courses; or (2) A student must have met the majoring requirements for the BCom or BSc in Finance and passed or 45 points from MATH 201, MATH 202, MATH 203, MATH 270; and at least 45 additional points from MATH 301–394.</p> | <p>Finance and Mathematics</p> <p>Either: (a) FINC 680 plus 90 points selected from FINC 601-660 or MATH 401-490 (excluding MATH 449), including at least 30 points from FINC courses and at least 45 points from MATH courses; or (b) MATH 449 plus 90 points selected from FINC 601-660 or MATH 401-490 (excluding MATH 449) including at least 45 points from FINC courses and at least 30 points from MATH courses.</p> <p>P: (1) A student must have met the majoring requirements for the BSc in Mathematics and passed FINC 201, FINC 203, FINC 205 and FINC 331; and at least 30 additional points from 300-level FINC courses; or (2) A student must have met the majoring requirements for the BCom or BSc in Finance and passed or 45 points from MATH 201, MATH 202, MATH 203, MATH 270; and at least 45 additional points from MATH 301–394.</p> |
| <p>Finance and Statistics</p> <p>Either: (a)</p> | <p>Finance and Statistics</p> <p>Either: (a)</p> |

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| <p>FINC 680 plus eight additional courses in 600-level FINC or 400-level STAT, including at least three courses in FINC and at least four courses in STAT; or</p> <p>(b) STAT 449 plus eight additional courses in 600-level FINC or 400-level STAT, including at least four courses in FINC and at least three courses in STAT.</p> <p>P:</p> <p>(1) A student must have met the majoring requirements for the BSc in Statistics and passed FINC 201, FINC 203, FINC 205, and FINC 331; and at least 30 additional points from 300-level FINC courses; or</p> <p>(2) A student must have met the majoring requirements for the BCom or BSc in Finance and passed 45 points from STAT 201–294; and at least 45 additional points from STAT 301–394.</p> | <p>FINC 680 plus 90 points from FINC 601-660 or STAT 401-490 (excluding STAT 449), including at least 30 points from FINC courses and at least 45 points from STAT courses; or</p> <p>(b) STAT 449 plus 90 points from FINC 601-660 or STAT 401-490 (excluding STAT 449), including at least 45 points from FINC courses and at least 30 points from STAT courses.</p> <p>P:</p> <p>(1) A student must have met the majoring requirements for the BSc in Statistics and passed FINC 201, FINC 203, FINC 205, and FINC 331; and at least 30 additional points from 300-level FINC courses; or</p> <p>(2) A student must have met the majoring requirements for the BCom or BSc in Finance and passed 45 points from STAT 201–294; and at least 45 additional points from STAT 301–394.</p> |
| <p>Financial Engineering</p> <p>STAT 470 and three courses from FINC 621 to FINC 629, and an Honours research project chosen from CAMS 449, FINC 680 or STAT 449. With the approval of the programme coordinator, the remaining courses should be chosen from COSC 401, ECON 615, ECON 641, ECON 642, ECON 643/FINC 643, FINC 610, FINC 613, FINC 616, FINC 621, FINC 622, FINC 623, FINC 624, FINC 628, FINC 629, MATH 407, MATH 408, MATH 412, STAT 445 and STAT 460. One of the remaining courses should be STAT 456/ECON 614 if the student has not been credited with STAT 317/ECON 323 previously.</p> <p>P:</p> <p>(1) All the required courses specified in Schedule A for the BSc in Financial Engineering; and</p> <p>(2) At least 90 points at 300 level from Schedule B for the BSc in Financial Engineering. Otherwise, subject to approval of the programme coordinator</p> | <p>Financial Engineering</p> <p>An Honours research project chosen from CAMS 449, FINC 680 or STAT 449. STAT 470 and three courses from FINC 621 to FINC 629, the remaining course should be chosen from COSC 401, ECON 615, ECON 641, ECON 642, ECON 643/FINC 643, FINC 610, FINC 613, FINC 616, FINC 621, FINC 622, FINC 623, FINC 624, FINC 628, FINC 629, MATH 407, MATH 408, MATH 412, STAT 445 and STAT 460 with the programme coordinators approval. The remaining courses should be STAT 456/ECON 614 if the student has not been credited with STAT 317/ECON 323 previously.</p> <p>P:</p> <p>(1) All the required courses specified in Schedule A for the BSc in Financial Engineering; and</p> <p>(2) At least 90 points at 300 level from Schedule B for the BSc in Financial Engineering.</p> |
| <p>Geography</p> <p>A Research Project (GEOG 420) and a further 1.0 EFTS or 120 points from GEOG 401–419 and GISC 403–413, with the approval of the Head of Department. Note: Not all courses will be offered in</p> | <p>Geography</p> <p>A Research Project (GEOG 420) and a further 90 points from GEOG 401–419 and GISC 403–417. Note: Not all courses will be offered in any one</p> |

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| <p>any one year.</p> <p>P: A student will normally be expected to either:</p> <p>(1) have passed 84–90 points in 300-level courses approved by the Head of Department (including GEOG 309 and at least 28–30 other points in 300-level Geography courses); or</p> <p>(2) to have completed 112–120 points at 300-level of which 56–60 are in Geography and 56–60 are in subjects approved by the Head of Department.</p> | <p>year.</p> <p>P:</p> <p>(1) 90 points in 300-level courses approved by the Head of Department (including GEOG 309 and at least 30 other points in 300-level Geography courses); or</p> <p>(2) 120 points at 300-level of which 60 are in Geography and 60 are in subjects approved by the Head of Department.</p> |
| <p>Geology</p> <p>Seven courses chosen from GEOL 473–489 and a research project (GEOL 490), with the approval of the Head of the Department of Geological Sciences.</p> <p>Notes:</p> <p>1. With the approval of the Head of the Department of Geological Sciences, up to three courses from another relevant subject may replace three of the courses, or one full year course from another relevant subject may replace two courses.</p> <p>2. Practical and fieldwork may be required as part of any GEOL 473–489 courses.</p> <p>3. Not all courses may be offered in any one year.</p> <p>P:</p> <p>(1) GEOL 240 and GEOL 241 (or equivalent fieldwork); and</p> <p>(2) at least 45 points from GEOL 232–238 or GEOL 242–245; and</p> <p>(3) normally at least 60 points from ASTR, BIOL, CHEM, COSC, GEOG, MATH, PHYS, or STAT courses; and</p> <p>(4) GEOL 351 and GEOL 352 (or equivalent fieldwork); and</p> <p>(5) 60 points from other GEOL 300-level courses.</p> <p>Notes:</p> <p>1. An additional 30 points at GEOL 300-level is strongly advisable.</p> <p>2. The above courses to have been passed with a grade average that meets the approval of the Head of Department (the normal requirement is at least a B+ grade average).</p> | <p>Geology</p> <p>GEOL 470 and courses totalling 90 points chosen from other GEOL 400 level courses with the approval of the Head of the Department of Geological Sciences.</p> <p>Practical and fieldwork may be required as part of any GEOL 400 level courses.</p> <p>P: (1) Fieldwork; GEOL351 and GEOL352 (or equivalent fieldwork); and (2) 60 points from other GEOL 300-level courses and, (3) at least 60 points from science or relevant engineering courses.</p> <p>RP: An additional 30 points at GEOL 300-level is strongly advisable.</p> |

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| <p>Mathematics</p> <p>MATH 449 and eight courses chosen from MATH 401–490 and STAT 401–490 (other than MATH 449 or STAT 449). Normally one of the eight courses must be MATH 443 if the student has not been credited with MATH 343 previously. Normally at least six courses will be chosen from the MATH course list.</p> <p>P:</p> <p>(1) 45 points from MATH 201, MATH 202, MATH 203, MATH 220 and MATH 240, including MATH201 and at least one of (MATH 202 or MATH 203); and</p> <p>(2) 60 points from MATH 301–394; and</p> <p>(3) An additional 30 points from MATH 301–394 and STAT 301–394 or other approved courses.</p> | <p>Mathematics</p> <p>MATH 449 and 90 points chosen from MATH 401-490 and STAT 401-490 (other than MATH 449 or STAT 449) or other approved courses at 400-level or above. At least 60 points must be chosen from the MATH course list.</p> <p>P:</p> <p>(1) 45 points from MATH 201 or EMTH 210, MATH 202, MATH 203 or EMTH 211, MATH 220 and MATH 240 (including MATH 201 and at least one of MATH 202 or MATH 203); and</p> <p>(2) 60 points from MATH 301-394; and</p> <p>(3) an additional 30 points from MATH 301-394 or STAT 301-394 or other approved courses.</p> |
| <p>Mathematics and Philosophy</p> <p>MPHI 450, and seven courses chosen from MATH 401–490 (other than MATH 449) and PHIL 431–470. Normally one of the seven courses must be MATH 443 if the student has not been credited with MATH 343 previously. Normally two courses will be chosen from the PHIL course list and five courses from the MATH course list.</p> <p>P:</p> <p>(1) 45 points from MATH 201–294; and</p> <p>(2) 60 points from MATH 301–394; and</p> <p>(3) 45 points from PHIL 208, PHIL 209, PHIL 233, HAPS 201, HAPS 202, MATH 230; and</p> <p>(4) 45 points from PHIL 301–399, HAPS 302, MATH 308, MATH 309, MATH 336.</p> | <p>Mathematics and Philosophy</p> <p>Either:</p> <p>(a) MATH 449 plus 90 points from PHIL 401-499 (excluding PHIL 480) or MATH 401-490 (excluding MATH 449), including at least 30 points from PHIL courses and at least 30 points from MATH courses; or</p> <p>(b) PHIL 480 plus 90 points from PHIL 401-499 (excluding PHIL 480) or MATH 401-490 (excluding MATH 449) including at least 30 points from PHIL courses and at least 30 points from MATH courses.</p> <p>P:</p> <p>(1) 45 points from MATH 201–294; and</p> <p>(2) 60 points from MATH 301–394; and</p> <p>(3) 45 points from PHIL 208, PHIL 209, PHIL 233, MATH 230; and</p> <p>(4) 45 points from PHIL 301–399, MATH 336.</p> |
| <p>Mathematical Physics</p> <p>PHYS 407, MAPH 480, and a further seven courses, of which two-three are to be chosen from MATH 401–443 and the remainder from PHYS 411–460, ASTR 421–425. A maximum of two courses may be chosen from PHYS 440–460. Not all courses may be available in any one year. Note: The choice of courses is subject to the approval of the Head of Department, Physics and</p> | <p>Mathematical Physics</p> <p>MAPH 480, and a further 90 points, of which 30-45 points are to be chosen from MATH 401–443 and the remainder from PHYS 411–430, ASTR 421–425.</p> <p>P:</p> <p>(1)</p> |

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| <p>Astronomy.</p> <p>P: (1) PHYS 203, PHYS 205, PHYS 206; and (2) MATH 201–203; and (3) 60 points PHYS 300-level and 60 points MATH 300-level courses chosen with the approval of the Head of Department, Physics and Astronomy. Note: A student will normally be expected to have taken PHYS 311, 312 or 313, 326; and 60 points from MATH 302, 303, 321, 343, 363, 365.</p> | <p>PHYS 203, PHYS 205, PHYS 206; and (2) MATH 201–203; and (3) 60 points from PHYS 300 level including PHYS 311, 313, 326; and MATH 302, 303, 321, 343, 363, 365 chosen with the approval of the Head of Department, Chemistry and Physics.</p> |
| <p>Medical Physics</p> <p>MDPH 407, MDPH 480 and six courses from MDPH 401–410 and one course from PHYS 410–460. With the approval of the Head of Department, up to two of the courses may be replaced by appropriate courses from another subject. Note: The choice of courses is subject to the approval of the Head of Department.</p> <p>P: 90 points at 300-level, approved by the Head of Department.</p> | <p>Medical Physics</p> <p>MDPH 480 and 90 points from MDPH 401–410.</p> <p>p: 90 points at 300-level, approved by the Head of Department.</p> |
| <p>Microbiology</p> <p>Courses totalling at least 120 points including BIOL 411, BIOL 412, BIOL 455 (BCHM 455) and BIOL 456 (BCHM 456) and a project (MBIO 480). At least 30 points are to be selected from BIOL 457 (BCHM 457), BIOL 459 (BCHM 459), BIOL 460 (BCHM 460), BIOL 463 and BIOL 496. Additional courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.</p> <p>P: (1) BIOL 313; and (2) At least 30 points selected from BCHM 301, BIOL 331, BIOL 330, BIOL 333, BIOL 335, BIOL 351. Note: A student will normally be expected to take BIOL 309.</p> | <p>Microbiology</p> <p>Courses totalling at least 120 points including BIOL 411, BIOL 412, BIOL 455 (BCHM 455), BIOL 456 (BCHM 456) and a project (MBIO 480). At least 15 points are to be selected from BIOL 457 (BCHM 457), BIOL 459 (BCHM 459), BIOL 460 (BCHM 460), BIOL 463 and BIOL 496. The remaining 15 points may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.</p> <p>P: (1) BIOL313; and (2) At least 30 points selected from BCHM 301, BCHM 305, BCHM 306, BIOL 331, BIOL 330, BIOL 333, BIOL 335, BIOL 351. RP: BIOL309</p> |
| <p>Physics</p> <p>PHYS 407, PHYS 480 and seven courses chosen from PHYS 411–460, ASTR 421–425, MDPH 403, MDPH 406. A maximum of two courses from PHYS 440–460. Not all courses may be available in any one year. With the approval of the Head of</p> | <p>Physics</p> <p>PHYS 480 and 90 points chosen from PHYS 411–460, ASTR 421–425, MDPH 403, MDPH 406. A maximum of 30 points from PHYS 440–460.</p> |

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| <p>Department, up to two of the courses may be replaced by appropriate courses from another subject. Note: The choice of courses is subject to the approval of the Head of Department.</p> <p>P: (1) 90 points of 300-level PHYS or ASTR courses; and (2) 30 points of 300-level MATH courses. Note: A student will normally be expected to have taken PHYS 311, PHYS 312 and PHYS 326.</p> | <p>P: (1) 90 points of 300-level PHYS or ASTR courses including PHYS 310, PHYS311, PHYS 313; and (2) 30 points of 300-level MATH courses.</p> |
| <p>Psychology</p> <p>Courses totalling 150 points (1.25 EFTS) selected from any 400-level courses in Psychology, and including PSYC 460 and PSYC 470 (Project).</p> <p>P: (1) PSYC 105 and PSYC 106; and (2) PSYC 206, and three courses from PSYC 207–212; and (3) At least 75 points of 300-level PSYC, including PSYC 344. An average of a B+ grade in three PSYC 300-level courses is normally required.</p> | <p>Psychology</p> <p>Courses totalling 120 points selected from any 400-level courses in Psychology; but must include PSYC460 or an equivalent, and must include PSYC470.</p> <p>P: (1)PSYC 105 and PSYC 106 (or equivalent); and (2)At least 60 points of 200-level PSYC courses, including PSYC 206 (or equivalent); and (3)At least 75 points of 300-level PSYC courses, including PSYC 344 (or equivalent); with B average or better in the best three courses</p> <p>OR</p> <p>OPTION 2: Credited with a Bachelor's degree lacking a major in Psychology, but having credit for a substantial amount of psychology course content and having completed PSYC 105 and PSYC 106 (or equivalent), along with 120 points in Psychology above 100-level, including PSYC206 and PSYC344 (or equivalent). At 300 level the best three courses must have B average or better.</p> |
| <p>Statistics</p> <p>STAT 449 and eight courses chosen from STAT 401–490 and MATH 401–490 (other than STAT 449 or MATH 449). Normally one of the eight courses will be STAT 464 if the student has not been credited with STAT 213 or STAT 214 previously. Normally at least six courses will be chosen from the STAT course list.</p> <p>P: (1) MATH 103, MATH 109 or MATH 199; and (2) 45 points from STAT 201–294; and (3) 60 points from STAT 301–394; and (4) An additional 30 points from STAT 301–394 and MATH 301–394 or other approved courses.</p> | <p>Statistics</p> <p>STAT 449 and 90 points chosen from STAT 401-490 and MATH 401-490 (other than STAT 449 or MATH 449) or other approved courses at 400-level or above. At least 60 points must be chosen from the STAT course list. One of these courses must be STAT 461 or STAT 464 if the student has not been credited with either STAT 213 or STAT 314 (or equivalent) previously.</p> <p>P: (1) MATH 103 or MATH 199; and</p> |

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| | <p>(2) 45 points from STAT 201–294; and</p> <p>(3) 60 points from STAT 301–394; and</p> <p>(4) an additional 30 points from MATH 301–394 or STAT 301–394 or other approved courses.</p> |
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Schedule B to the Regulations for the Degree of Bachelor of Science with Honours

| Old regulations | New regulations |
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| <p>Economics and Mathematics</p> <p>Either:</p> <p>(a) ECON 680 plus eight additional courses in 600-level ECON or 400-level MATH, including at least three courses in ECON and at least four courses in MATH; or</p> <p>(b) MATH 449 plus eight additional courses in 600-level ECON or 400-level MATH including at least four courses in ECON and at least three courses in MATH.</p> <p>P:</p> <p>(1) STAT 213 or (STAT 212 and STAT 214); and</p> <p>(2) 45 points from MATH 201–294, normally including MATH 201, 203, 240; and</p> <p>(3) 60 points from 300-level ECON including 45 points from ECON 321, 324, 326 and 331; and</p> <p>(4) 60 points from MATH 301–394 or STAT 301–394, including at least 30 points from MATH 301–394 and MATH 343.</p> | <p>Economics and Mathematics</p> <p>Either:</p> <p>(a) ECON 680 plus 90 points from ECON 610-670 or MATH 401-490 (excluding MATH 449), including at least 30 points in ECON and at least 45 points in MATH; or</p> <p>(b) MATH 449 plus 90 points from ECON 610-670 or MATH 401-490 (excluding MATH 449), including at least 45 points in ECON and at least 30 points in MATH.</p> <p>P:</p> <p>(1) STAT 213 or (STAT 212 and STAT 214); and</p> <p>(2) 45 points from MATH 201–294, including MATH 201, 203, 240; and</p> <p>(3) 60 points from 300-level ECON including 45 points from ECON 321, 324, 326 and 331; and</p> <p>(4) 60 points from MATH 301–394 or STAT 301–394, including at least 30 points from MATH 301–394 and MATH 343.</p> |
| <p>Mathematics and Statistics</p> <p>MATH 449 or STAT 449; and eight courses chosen from MATH 401-490 and STAT 401-490 (other than MATH 449 or STAT 449). Normally one of the eight courses will be MATH 443 if the student has not been credited with MATH 343 previously, and normally one of the eight courses will be STAT 464 if the student has not been credited with STAT 213 or STAT 214 previously. At least three courses must be chosen from the MATH course list and at least three courses must</p> | <p>Mathematics and Statistics</p> <p>MATH 449 or STAT 449 plus 90 points chosen from MATH 401-490 and STAT 401-490 (other than MATH 449 or STAT 449). At least 45 points must be chosen from MATH and at least 45 points must be chosen from the STAT.</p> <p>P:</p> <p>(1) 45 points from MATH 201, MATH 202, MATH 203, MATH 220 and MATH 240, including MATH 201</p> |

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| <p>be chosen from the STAT course list.</p> <p>P:</p> <p>(1) 45 points from MATH 201, MATH 202, MATH 203, MATH 220 and MATH 240, including MATH 201 and at least one of (MATH 202 or MATH 203); and</p> <p>(2) 45 points from STAT 201–294; and</p> <p>(3) 105 points from MATH 301–394 and STAT 301–394, including at least 45 points from each of the MATH and STAT course lists.</p> | <p>and at least one of (MATH 202 or MATH 203); and</p> <p>(2) 45 points from STAT 201–294; and</p> <p>(3) 105 points from MATH 301–394 and STAT 301–394, including at least 45 points from each of the MATH and STAT course lists.</p> |
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TEMPLATE 5

REPORT TO CUAP COVER PAGE

2018



| DETAILS | |
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| Title of qualification | Certificate in Learning Support |
| Year of introduction | 2003 |
| EXECUTIVE SUMMARY | |
| <p>The Certificate in Learning Support was first introduced in 2004. The programme is a 60 point credit Level 5 qualification, comprising four 15 point courses. It was last redesigned in 2011, and has been offered in distance mode since 2012. Students have a time limit of 36 months to complete the qualification.</p> <p>An Academic Review was conducted in September 2015 and recommended the programme be extensively redeveloped to meet current and future needs in the sector. As a result of this review, new enrolments to the programme were suspended from 2015. The redevelopment of the programme has been on hold since then, due to staff changes and other priorities to be attended to.</p> <p>In 2017 two new complementary special topic courses were proposed as a first step in the overall redesign of the qualification. The courses were not progressed following an analysis of the financial viability of the qualification, as it was unlikely that the programme would attract more than 40 students.</p> <p>The Pro Vice Chancellor, Head of School and Dean have consulted with their Initial Teacher Education Advisory Board and their response was that while the content of the programme was valuable, the costs to schools and individuals pushed the qualification beyond their reach.</p> <p>The principals endorsed the possibility that Education Plus may respond to the sector demand by offering short professional development workshops which would be financially viable for the university, and more cost effective for both students and schools.</p> <p>The College is therefore seeking to discontinue the programme at the end of 2018.</p> | |

PROPOSAL DESCRIPTION

1. Rationale

A search of enrolments since 2014 have only indicated 2 students that required a course to complete this year. These students have been contacted and are currently enrolled in EDLS104 in Semester 1 2018. EDLS104 is being offered in Semester 1 to allow these students to complete the qualification.

Following notification of Semester 1 results this year; we will confirm the discontinuation of the programme at the end of 2018.

2. Proposed new regulations

page 284 2018 UC Calendar –delete entry for the Certificate in Learning Support.

Any outstanding courses will be discontinued through the Minor Course Change System.