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## EMBARGOED UNTIL 4pm WEDNESDAY 27 JULY 2016

### Agenda

Date **Wednesday 27 July 2016**  
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 (29 June 2016) 1-6
4. MATTERS ARISING
  - 4.1 Faculty/College Merger Implementation Update
5. FROM THE CHANCELLOR
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  - 5.2 2016 Council Work Plan (to be tabled)
  - 5.3 Acting DVC (Research) presentation – Professor Jarg Pettinga
6. FROM THE VICE-CHANCELLOR
  - 6.1 Monthly Report 9-43
7. FROM THE FINANCE PLANNING AND RESOURCES COMMITTEE 45
  - 7.1 UC Trust Funds Quarterly Report to June 2016 47-65
  - 7.2 Domestic Fees 2017 (following discussion with the public excluded)
  - 7.3 NEB Naming (Darryn Russell, AVC Maori and Professor Sonia Mazey, PVC Business and Law in attendance) 67-84
    - 7.3.1 Chancellor's Memo NEB Naming 85-88
  - 7.4 Pasifika Strategy: Quarterly Update 89-102
8. FROM THE ACADEMIC BOARD
  - 8.1 Academic Board Report 103-215

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
6.0	From the 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)
7.1	Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)
8.1	UC Futures	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	Domestic Fees	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	Financial Report to June 2016	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	UC Foundation Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

**I also move that Deputy Registrar, UC Directors, Secretary of Academic Board 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. GENERAL BUSINESS

12. NEXT MEETING –Wednesday 31 August 2016

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## Minutes

Date	<b>Wednesday 29 June 2016</b>
Time	4.10pm
Venue	Council Chamber, Level 6 Matariki
Present	Dr John Wood (Chancellor), Ms Sue McCormack (Pro-Chancellor), Dr Rod Carr (Vice-Chancellor), Mr James Addington, Mr Peter Ballantyne, Ms Catherine Drayton, Mr Bruce Gemmell, Professor Roger Nokes, Mr Warren Poh, Mr Malcolm Peterson Scott, Mr Shayne Te Aika.
Apologies	Mr Tony Hall
In Attendance	Mr Jeff Field, Registrar and University Council Secretary Dr Hamish Cochrane, DVC (Academic) Dr Andrew Bainbridge-Smith, Head of Academic Services Ms Alex Hanlon, Director, Learning Resources Mr Keith Longden, Chief Financial Officer Ms Robyn Nuthall, UC Futures Programme Manager Mr Bruce White, Deputy Registrar Ms Joanne Noble-Nesbitt, Erskine Programme Manager
<b>CONFLICTS OF INTEREST</b>	There were no conflicts of interest arising.
<b>MINUTES</b>	The minutes of the meeting held on 25 May 2016 were approved.
<b>MATTERS ARISING</b>	<u>Faculty/College Unification Implementation</u> Dr Hamish Cochrane (DVC Academic) provided a verbal update on progress in the implementation of the union of Colleges and Faculties.  A working party had been established which consisted of the PVC's and the Academic Administrative Committee, which included the Deans. The working party had met twice and considered matters such as standing committee, scholarships, regulations and student representation. Each College would present their proposed post-merger structure to the working party in July.  The Chancellor requested a checklist of the University's statutory obligations be prepared so that Council could ensure they had been

discharged. The Registrar noted that it would be necessary to obtain High Court approval to apply the Faculty/College unification to the Erskine bequest.

**FROM THE  
CHANCELLOR**

**Chancellor's Meetings**

The schedule of meetings was noted.

**Council Work Plan 2016**

An updated copy of the Work Plan was circulated to members and they were reminded that this was a dynamic document. As papers were issued to Council seven days in advance of the meeting, additions made to the Work Plan by SMT were not captured in the document presented to Council. It was therefore agreed that in order for Council to be able to consider the latest version of the Work Plan that the Plan would be tabled at future meetings. It would remain as a standing agenda item.

**PVC Presentation – College of Arts**

Professor Jonathan Le Cocq, PVC Arts, was welcomed to the meeting and provided Council with an overview of the College's activities and how these activities tied into the graduate profile.

Points raised by Professor Le Cocq included:

- The College was community facing and engaged with the community in a variety of ways including numerous engagements with schools in a variety of formats and the hosting of events such as the Symposium for the 20<sup>th</sup> Anniversary of the 1996 World Court Judgement on Nuclear Weapons in July.
- Council Members were invited to attend a buffet on 8 July 2016 ahead of a public celebration at the Christchurch Transitional Cathedral for the Symposium.
- The relocation of the Music and Classic Departments to the Arts Centre in 2017 would further enhance the College's links with the local community.
- Employability was a key focus of the College as it sought to equip students with transferable skills which would help them transition into employment. The College offered students a wide variety of internship opportunities both locally, nationally and internationally.
- The College was globally aware and much of its teaching had an international focus. An example of this was the international internship opportunities it provided countries such as Thailand and China.
- As the home for Aotahi: School of Māori and Indigenous Studies the College had a strong bi-cultural focus.
- New to UC student numbers at week 14 had increased by 11% compared to the same time last year and enrolments for summer programmes were strong.
- A big challenge for the College was static Government funding for the Arts which was a cut in real terms.
- Unlike other Colleges, the College of Arts did not have its own physical space. Departments were spread around

campus and the College did not benefit from a space to call its own.

In questioning, Professor Le Cocq commented:

- Internship opportunities offered an excellent opportunity to attract students into the College. The College was proud of the way in which it helped students identify future career opportunities.
- The College would need to increase its student and staff numbers before it faced any issues with its accommodation. Arts did not generally require specialist teaching labs unlike other colleges. Some space within the College had not been remediated and could not be used; if this space could be remediated without significant financial cost, then the College could benefit from having a visible College façade.

Professor Le Cocq was thanked for his report.

## **FROM THE VICE- CHANCELLOR**

### **Monthly Report**

Dr Carr noted that unfortunately the final version of his Monthly Report had not been circulated to Council and a number of items needed to be verbally updated. The report was taken as read and an update provided:

- TEC measures of student success showed significant increases between 2009 and 2015. Qualification completions had increased 14 percentage points and there had also been a 14 percentage point increase in the number of students going on to higher levels of study. Retention rates and course completions had both increased by 4 percentage points.
- Comparisons of the best 80 credits at NCEA for entering students showed an increase from 25% in 2010 to 33.3% in 2015; this represented a higher entry standard across the entrant class.
- Expressions of Interest had been received for the repurposing of the old Rutherford building. 4 expressions of interest were received but only 1 submission had been taken to FPRC for consideration. The proposal was to convert the building into accommodation for 780 students. SMT had considered the proposal noting that it was not consistent with the Campus Master Plan. The preference was for accommodation to be built around the periphery of the campus rather than within it. It was agreed that the option to convert the Rutherford building into student accommodation should not be entirely discounted but that it was not necessary to make such a decision now.

In discussion it was noted that:

- Following recent reports in the media there was no suggestion that any UC students from India were studying under fraudulent visas.
- UC was engaging with fewer overseas recruitment agencies and establishing stronger relationships. Face to face meetings had recently been had with agents from China and

India.

- Budget variances were reported to Council on a quarterly basis whereas FPRC received this information monthly. Due to the less frequent reporting to Council questions were raised about budget phasing and depreciation. It was noted that the financial information to be presented to Council in July would be the half year position and that the financial forecast would be updated from that depicted this month.
- UC continued to engage with CDHB and Ara Institute regarding a lease on space within the Health Precinct.
- A Council member raised a concern about potential flooding at the Arts Centre and whether or not this would potentially impact on the proposed move into the premise.

Moved

**THAT: The Vice Chancellor's Report be noted.**

Carried

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

The Chair of the Finance, Planning and Resources Committee (FPRC), Ms Catherine Drayton, presented the reports from the meeting of FPRC on 20 June 2016.

**Health and Safety Charter**

The Charter had been benchmarked against other organisations and was recommended for approval.

Moved

**That: Council approve the Health and Safety Charter.**

Carried

**Honours and Appointments Committee**

No nominations had been received from the Council for appointment to the Committee. The Chancellor remarked that Mr Peter Ballantyne had previously been a member of the Committee and moved that he be reappointed to it.

Moved

**That: Peter Ballantyne be appointed as the Council's representative on the Honours and Appointments Committee.**

Carried

**2017 Meeting Dates**

The meeting dates had been considered at FPRC. It was noted that there was no clash with Lincoln University. It was requested that the dates also be sent out electronically to Members.

Moved

**That: Council approve the 2017 meeting dates.**

Carried

**FROM THE ACADEMIC BOARD Academic Board Report**

Dr Hamish Cochrane, DVC (Academic), introduced the report. The Academic Board had considered the discontinuation of endorsements in two subjects one each from the Faculty of Engineering and Forestry and Science. The Board had also considered the final Academic Audit Cycle 5 report. These items were brought forward for approval.

The Library's Strategic Plan had been extensively discussed including the University's ability to archive material and general use of the collection. A discussion had also ensued about the current moratorium on collecting and donating material into the Macmillan Brown Library, and library archives.

The Chancellor commented that he was not aware of the moratorium on the collection of archives and that it was important for Council to be aware of such impediments. The Chancellor remarked that it was now time to review the decision as it had been 5 years since the earthquakes and emergency measures were no longer appropriate.

Council was keen to understand the policy, the impediments and what could be done about this issue. The Chancellor said that if Academic Board was a sub-committee of Council then how could a policy be developed which had not been reported to Council?

Ms Alex Hanlon noted that the moratorium had been in place since 1 January 2014 and that SMT had been informed of the decision. The restrictions had been introduced due to the lack of space to house new items and the Library's inability to undertake effective librarianship of such items. The decision had not been taken lightly. The Library spoke with prospective donors to see if they would be happy to retain items until such time as the Library was able to accommodate them.

It was agreed that a report would be brought to a future Council meeting for consideration.

Moved:

***That: Council approve the discontinuation of the following qualifications:***

- (a) endorsement in engineering mathematics in the Master of Engineering Studies and the Postgraduate Certificate in Engineering;***
  - (b) the endorsement in resilience and sustainability in the Bachelor of Science and the Graduate Certificate in Public Safety;***
- and forwards these reports to CUAP for noting.***

Carried

***That: Council approve the final Academic Audit Cycle 5 report, subject to updating on recent Council decisions, and forward it to the AQA Board.***

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
6.1	<b>Emeritus Professor nominations</b>	To protect the privacy of natural persons, including that of deceased natural persons	7(a)
6.2	<b>Research Medal 2016</b>	To protect the privacy of natural persons, including that of deceased natural persons	7(a)
7.1	<b>Risk Report</b>	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)
8.1	<b>UC Futures</b>	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	<b>Arts Centre Refurbishment</b>	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	<b>Financial Forecast Report</b>	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

***and that the Deputy Registrar, UC Directors, the Head of Academic Services and the Erskine Manager be permitted to remain at this meeting because of their knowledge of the various matters being discussed. This knowledge would be of assistance in relation to the matters discussed, and was 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 6.10pm.

**GENERAL BUSINESS**

There were no items of general business.

The meeting closed at 6.11pm.

**NEXT MEETING**

The next meeting is scheduled for 4.00pm on Wednesday 27 July 2016.

SIGNED AS A CORRECT RECORD:

\_\_\_\_\_

DATE:

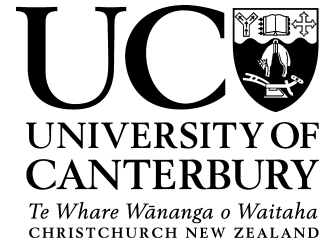
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# Memorandum

## Vice-Chancellor's Office

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



<b>To:</b>	Council Members
<b>From:</b>	Dr John Wood, Chancellor
<b>Date:</b>	20 July 2016
<b>Subject:</b>	<b>CHANCELLOR'S MEETINGS</b>

I outline for you the key events I have attended on behalf of UC since the last Council meeting:

- Attended seminar by Audit New Zealand “Making Your Reporting Go Smoothly”
- Welcomed attendees to the Celebration of the 59<sup>th</sup> Anniversary of the Logie Collection
- Conducted an interview with PhD student Karen Jones
- Meet with Minister Joyce as part of the GOG/TEC team
- Attended and spoke at the International Student Welcome
- Opened and attended the Symposium and functions for the 20<sup>th</sup> Anniversary of the International Court Anti-Nuclear Judgement
- Met with the Pro-Chancellor Sue McCormack
- Attended the Canterbury History Foundation meeting via teleconference
- Attended the funeral for staff-member David Rutherford
- Co-hosted a Community Dinner with the Vice-Chancellor
- Welcomed attendees to an alumni pre-match function ahead of the Crusaders v Hurricanes rugby match
- Attended FPRC meeting
- Attended a morning tea for Erskine visitors
- Attended the Gardner Memorial Lecture by Chris Pugsley
- Attended a Lincoln University Council meeting
- Attended and spoke at a UCF Donors thank you function (for corporate donors)

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

Dr John Wood  
Chancellor



Dr Rod Carr  
 Vice-Chancellor  
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**VICE-CHANCELLOR’S REPORT TO  
 UNIVERSITY OF CANTERBURY COUNCIL JULY 2016**

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## **1. INTRODUCTION**

With the start of Semester Two, the focus is already very much on recruiting the next cohort of students and matching or bettering the strong growth in student numbers achieved at the beginning of this year.

It will be a week before final Semester Two numbers are known, but initial data certainly looks promising.

Alongside student Orientation, UC Open Day is one of the biggest “set piece” events on the UC calendar. On Thursday 14 July we recorded 4724 attendees compared to 1800 last year, and easily double the previous record of 2050 attendees in 2014. This result places the University in a very strong position at this stage of the recruitment cycle. The University’s capital works programme continues to progress, with a raft of new and extensively refurbished facilities becoming available during the rest of this year and into 2017. The next of these to get under way will be the UCSA building, the demolition of which will begin in August.

## **2. STRATEGIC MATTERS**

### **2.1 UC Futures**

The University of Canterbury is now showing strong indicators of a sound recovery from the earthquakes with increased 2016 enrolments and the campus transformation programme in full flight.

At the end of June, UC reported to the Minister for Tertiary Education, Skills and Employment on its 2016 Financial and Capital Review. The Minister appeared to be satisfied with the University’s progress. This confidence in UC’s recovery will work to support the continued Government financial contributions to UC. These contributions take the form of modest additional SAC funding for 2017 and 2018, and up to an additional \$65 million in capital to support the rebuild of the University – \$15 million in 2016 and up to \$50 million in Q1 2019.

### **2.2 Regional Science and Innovation Centre (RSIC)**

The RSIC Stage One building continues to take shape in the middle of the Ilam Campus with the complex interior services beginning to be installed. The number of reticulated gases and the dual water system in the building mean that on some floors the spaces designed to take utilities will be completely full and each pipe must be placed in exactly the right position. The College of Science has started to plan for the move into the new building in earnest. It is also using this Australasia-leading facility to attract new students and research opportunities. This project remains on schedule for its mid-2017 completion though the programme remains tight.

The Implementation Business Case for RSIC Stage Two (von Haast replacement) includes an assessment of options (completed) and confirmation of the preferred option (replacement) which was endorsed by Council and provided to Minister Joyce who, along with Minister English, must endorse the final case prior to the release of \$15 million of capital toward the cost of the project.

### **2.3 Canterbury Engineering the Future (CETF)**

The Electrical and Computer Engineering (ECE) wing of the Engineering Precinct has begun to be occupied with the City Council Certificate of Completion issued on 23 June. Progress on the Chemical and Process Engineering (CAPE) wing is not so good, with the wing now scheduled to be completed in early September. The College continues to manage the consequences of these delays and to manage student learning and research well. The focus of this project now is to complete the CAPE wing and core and to test the programme to deliver Tranche Two – the Civil and Natural Resource Engineering wing and the Mechanical Engineering wing in 2017. The College has raised specific issues with planned research and teaching for the departments affected by Tranche Two, reinforcing the importance of meeting the planned timelines. The project teams and the contractor are working to review the current programme for Tranche Two to look for the realism and practicality of the dates.

### **2.4 College of Education, Health and Human Development relocation and integration**

At its last meeting the UC Council approved the Business Case for the capital spend to complete the rebuilding of the New Education Building (Stage Two of the construction project) and to move its new tenants in. The new tenants will be the College of Education, Health and Human Development and also two parts of the College of Business and Law – the UC Centre for Entrepreneurship (UCE) and Executive Development Programmes (EDP). This project also includes integrating the Henry Field lending library service into the Puaka-James Hight Central Library.

This decision represents an important step forward for the rebuild of this building, which will be run under a new contract with the construction company, Hawkins Construction. The now signed contract sets the practical construction completion date at 28 August 2017 and – with the following work that is needed – the College of Education Health and Human Development is planning for a progressive move into the building from the third term of 2017.

The steel structure that will strengthen the building is being installed and will ensure the rebuilt building will meet 100% NBS. It is expected that with the new contract in place, work on the site will ramp up significantly.

The introduction of the UCE and EDP education and research programmes into the building makes the best use of this newly rebuilt space and allows for the planned growth of these areas. Due to growth in staff and student numbers in that College of Business and Law and in anticipation of the move by the EDP, a review of the layout and allocation of space within the College of Business and Law has been initiated.

### **2.5 International Growth**

UC welcomed 38 new students from KYS Malaysia into the College of Business and Law for a Semester Two start. This partnership programme has been successful for the students and for UC in recent years but is likely to come to an end with reduced Malaysian Government funding. UC is to pilot online English language support using a locally developed system known as Fluent IQ in the colleges of Commerce, Engineering, and Science. UCIC students will also access the system. This is designed to support those for whom English is a second language in ways which are customised for their needs and adjusted as they progress with tasks and feedback. This system does not replace formal English language teaching or programme and course pre-requisites, but it is designed to support students already enrolled at UC.

UC is about to begin to develop the Colombian market as an emerging market for full fee students. It will take about 18 months to two years to make headway, but the opportunity appears to be a strong possibility for UC.

The review of the Country plans required by the Funding Agreement is under way.

## **2.6 Graduate Profile**

### **2.6.1 Graduate Attributes**

UC is in the process of appointing a dedicated academic staff member to support the introduction of the graduate attributes into our undergraduate degree curricula. This is expected to provide much needed capacity to support the programme development work needed and to help inter-College and inter-departmental communication on this development. There is some initial discussion regarding the development of minimum expectations for the learning content and level for each attribute.

#### **Attribute 1: 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.*

The regular cycle of programme reviews continues.

It is pleasing to note that the proportion of freshers (students enrolling direct from high school) whose top 80 NCEA credits sum to 250 or more points has increased from around a quarter to more than a third of students over recent years.

Between 2009 and 2015, according to the TEC Educational Performance Indicators, UC course completion rates have increased from 83% to 87%, qualification completion rates have increased from 66% to 80%, progression to higher levels of study have increased from 75% to 89% and rates of retention within study have increased from 84% to 88%. While some of the measured improvement can be explained by the changing composition of the student body there is some evidence that over time a larger proportion of our students are succeeding.

#### **Attribute 2: 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.*

The Centre for Entrepreneurship continues to raise its profile on and off campus. The Entre 85K challenge selected 11 teams from among more than 60 participants to progress to the final. The 21 Day Challenge selected a winning team from six participating teams and three finalists. The Careers, Internship and Employment service on campus continues to increase the number of students and employers it serves. Participation in courses that include internships is increasing.

#### **Attribute 3: Biculturally competent and confident**

*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 BICC hui with PVCs and Deans was held at the end of June, at which colleagues presented the results to date of their mapping exercises.

Much work has been done to partially complete the mapping process and impressive efforts are being made for timely completion of this part of the project. The intention is to meet in four weeks to confirm the next steps of the project, including analysis of the mapping results. Another hui will be held in a further four weeks, to continue our mahi on the process for delivery of new and updated courses in 2017-2018.

Many CUAP proposals are being received for commentary and feedback. We encourage colleagues to engage early and frequently with the Kaiārahi about their course proposals.

The Bicultural Competence and Confidence Framework paper is now on the web at <http://www.canterbury.ac.nz/vco/bicultural-competence/>

Te Ohu Reo online request form is being frequently used by colleagues for a range of requests and is located at <http://www.canterbury.ac.nz/vco/forms/tereo-request.shtml>

#### **Attribute 4: 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.*

Work continues on assessing and crediting activities and learning outcomes for inclusion in the Co-Curricular Record. A cross-College Advisory Board is being established to raise the visibility and promote support for this attribute.

Four UC students won awards at the inaugural Canterbury Youth Awards including Josiah Tualamali'i, who won the supreme award for outstanding contribution to his community. The awards recognise young people who through their work in the community had a positive impact on the lives of young people. The three other UC students recognised were Sean Ryan, Viane Makalio and Wesley Mauafu. The event was held at the UCSA Events Centre and the MC was Riki Welsh from UC's Pacific Development Team.

#### **Attribute 5: 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.*

The Global Hub Advisory Board is in the process of developing a framework document with guidelines on incorporating the global awareness attribute into courses and programmes.

It is pleasing to note that two of the ten Fulbright Science and Innovation Graduate awards this year were won by UC students – Ethan Thomson and James Major. These awards enable these students to study in the US. Equally it is noteworthy that three of the eight awards that allow US students to study in New Zealand went to students coming to UC.

A project to bring up to 20 Oxford students to UC on exchange is being progressed in part in recognition of the 39 students hosted by Oxford for the Trinity Semester in 2011 following the earthquakes.

### **3. CHALLENGE**

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



### **3.1 Ministerial Update**

The Chancellor and Vice-Chancellor, together with the chair of the Governance Oversight Group, Gary Wilson, and the Chief Executive of the TEC, Tim Fowler, met with Minister Joyce early in July following the submission of the updated 10 year forecast and capital plan.

Updating of the forecast was a pre-condition to further consideration by the Government of the Implementation Business Case for RSIC Stage Two. The Minister expressed satisfaction with the recovery to date, especially noting the lift in student enrolments.

### **3.2 International**

#### **3.2.1 International growth strategy**

***KPMG Independent Quality Assurance Review:*** IRO has completed its interviews with KPMG allowing the International Growth Strategy Country Plans to be finalised.

#### **3.2.2 International partnerships**

The Partnerships team has been busy hosting a group of seven students and their teacher from Mahidol University, an elite university in Thailand. Three of the students will be teaching Thai language and culture lessons to UC students going to Mahidol University in January 2017. We have been successful in securing a \$28,000 Prime Minister's Scholarship for Asia for the January programme.

Work has continued on the Global Awareness Summer Programme in partnership with Peking University (PKU) in China. PKU is ranked 41st in the 2015/16 QS World University Rankings and is one of UC's key partners. UC students will spend three weeks at PKU in Beijing in November taking part in classes on Chinese language and culture and field trips. The students will be enrolling in PACE295 through the College of Arts and on their return they will work on an internship project for the Canterbury Mayoral Forum's China Tourism Strategy. The Partnership team will work on a marketing campaign alongside our China recruitment team to maximise the exposure we get for this program both in China and in the domestic market.

#### **3.2.3 Study Abroad UCXchange**

The Mobility team is currently preparing for the arrival of about 180 Study Abroad and Exchange students for Semester Two. Following on from the NAFSA conference in the US in late May/early June, work is also under way on following up contacts and progressing a number of new Study Abroad partnerships, and new Study Abroad agreements have been signed this month with East China University of Science and Technology and Pace University. With the departure of the Semester One cohort, 20 Study Abroad ambassadors have been selected and will begin to undertake promotional tasks for UC on their return to their home universities. The 2017 Study Abroad Prospectus is also in development, with a late July deadline.

In the exchange sphere, the team has been implementing the "OE with UC" promotion, as the first cohort of UC students eligible for free airfares to their overseas exchange destination, prepare to commence their exchanges in August and September. The end of May also marked the first outbound exchange deadline for 2017 exchanges and the interview and selection process for outbound students is now progressing.

### 3.3 International Recruitment (including in-country international students)

#### 3.3.1 General

The major work for recruitment for June has focused on helping students applying for a July start get their offers confirmed and assisting with their visa, accommodation and travel requirements. This is a critical part of ensuring that students get to UC in July.

The team also hosted a visit by Colfuturo (<http://www.colfuturo.org/english>), a foundation representing a number of interests (including the Colombian Government). The focus was on UC gaining access to this funding for scholarships for Colombian students for 2017 and beyond.

The highlight for the month was the hosting of five year 13 students and their teacher from SelaQui International College in India. This is a very wealthy private school and a market that no other New Zealand universities have managed to penetrate. IRO now has a good foot in the door and will be looking to gain traction over the coming months. Four of the five students are now looking to join UC next year.

**Capacity Review:** IRO has been working with the Colleges to assess the level of capacity for certain programmes. This has been identified as a major risk to UC's growth strategy. Imposing caps on student numbers in courses due to staff and facility capacity constraints occurs from time to time. PVCs will need to confirm number caps with the Vice-Chancellor.

**Fluent IQ:** The trial for the English Development Programme is confirmed and ready for a July start. The final meeting with the Deans confirmed the positive attitude by Colleges to this initiative. Any number cap requires selection criteria which are consistent, transparent and legitimate.

#### 3.3.2 South Asia and India

There have been a number of recruitment events in India and the UC representative in country has been working hard to attract students for Feb 2017. However, as noted above, a major part of their time has been spent on securing the July start students.

The Director, IRO also spent some time in Hong Kong and India in early June, looking to generate greater interest in UC. A very successful recruitment drive through Edwise in Mumbai and Bangalore provided a good range of applications to UC.

Recent media coverage of inappropriate use of student visas to enable students, particularly from parts of India, to come to New Zealand largely for work has focused attention on the role of agents in international recruitment. UC uses a very small number of well-known agents to support its recruitment. We apply academic standards before students are offered places and students must maintain their academic standing to remain enrolled. While many students, including international students, work part-time to support themselves, the requirement to pay significant fees in advance means University enrolment has, to our knowledge, not been used as a surrogate to access work in New Zealand. Tertiary organisations offering cheaper courses, of shorter duration, with low or no academic entry standards, are more likely to be used to facilitate paid work over study for holders of student visas.

#### 3.3.3 China

UC's China representative spent a week at UC in early June where he met with key staff and gained further training on UC and its programmes.

### **3.3.4 New Zealand High School International Recruitment**

IRO attended a number of school visits in Wellington with an outstanding reception. The potential to start to rebuild this market is obvious but will need an aggressive approach to gain traction in the short term.

IRO has also been involved with enrolment of UCIC and CCEL students into UC. This represents more than 55 students new to UC in July

### **3.3.5 Pre-Admission**

Pre-admissions has been focused on finalising any outstanding July start applications and getting the Feb 2017 applications into the system. The team leader has also been involved in the CRM review and is working on the new admission form for UC.

## **3.4 Domestic Recruitment**

### **3.4.1 Marketing**

Social media activity continues to be high with an increased emphasis on Twitter and Instagram (more than 1,000 followers). On Facebook, last month UC was second for Engagement/Fan ratio, with our 0.29% the second best monthly ratio by any university this year. We had four posts in the top 10 – all campus shots. On Instagram, UC topped the charts for Engagement and Engagement/Fan ratio, and had seven posts in the top 10. On Twitter UC was first for Engagement/Fan ratio once again, with eight posts in the top 10.

The Online Web Content Management System (WCMS) phase III project to transition to a new web platform has been approved – work is under way to establish the project team for this undertaking.

The UCME brand campaign continues with online, outdoor and radio being utilised. A UCME Exhibition will run in the Matariki exhibition space from 12 July. The UC GO Canterbury campaign – UC's Auckland specific offer has been launched through adshells outside schools and will be supplemented by radio and online placements in July and August.

The UC Merit campaign which focuses on our undergraduate scholarship offer and utilises outdoor, press, radio and online channels has been in market over May-June. Feedback regarding visibility has been positive and results are in line with campaign performance from last year. A Semester Two campaign has concluded in our local market – it utilised newspaper, online and radio.

Work is under way on the Study Abroad Guide and International Prospectus. Qualifications pages on the web site have been upgraded as have our student profiles. Collateral is being produced for the Residential Learning Scholarship (targeting Wellington-Tasman prospective students).

### **3.4.2 Liaison**

The team has completed all the UC Info Evenings around the regions. 1,527 people attended the evenings with Wellington (300) and Nelson (190) having the largest increases.

Schools career evenings are being attended nationally, with fourteen careers days/evenings in Auckland alone this month. Liaison also attended both the Hamilton and Wellington Careers Expos held earlier this month. Both events were well supported by schools this year.

The Pacific Island Leaders of Tomorrow (PILOT) year 12 programme was run on 15-16 June in Auckland, attracting over 300 year 12 Pacific learners. Tangaroa College has since registered four students to attend Open Day – there were no UC enrolments from this school in 2015.

On 23-24 June UC hosted 98 Careers Advisors (up from 80 in 2015) from around the country for the annual update days. The group toured the Halls of Residence and went on a bus tour around the city. Friday’s focus was updates from colleges, UCIC and the Liaison team. This group was the largest we have hosted and for many of the careers advisors it was the first time they had been on the UC campus. Feedback has been positive with attendees enjoying the Canterbury hospitality.

The Senior Engagement Co-ordinator (Liaison) accompanied the SVA on their Year 10 Community Leadership morning at Willowbank which 35 local students attended. Photos of the day were sent back to their schools for newsletters. June also saw the final Tactix school engagements for 2016 with Cashmere High and Linwood College being hosted at Tactix games. Rangiora High had four members of the Crusaders and staff from UC Sport, deliver a skills session for their UC Cup players.

The new Maori Outreach Coordinator in MDT has been supported by the Engagement Team and the Maori Liaison Officer including hosting introductory meetings with College Marketing and Outreach Coordinators.

Coordination and support for school engagement in the College of Arts included supporting Classics Day for Year 12 and 13 local students, supporting Japanese Day for Year 11, 12 and 13 students locally, the provision of an Arts Panel for Year 11 girls at St Margaret’s College and providing a talk for Year 12 and 13 students at Darfield High School.

### 3.4.3 Admissions

A total of 441 admission *ad eundem statum* (AES) applications were recorded as received this month to 30 June. This does not include about 100 applications still waiting to be entered in SMS. This compares with 284 and 423 AES applications received in June in 2014 and 2015 respectively. So far in 2016 admission AES applications received are 44% and 28% higher than at the same stage in 2014 and 2015 respectively. As with previous months, a significant proportion of the applications received (34%) do not have sufficient documents or information provided for the applications to be assessed.

#### AES Admission decisions: Number and type made from 1 to 30 June 2016:

	Total	Undergraduate	COP	Postgraduate	PhD/EdD*
Full offer	114	52	12	31	19
Conditional offer	115	47	0	55	13
Declined	94	32	0	59	3
Total	323	131	12	145	35

\*Includes 9 non-AES PhD/EdD applications.

### 3.4.4 Enrolment

An estimated 2,863 students and visitors were welcomed by Student Services during June 2016. Of these 1,711 have been assisted by the Information Desk and a further 417 have been assisted by the Enrolments team.

A total of 64 PhD students have been fully enrolled during June 2016 (37 International), an 8% decrease on June 2015. However year to date we are slightly above for the same time as last year. A further 50 students have enrolled so far for July 2016 (31 International). Enrolment reminders are being sent out to 36 continuing PhD students for August 2016.

Within the Contact Centre a total of 4,328 calls were answered with an average service level of 90.6%. 1,790 emails were responded to.

### **3.4.5 Scholarships**

Activities for June:

- UC's 25 First Year Scholarships opened for online applications on 20 June.
- Payment of the 2016 UC Undergraduate Entrance Scholarship to over 1000 eligible recipients.
- UC's hosting of the Rhodes Scholarship Information evening on 2 June.
- Continued processing of applications for the mid-year round of UC Doctoral and UC Master's Scholarships ahead of the selection meeting in mid-July.

Expected highlights for July include:

- UC's Open Day on 14 July.
- Completing the final processing of UC Doctoral and Master's scholarships from the May selection round in preparation for the selection committee meeting in mid-July.
- Continuing preparations for processing the First Year Scholarships in earnest after the 15 August closing date.

### **3.4.6 Accommodation**

Semester Two international arrivals commenced on Friday 1 July with airport greeting and transportation to their accommodation. 114 students have booked an airport pick up but we are expecting 200+ to arrive for the start of Semester Two.

Affiliated housing has applications for Semester Two. The occupancy level for the housing is now at 74% and is expected to reach 95-100% by October with the arrival of Executive Development Programme taught masters students.

The annual flatting seminar has been organised for 28 July. The format this year will include expo and seminars. Partners helping with the expo are:

- Community Energy Action
- Engineers without Borders – Warm home initiative
- Property Manager- Whittle Knight & Boatwood
- Tenancy Services
- Tenants Protection Association
- UC Accommodation Services
- UC Accommodation Student Village (CLV)
- UCSA Advocacy & Welfare Team

Waitakiri Village will take delivery of gym equipment both new and used for an on-site gym for student use. The students are forming a cohesive community this year and the equipment will help grow the student experience. A new promotional video for Waitakiri will be shot during July; this will include some footage of the inter-hall basketball competition.

A common reporting process for incidents within the halls will be discussed at the Hall Managers' meeting for agreement. The relationship between UC and the halls is strengthening, allowing a more collaborative approach to dealing with students in distress and students of concern.

Good progress has been made with the Colleges supporting the Early Warning System for halls to allow grades to be shared and extra support to be given to struggling students. This system will be in place for Semester One 2017.

The Risk Register has been completed and adopted.

An emergency planning meeting was held with the halls to discuss various scenarios and outline what assistance UC might provide. The halls have been offered training with the Emergency Management Team (EMT) on topics of their choosing to take place within the next couple of months. The service manager for accommodation is now part of the student welfare team within the EMT and will liaise with the halls in the event of an emergency.

### **3.5 Student Success**

#### **3.5.1 Student transitions and engagement**

The Co-curricular Record had 532 students registered as of 23 June, with 315 instances of activity engagement. There are now 33 activities for students to choose from, with an additional ten activities in various stages of development. The programme was presented to staff in the College of Business and Law at their staff meeting.

The Go Canterbury Award is a recruitment and retention programme offered to Year 13 students from secondary schools in the Auckland Region. Already, 36 Go Canterbury applications have been received for 2017.

The 83 current Go Canterbury students were invited to a pre-exam workshop on psychological balancing, and are now looking forward to the key event in their programme, the trip to Tekapo from 21- 23 August.

#### **3.5.2 Careers**

The team hosted the UC Education Fair on Tuesday July 12, 10am-1.30pm, in the Jack Mann Auditorium. A record 24 organisations were represented, giving students a range of opportunities and options to explore. Further details are available at [http://www.canterbury.ac.nz/careers/employment\\_fair/education.shtml](http://www.canterbury.ac.nz/careers/employment_fair/education.shtml)

As Semester Two begins, Careers Staff will present to students at Halls of Residence. Key messages in these presentations and workshops will include making the most of University from a careers perspective, the value of the Co-Curricular Record for employability and an overview of career education services available for UC students.

Careers staff have partnered with our colleagues in Disability Resource Services to look at initiatives to assist the employability of students with disabilities. It is anticipated that by the third quarter a more definitive strategy will be in place.

The New Zealand Employment Seminar for International Students was very well attended. Employer, Graduate, Chamber of Commerce and New Zealand Immigration Service representatives presented valuable information on the employment opportunities and challenges for International Students in New Zealand.

### **3.5.3 Pacific Development**

#### ***Pastoral Care, Engagement and Retention***

The team provided support to students throughout the exam period whilst handing and referring prospective student, staff and community enquiries. Mid-year orientation preparations are in progress to welcome the Semester Two intake alongside other engagement activities to re-connect returning students with each other and with Semester Two opportunities.

The team collaborated with the Marketing and Communications and Engagement teams for Samoan Language Week (29 May–4 June). A week of short video uploads, Twitter words of the Day, and Student blogs on the Insider’s Guide to UC Blog were extremely successful, reaching thousands of viewers through shares, likes and retweets. PDT staff were interviewed by the Pacific Media Network. A ‘Taste of Pasifika’ workshop for staff at the College of Education was also held.

The team is also responding to increasing requests to present information about our services and exploring partnership opportunities regarding community engagement through outreach, enhancing teaching and learning practices and developing cultural competence to support Pasifika success. A professional development workshop for Library staff focused on growing our cultural responsiveness in the libraries for Pacific success at UC was held on 29 June.

#### ***Student Success***

Pasifika student John Whitcombe won the Regional Minter Ellison Rudd Watts Witness Examination Competition and will be competing in the Australian Law Student Conference in Hobart, Tasmania in July.

The winning 21 Pacific Day Challenge team has returned from Niue having implemented its business plans, that will assist the Niuean community to conserve, protect and sustainably manage its food supply with a view to becoming significantly more self-sufficient.

### **3.5.4 Outreach**

The UC Me XL Holiday Programme ran from 12-14 July. Between xx NCEA Level 1-3 students from at least six local secondary schools participated.

### **3.5.5 UC RecCentre**

Following a request from the Student Welfare Advisory Group (SWAG), and endorsement by the Central Equity, Diversity Action Committee (CEDAC), the UC RecCentre will be trialling and promoting a range of health and fitness services for women in Semester Two. These will include an option for a women only small group training course (boxing), women only TeachMe sessions and increasing awareness of the availability of female instructors for TrainMe sessions.

In addition, the Rec Centre will be trialling an exclusive space set aside for women only. Women members will be able to make use of the circuit and spin rooms for allocated portions of the day. In addition, the Athlete Training Centre will be made available at set times by UC Sport for those wishing to weightlift. Initially this will be a mix of assisted and unassisted timeslots, as we refine the offerings with feedback and monitor usage. This trial will take place over the coming months, with a view to establishing the real demand for the service in 2017, and implications for the planned new facility.

#### **4. CONCENTRATE**

*Enhance research and creative work in chosen areas of endeavour; 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 Office of the Assistant Vice-Chancellor Māori**

The Office of AVC Māori is collaborating with Learning Resources to enhance the campus cultural narratives through visits to Canterbury marae and workshops. This follows the production of the UC Cultural Narrative document, created by Puamiria Parata-Goodall, (Ngāi Tūāhuriri), for the University. This document provides a brief insight into what is important to mana whenua, Ngāi Tūāhuriri, and how that might manifest itself at the University. This document focuses on giving a glimpse through a cultural lens; a view which applies to the Campus Master Plan (CMP), but is not intended to be the definitive answer. To provide a glimpse through a cultural lens in terms of existing places and spaces, the Office of AVC Māori held workshops for Capital Works colleagues and arranged visits to Tuahiwi Marae and Ngā Hau e Whā Marae. Associate Professor Te Maire Tau, (Ngāi Tahu Research Centre), led the marae visits, which was invaluable in providing a sense of the cultural narrative in existing buildings and spaces. Workshops for developing the UC cultural narrative in key CMP projects will be held shortly.

##### **4.2 Māori Development Team**

#### **Te Wiki o te reo Māori – Māori Language Week, 4-15 Hōngongoi (July 2016).**

The Māori Development Team has carried out a lot of mahi to create UC's celebration of Te Wiki o Te Reo Māori, 4-15 Hōngongoi (July 2016). Many colleagues have assisted with developing the programme of events: Aotahi School of Māori and Indigenous Studies, Te Akatoki Māori Students' Association, College of Education, Health and Human Development, UC Libraries and UC RecCentre. The UC Communications and Engagement team proactively engaged with Māori Development colleagues to create images and messaging, including daily blogs, for Te Wiki. Free UC te reo resource packs are available from UC libraries or from the Māori Development office, room 241, Te Ao Mārama building.

Ākina te reo! Give te reo Māori a go!

##### **4.3 Māori Outreach and Recruitment**

The Māori Outreach and Recruitment project began in mid-May 2016 and to date the Māori Outreach Coordinator has engaged with 13 local Canterbury schools for the purpose of building relationships to support achievement of strategy objectives. Engagement has been with Māori teachers, whānau and students across the schools. The coordinator engaged with teachers and students at the Māori Leadership Summit, with participation from schools including Aranui High School, Avonside Girls' High School, Cathedral Grammar, Mairehau High School, Marion College and Shirley Boys High School.



Community engagement has involved meeting with and developing collaborative relationships with external stakeholders: Ara (was CPIT), Careers NZ, Living Springs Homework Programme Group, Te Rangatahi Tūmanako Trust, Te Tapuae o Rehua.

UC collaborated with Te Tapuae o Rehua and Ara to deliver Te Ara Raukura Māori Leadership Summit from 17 – 19 June. Sixty students from seven schools participated in the summit. Three UC Māori Tuakana students and the Māori Outreach Coordinator were facilitators at the summit, providing support and leadership for the students. The summit had a focus on personal leadership and cultural development. Feedback from all participants was very positive. Te Tapuae o Rehua are collating evaluation forms and will provide a summary.

Manu Kōrero Secondary Schools Speech Competition (Waitaha) was held on Friday 1 July 2016 at Cashmere High School. Junior and senior students from local Canterbury schools competed in the annual competition, with winners going on to compete in the national competition in September 2016. UC made a presentation during the lunch break and a stand in the market with other community stakeholders.

UC Events and the Liaison Team have provided generous support to, and collaboration with the Māori Outreach and Recruitment Coordinator. This collegiality and support has assisted in an excellent start to this project.

#### **4.4 Māori Students and Certification in University Preparation (CUP)**

The UC CUP cohort results for the first semester 2016 are as follows: To gain University Entrance via CUP in one intake, students must enrol in four papers and pass three with an overall average of 55%. One of the three papers must be BRDG006.

All students gaining CUP: 74 out of 102 = 73%

Māori/Pasifika Cohort from UC: 15 out of 16 = 93.75%

Māori Students: 6 out of 6 = 100%

Pasifika Students: 6 out of 7 = 85%

Māori & Pasifika Students: 3 out of 3 = 100%

Māori/Pasifika Students from Hagley: 2 out of 3 = 66%

Māori Students: 2 out of 2 = 100%

Pasifika Students 0 out of 1 = 0%

Māori/Pasifika Students from 15B3: 1 out of 2 = 50%

Māori Students: 1 out of 1 = 100%

Pasifika Students: 0 out of 1 = 0%

#### **3.5 Māori Research**

The Office of AVC Māori is continuing to support Research and Innovation with Māori research processes in the interim, following the departure of Tracy Rohan. The Māori Research consultant is working with Research and Innovation to develop a workshop to assist researchers to more effectively engage in the Vision Mātauranga process. This workshop will be held in August 2016, to assist in generating better future funding bids 2017 onwards. Participants will engage with mana whenua and use some examples from the recent MBIE funding round to incorporate Vision Mātauranga more effectively.

Over the last six weeks, the Māori Research consultant has received 31 consultation requests, five UC Smart Ideas proposals for the science investment round and many other general enquiries and questions from researchers.

## **4.5 DVC Research**

Dr Daniel Holland, a senior lecturer in Chemical and Process Engineering, has jointly won the emerging innovator award at the 2016 KiwiNet Awards held recently. Dr Holland was one of three finalists in the Emerging Innovator category which recognises an upcoming entrepreneurial researcher who is making outstanding contributions to business innovation or is creating innovative businesses in New Zealand through technology licensing, start-up creation or by providing expertise to support business innovation.

The Summer Research Scholarship Programme will again be launched in late July and requests for research projects will be sought shortly. The programme provides an opportunity for senior undergraduates to undertake a supervised research project over a 10 week period. A significant number of these projects will be co-funded with government agencies, crown research institutes, industry, business, health, community and education partners.

Two of seven new research projects to be funded from the Deep South National Science Challenge are to be led by UC – one on climate model evaluation using satellite simulators and the other on versatile 4D drones for observations of deep south key earth system processes.

Dr. Alan Millar and the Electric Power Engineering Centre have developed a web based tool, Solar PV Calculator, funded from the GREEN Grid research programme which will be publicly launched later in the year.

Professor Tim Bell was successful in securing funding (\$350,000) from Microsoft (Seattle) via the UC Foundation in America to develop computer science education resources and made a significant contribution to the new computer science curriculum for schools.

The Chief Science Advisor to the Prime Minister, Sir Peter Gluckman, gave a presentation on campus on 7 July. The address was wide ranging. Sir Peter highlighted the importance of the Government's Statement of Science Investment in guiding policy, the rapid development of interdisciplinary research and preference given by funders to team and interdisciplinary research grant applications, the increasing focus on excellence and impact in assessing funding requests, emerging opportunities in using "big data" to undertake research to inform public policy and as an aside the opportunity for academics in the humanities and social sciences to move from advocacy for their discipline to using their skills to broker the contribution they and others can make to addressing some significant questions society faces as a result of change whether induced by demography, climate or technology.

## **4.6 DVC Academic**

The DVC(A) and team has been primarily focused on CUAP and academic audit matters. The one year on academic audit report has been provided to AQA and will be considered by its Board in early July. On the CUAP front the round one meeting occurred on 14 July. At the time of writing a number of our proposals remain under discussion. Issues include NZQF levels, delivery hours versus self-directed hours and graduate profiles.

The Universities NZ Committee on International Programmes met on 8 July. Matters discussed included Education NZ, NZQA, and Immigration NZ. The New Zealand University Foundation Programme in Malaysia was also discussed.

The student management system project is progressing with successful releases of software patches to enhance the online enrolment part of the current system. A new programme director has begun and is primarily focused on generating the materials needed for a final business case which is due with the University Council by the end of the year.

A number of appeals have been held regarding the new special consideration process. Most appeals are focused on whether conditions should be considered chronic or acute.

Academic progress review is under way. The process will be complete by the end of the second week of Semester Two.

Initial planning for 2017 reveals significant pressure on certain teaching spaces which is likely to impact on the length of the teaching day. While more space is on its way, much of what is under development will not be available with certainty until the latter part of 2017 and in some cases will lead to the release and decommissioning of temporary space such as the Dovedale Village.

In the working up of the proposal for the Bachelor of Product Design (BProdDes) the question of whether and to what extent UC should offer conjoint degrees has arisen. This matter will be considered by AAC, SMT and Academic Board.

It appears that the Productivity Commission has taken an interest in the extent to which current practices, especially by Universities in relation to recognition of prior learning and credit transfer, inhibit student mobility and add unnecessary costs to students and funders.

#### **4.6.1 Update on Uniting the Colleges and Faculties**

A draft timeline mapping the issues to be addressed has been prepared and will be discussed at AAC.

#### **4.6.2 Role of Academic Board Review**

A number of meetings of the working group have been held. Academic Board will have the opportunity to discuss options before recommendations are made to Council.

### **5. CONNECT**

**Intercom:** Average opening rate for June: 38.5%. This is 17% more than the international benchmark for opening an Electronic Direct Mail (EDM) for the Education and Tertiary sector (MailChimp – 21.8%).

**Insider's Guide student newsletter:** Average opening rate of 47.05% for June, more than 20% greater than the international benchmark for the sector.

These results are slightly lower than May, which was expected due to end of lectures, exam time and the semester break.

#### **5.1 Project Communications**

Artwork was completed for a large Campus Transformation exhibit which was on display in the Central Lecture Theatres on Open Day on 14 July. Key messages and information have also been prepared for guides. Campus Transformation information was also included in the Careers Advisors Update Day held in June.

An article about the NEB building was published in the June issue of Chronicle magazine. The UC Centre for Entrepreneurship and Executive Development Programme versions of the NEB factsheet were completed.

An article about the new UCSA building was also published in the June issue of Chronicle magazine. As well as providing information about the new building, the article included messaging about the fundraising campaign.

Work on the Think first winter campaign to promote safety on campus is progressing. The animated video is nearing completion and merchandise has been ordered. Posters and information for student communications are in development. The winter cycle safety campaign is also progressing.

Various updates were published in staff and student channels and projects announcements web page during June – these have covered SCIRT works impacting the Science carpark and the closure of the north/south walkway while roofing repairs were carried out.

## **5.2 Media**

June media coverage of UC-related topics was again overwhelmingly positive. Over the 30 days, there were more than 20 news stories released or pitched, more than 40 media queries handled with plenty of international attention for UC, and no negative media coverage.

UC academics featured in local and international media, most prominently Don Clucas for 3D-printing a prosthetic penguin foot for Bagpipes, an amputee penguin at the Antarctic Centre. As a direct result of media pitching, this story appeared on local and national media, and went viral with coverage on some of the world's most popular websites, including the Daily Mail, BuzzFeed and Huffington Post.

Other UC experts appeared in the media, including Sussie Morrish and student winners of the 21 Day Pacific Challenge, Canterbury Distinguished Professor Roy Kerr, and Christoph Bartneck on Lego violence. UC academics were quoted widely in June with Ursula Cheer and Jeremy Finn discussing various legal issues, Ian Hawes on Antarctica, John Everatt on dyslexia, Patrick Evans' retirement, Gafa Tuiloma and Ashalya Noa on Samoan Language Week, Steven Ratuva on Fiji-NZ relations, Graeme Kershaw on the Townsend-Teece telescope restoration, Brendon Bradley on quake risk, Philip Armstrong on his sheep book, Julia Rucklidge on the Natural Health Products Bill, Niki Davis on BYO tech in classrooms, Patrick Shepherd on synaesthesia, and Greg Newbold on gang issues.

An analysis of New Zealand broadcast, internet and print coverage in June found 378 items. This coverage reached a cumulative audience of 7,262,339 and had an advertising space rate of \$1,914,127.

## **5.3 Stakeholder Relations**

The 13 June Community Meeting was well attended and included a city council representative discussing plans for the Uni-Cycleway. The easement over University lands to enable the cycleway to be developed has been signed and work is expected to be undertaken during the summer.

The next UC Community Meeting is scheduled for 22 August.

## **5.4 External Engagement**

The UC Connect public lecture by Angus McIntosh on fixing Canterbury's problem waterways was well received by more than 260 attendees, reflecting high social media engagement ahead of the lecture.

## 5.5 Alumni and UC Foundation

### Fundraising

Philanthropic Income:

June:	June YTD:
\$381,762	\$3,462,956

Distributions:

June:	June YTD:
\$191,965	\$1,369,965

The UC Foundation appointed Grant Thornton as their auditors for 2016.

The Annual Appeal has generated 281 donors to the 2016 campaign [www.canterbury.ac.nz/alumni/appeal](http://www.canterbury.ac.nz/alumni/appeal). Outbound calling to lapsed donors has reactivated two out of three people called. The next appeal to alumni is to go out at the end of September asking for support for the UCSA building.

UCSA – \$5m target. We have supported the Students' Association with promotion of the Exec Reunion on 5-6 August. Work on the prospectus for the campaign continues, we are waiting on final architectural drawings and alumni quotes. The UCSA will be holding a charity auction on 6 August.

The UC Foundation added \$50k to the \$200k from UC Trusts in support of UC's Summer Scholarship Programme.

I met with the Director of the MacMillan Brown Research Centre Professor Steve Ratuva and the trustees of the MacMillan Brown Trust to review current arrangements. The trustees reported satisfaction with engagement. The trust income provides a modest sum each year for the hosting of a lecture and some research and scholarship grants.

## 5.6 Stewardship

- UCF/Student scholarship recipients' morning tea on 2 June.
- The Speaker of the House of Representatives, Rt Hon David Carter hosted the UC Alumni and UCF Donor thank you event in Parliament (Wellington) on 16 June which had 81 attendees. Prof Julia Rucklidge, College of Science gave the keynote speech and was very well received.
- The Christchurch donor thank you event on 28 June had just over 100 attendees including scholars and researchers that have received funds as well as donors. Musicians from the Christchurch School of Music played background music and Prof Julia Rucklidge was again the speaker. David and Leigh Teece and Michael Carr Smith – US Trustees – attended the evening.
- The team continued planning for Malaysia/Singapore visit. One family has pledged to increase their endowment by a further \$150k.
- The team are continuing to get thank you letters from scholarships recipients and sending them out to donors.
- 27-28 June stewardship events with David and Leigh Teece, Michael Snowden and Michael Carr-Smith including a dinner, Townsend-Teece Telescope event with College of Science and visit to the Logie Collection and the Arts Centre.
- David Rutherford, a long-term employee of UC who died early in July has left his residual estate, subject to the life interest of his sisters, to UC for the provision of post-graduate scholarships in biological science.

## **5.7 Alumni**

- The Young Alumni event on 15 June at King of Snake attracted 65 guests. Our speaker was UC Lecturer Ekant Veer, who was very popular.
- E-News went out in July to over 40,000 contactable alumni
- The Crusaders pre-game event on 16 July sold out (120 people at \$35 each).
- The mentoring programme has matched 15 alumni with students.
- The Alumni database was used to promote various events including World Court (College of Arts) and Parents as Careers Educators (Careers).

## **6. ENABLERS**

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

### **6.1 Library**

The University Council has requested an update on the current moratorium on taking new materials into the archive collections to better understand the impediments to taking additional gifts.

The relocation of the Education Library from Dovedale to the Central Library has been deferred until the 2017/18 summer break due to the forecast delayed completion of the New Education Building.

### **6.2 Staff Matters**

Biological Sciences technician David Rutherford's sudden death on campus as a result of heart attack was both a sadness and a shock. He will be missed by his colleagues. A letter of condolence was sent to David's family.

With low rates of inflation, automatic step increases and tight budgets, SMT is giving consideration as to how the GSRR round will be conducted this year.

While recruitment to fill several new academic and technical roles in Engineering and vacant roles in Business and Law is under way, it will be virtually impossible to establish new general staff positions without disestablishing roles over the next few years. This means that whenever a general staff position becomes vacant the opportunity must be taken to review the nature and priority of the work undertaken by that role.

2017 is going to be a very demanding year as student numbers continue to grow and significant decanting and recanting of staff and materials is undertaken affecting Engineering, Science and Education and to a lesser extent Business and Arts. 2018 should begin to see some step down in these exceptional activities.

### **6.3 Infrastructure**

Details of building status are contained in the appendix.

UC arranged a geotech report on the area surrounding the Kaikoura Research field station. The draft findings led the University to restrict access to the research building while further matters are addressed and a peer review of the work completed. A copy of the draft report was made available to the relevant local authorities.

The peer review has confirmed the vulnerability of both the research and teaching blocks to rock fall. The University will need to consider its options in order to support future research and teaching in Kaikoura. In the meantime the value of the field station has been written off and the estimated value of the land reduced significantly.

The demolition contract for the UCSA building is expected to be let this month. It is now expected that the replacement building will not be completed until early 2019.

#### 6.4 ICT Graduate School

At TEC's instruction a further attempt is being made to conclude an agreement to establish the ICT Graduate School in the South Island.

### 7. Financial Outcomes: (Management Accounts to 30 June 2016)

June 2016	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	165,667	158,633	7,034	323,214	331,744	8,530
Total Operating Expenditure	165,650	170,132	4,482	336,871	340,679	(3,808)
<b>Net Surplus/(Deficit)</b>	<b>17</b>	<b>(11,499)</b>	<b>11,516</b>	<b>(13,657)</b>	<b>(8,935)</b>	<b>4,722</b>
Net Surplus/(Deficit) as a % of Total Operating Income	0.0%	(7.2%)		(4.2%)	(2.7%)	
<b>Capital Expenditure</b>	<b>84,552</b>	<b>146,546</b>	<b>61,994</b>	<b>274,635</b>	<b>208,875</b>	<b>65,760</b>
<b>Cash/ Short Term Investments/ Short Term Government Stock</b>	<b>302,103</b>	<b>90,870</b>	<b>211,233</b>	<b>42,081</b>	<b>272,465</b>	<b>230,384</b>
<b>Working Capital</b>	<b>222,492</b>	<b>56,913</b>	<b>165,579</b>	<b>8,296</b>	<b>243,680</b>	<b>235,384</b>

\* 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 favourable to budget as at June 2016. This overall favourable position is due to positive variances in tuition fees, interest income, and sundry income. Actual Total Operating Expenditure is favourable to budget. The favourable variance relates to operating expenses and depreciation, partially offset by a negative variance in total personnel expenses.

We had been budgeting for an operating **deficit** as at the end of June 2016 of \$11.499 million, but have returned an operating **surplus** of \$0.017 million. This is a significant change to the \$6.816 million surplus reported at 31 May 2016. The main changes are mainly in the write down of the Kaikoura field station, the write off of SMS software development costs, and the actuarial valuation adjustment to long service leave, sick leave and retirement leave.

Capital expenditure is currently \$61.994 million below budget. \$60.136 million of the expenditure incurred to date is UC Futures related (CETF, RSIC, and NEB) against a year to date budget of \$114.487 million. At this stage of the year the remaining capital spend (excluding UC Futures), against budget, is favourable by \$7.643 million.

## **7.1 Cash Flow**

The June 2016 cash position of \$302.103 million is higher than budget by \$211.233 million due largely to higher than expected balances at 31 December 2015 and failure to meet budgeted capital expenditure expectations. We are holding adequate short term cash reserves to meet expected capital costs for the CETF, RSIC and NEB projects, with significant deposits maturing in August 2016 that will be available for reinvestment.

Forecast cash flows including the Government's financial support now show no immediate requirement to borrow in the next three years. However, careful husbandry of balances will be required in 2018 and 2019, with capital and operating expenditure needing to be closely managed.

TEC, who must approve all borrowing under the Education Act 1989, have 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. As at the end of June 2016, it is too early to identify whether the University is tracking to meet its targets. The University's achievement for 2015 was within the ranges set.

## **7.2 Working Capital**

Working capital<sup>1</sup> of \$222.492 million at 30 June 2016 is \$165.579 million more than budget, mostly due to the additional cash balances as a result of the lower capital expenditure (see above).

## **8. BUDGET 2017**

As we begin the process of preparing the budget for 2017, based on the 10 year updated forecast of enrolments, it is clear that restraint will again be the order of the day. As we knew the allocation of our interest earning deposits to meet the costs of the building programme will see interest earnings fall to zero and depreciation costs rise. Next year alone we are forecasting a reduction of \$8.3million in interest and an increase of \$5 million in depreciation. While increased student numbers and tuition fees are forecast to offset some of this adverse change we will certainly face a challenging budget round.

## **9. COLLEGE SUMMARIES**

### **9.1 College of Arts (Te Rāngai Toi Tangata)**

The current estimated date for completion of the Chemistry Building in the Arts Centre is 22 December, which should allow sufficient time to relocate Classics and Music Performance there for the start of the 2017 teaching year. We continue to plan for a full formal opening in April, to coincide with graduation, including a significant exhibition involving the Logie Collection in the Teece Museum of Classical Antiquities.

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



Last month we hosted the annual NZ DASSH conference – a meeting of the PVCs/Deans and other managers in Arts Faculties and Colleges around the country. Topics included benchmarking around targets such as course minima, SSRs, and staff workloads; promoting the value of the BA degree; taught Masters and the future of Honours; and the structure of BA degrees. Some of these topics will also appear at the full Australasian conference shortly to take place in Hobart.

Also in June we completed our second all-staff workshop facilitated by Sacha McMeeking, HoS Aotahi. The topic was EFTS growth. The next workshop, which provides all College staff with the opportunity to contribute ideas on some of the key issues and challenges we face, is on Cohort Building and Student Retention.

We recently completed a short course programme for 20 visiting students from Ohio State – the largest University in the United States. The visitors described the experience in glowing terms, and we hope to build on this success with growing Study Abroad opportunities. Our internship exchange with students from Mahidol University in Thailand is now being supported with Prime Ministers scholarships for our outgoing students, and scholarships are also in place for students travelling to Beijing as part of our PACE295 course, taking an internship relating to the Canterbury Mayoral Forum's China Tourism Strategy.

## **9.2 College of Business and Law (Te Rāngai Umanga me te Ture)**

We are currently recruiting several new academics to support increased EFTS enrolments in Business and Law programmes, including the new professional taught Masters degree in Business Information Systems, which is now enrolling students for its October 2016 start date. We are also recruiting an International Business Development Manager to support the development and implementation of the College's international growth strategy. The Business School in particular is experiencing strong growth in overseas students and this role will enable us to maintain and foster strong personal connections with our overseas partner institutions and agents in key markets.

During the semester break, UC Centre for Entrepreneurship (UCE) ran a two-day entrepreneurship boot-camp for over 50 students who learned 'hands-on' the fundamentals of starting a business or social enterprise. The student ventures varied widely from a business named 'Grub' that sells (edible) ants to high-end restaurants to a concept application that supports people with chronic illnesses. Once again we had huge support from the local entrepreneurial community with over 25 external stakeholders volunteering to be mentors to our students. In addition to our expert mentors, several businesses (EY, Duncan Cotterill, Harvey Cameron, ASB and Saunders and Co.) provided free professional advice to the student ventures. The boot-camp concluded with a pitch battle with students pitching their venture in two minutes to a panel of judges.

Congratulations go to Professor Robin Palmer, Director of Clinical Legal Studies, who has been awarded a 2016 Global Legal Skills Award at the 11th Global Legal Skills Conference in Verona, Italy. This award was in recognition of the simple, but extremely effective methods developed by Robin to provide students with specialised legal skills such as trial advocacy and clinical law skills including interviewing, counselling and negotiation as well as report and brief writing.

Finally, further evidence that UC is a truly international University – Professor Karen Scott has just returned from the United Nations in New York where she was invited to present a paper at an international conference on the *Legal Order in the World's Oceans: UN Convention on the Law of the Sea* organised by the UN Division of the Law of the Sea in conjunction with the University of Virginia (27 – 28 June). Karen's paper explores how the neglected legal focus of climate change on the oceans can be addressed.

### **9.3 College of Engineering (Te Rāngai Pūkaha)**

Electrical Engineering staff are finally moving back into their refurbished wing. The technicians have worked extremely hard to get some of the teaching labs up and running in time for Semester Two and we are very grateful for their achievements in such a short time. We have taken other staff through on mini-tours to give them a taste of how the whole Engineering precinct will look when finished, and there is considerable excitement about the new facilities. However, much of the engineering precinct building project is still behind programme and we are commencing a study of the impact upon the student experience in Engineering, and also the impact on research of current and forecast delays. The latter is becoming increasingly significant, especially in Civil Engineering, as some staff will continue to have no facilities at all for their experimental work. Delays in re-occupation mean that research timelines have been delayed, and we are working to mitigate the effects on both externally funded contracts and PhD student progress.

Next academic year we plan to teach the Civil Engineering first professional courses in two streams to accommodate increased student numbers in that department which arise from this year's increased Intermediate year EFTS numbers. We are currently resourcing this plan, and will advertise for key academic roles to deliver on this in the near future. We also welcomed Professor Larry Bellamy into an externally funded role as our first Professor in Architectural Engineering, which will provide an exciting opportunity to blend civil engineering and architecture in the future.

There have been some changes in the College Office in the last month. Lisa Carter, our Academic Manager for many years, resigned to take up a position in the Postgraduate office, and we are currently recruiting for her replacement. Our Associate Dean (Academic) retired on 8 July, and Professor Tanja Mitrovic from Computer Science will join us in the College Office in that role for the next twelve months to work with the student advice team and the Dean.

In 2017 it will be the 130<sup>th</sup> anniversary of "Engineering in Christchurch" and we plan to use that as a theme to set up various events and celebrations when all our engineering buildings are finally opened. We are working on the idea of a week-long celebration and marketing coordinators are currently putting together a programme of events.

### **9.4 College of Education, Health and Human Development (Te Rāngai Ako me te Hauora)**

After a period of strategic planning, consultation and staff feedback, the School of Sport and Physical Education has moved into the School of Health Sciences under the leadership of Professor Michael Robb as Head of School, Health Sciences. We look forward to seeing the continual growth and development which will come from this integration. Thus, our College has now consolidated resources into three Schools: School of Teacher Education, School of Education Studies and Leadership, and School of Health Sciences.

This month we have hosted a successful international summit on inclusive education focused on inclusive educational practices serving students from early years settings through to further and higher education. Summit attendees included leaders and researchers from throughout the Pacific and south eastern Asia. The summit discussed the theme of "belonging" in working to enhance equity in education for students from low Socio Economic Status (SES) backgrounds, migrants, indigenous students, those from refugee backgrounds as well as young people with a disability.

Last week we successfully delivered an on campus five day intensive programme for 350 students (experienced teachers) who study with us in a blended learning model to gain a Masters in Specialist Teaching in areas that include Early Intervention, Learning and Behaviour, Deaf and Hard of Hearing, Blind and Low Vision, Gifted and Talented, Autism Spectrum Disorder, and Complex Educational Needs. The College delivers this qualification in partnership with Massey University.

### **9.5 College of Science (Te Rāngai Pūtaiao)**

In staffing news, College of Science researchers Adrian McDonald (Physics and Astronomy) and Wolfgang Rack (Gateway Antarctica) received nearly half a million dollars of funding to lead two separate projects as part of the Deep South National Science Challenges. This is exciting for the team and highlights UCs influence in the Antarctic. The College was also delighted with the announcement that Professor David Schiel is to be awarded the 2016 UC Research Medal.

There have also been a number of successes for students from Gateway Antarctica recently. Three Gateway postgrad students have received scholarships from Antarctica New Zealand. In addition, one of Gateway students released a movie last week called “Thirty Million” which examines the threat posed to the people of Bangladesh by rising sea levels.

Future students have also been a focus for Science recently. The College of Science has launched a monthly newsletter to inform what is happening at the College of Science. The College of Science Discover newsletter updates schools on Outreach activities, research activities, UC events, student profiles, and science tours. The College of Science outreach programme will see more than 700 students visit the Department of Physics and Astronomy in June and July to attend workshops as part of their NCEA requirements.

## **10. CONCLUSION**

As Semester Two enrolments complete and classes resume, activity on campus has picked up. Half of the students who will start at UC next year have already made up their minds, but that means half have yet to do so. Everyone has a part to play in student recruitment and retention and I appreciate all the effort that so many put into outreach, student engagement and helping current and prospective students feel they belong at UC and can succeed. Over coming weeks and months there will be requests to help promote UC and its programmes on and off campus. I appreciate how busy everyone is but there is no doubt that securing our future is utterly dependent on rebuilding student numbers while maintaining quality and containing costs. 2016 has seen major progress and reassurance we are on the right track but we are not there yet. As always I take this opportunity to thank everyone for the part they are playing in our recovery and transformation.

## **10.1 Appendix 1: Building Update**

### **Overall**

The main structural steelwork for both buildings on the RSIC project are now complete, leaving secondary steel structure to be completed, all structural elements are well in advance of the critical path activities for façade and services installation. The façade installation is progressing with some delay, rework to the south-east corner has been completed and a revised installation programme is under review by the project team to ensure there are no further issues.

Practical completion of the ECE wing in Tranche One of CETF was delayed due to product availability for a small part of the cladding and an error in manufacturing of the stair handrails. Some minor rescheduling was required to the reoccupation programme and good progress has been made on this task.

Hawkins is continuing to work toward a 9 September handover date for CAPE, but have recently signalled that this specific wing program may be under some stress, whereas the programmed handover date for Core remains at 28 October and work is progressing well.

In addition, the late approval of building consent for the CNRE and Mechanical wings has caused some delay to the project along with the discovery of significant additional asbestos to the Mechanical wing and the recent liquidation of the Hawkins demolition sub-contractor. Hawkins has been requested to provide updated construction programmes for these two wings including sufficient transparent float to allow for unresolved and unforeseen issues.

The University's insistence on Hawkins providing a more robust and measurable program is intended to avoid the recent experience in Tranche One (ECE and CAPE) of recasting program completion dates and the subsequent undesirable impact on delayed occupancy by the College staff and students. Once the revised program is received the project team will focus on how it can drive the project to meet agreed dates to enable the College to reoccupy the two wings and recommence critical research activities and teaching as early as possible in the 2017 calendar year.

With the UC Council approval of the Stage Two Fit-out Business Case for NEB; including a fixed price tender from Hawkins, a revised programme, a draft set of NZS3910 contract conditions supported by an Independent Quality Assurance report, a contract with Hawkins was signed on 8 July, maintaining the current project program.

### **Campus Construction Safety Group**

The Campus Construction Safety Group continues to meet to discuss any emerging risks on campus and in June the group undertook another review of the Risk Register for Campus Safety focussing on the construction projects and their implications on the University's day to day business and reputation. A manager from the Christchurch City Council (CCC) who has responsibility for public safety and traffic management and infrastructure project planning in the immediate area surrounding the University Campus also attended the meeting.

This provided a unique opportunity to exchange information concerning both CCC future plans and the University's Campus Master Plan. These exchanges of information generated constructive discussion concerning CCC initiatives and opportunities for UC to assist in some of the detailed elements as the Council's plans and projects are developed for the mutual benefit of both parties. A commitment was made for UC managers to attend a CCC management forum to present the 2015 – 2045 Campus Master Plan in an effort to improve CCC senior managers understanding of the proposed investment and infrastructure changes on campus over the next decade.

The contractor round table meeting in June focussed on UC Health and Safety audits of contractor sites and the intended subsequent presentation and discussion of the audit reports with each contractor. The meeting also shared a number of initiatives to improve Health and Safety on sites with both UC staff and other contractors and explored the potential adoption of these specific initiatives across all sites. All contractors have also agreed to the release UC PCG Health and Safety reports to College of Engineering staff for use in their teaching programs to provide a current case study in the application of Health and Safety management and reporting on construction sites, in this case on their own University campus.

### **Projects in planning stage this month:**

The Capital Works team continues to progress projects and the program of scheduled business cases to deliver planned 2016 capital projects.

While the team continues preparation for an industry briefing to inform the market of timings for new projects, this has been delayed as a result of competing resource priorities within Capital Works.

### **Current Building Status**

#### **Key Progress this month:**

#### **Major work**

#### **Regional Science and Innovation Centre (RSIC)**

The main structural steelwork for both buildings is now complete, leaving secondary steel structure to be completed. At roof level the waterproof membrane is being installed and the erection of the roof steelwork continues. The façade installation has continued at a relatively slow pace during the period, in part due to continued discussions between Fletcher and Thermosash on a revised programme and difficulty experienced in installing corner façade sections.

The installation of the shop front windows to level two has commenced with Fletcher working around the western building from the south. The installation programme is under review by the project team along with mitigation measures to ensure finishing trades can start on time in early July. Services installation, fire, electrical, HVAC, lab gasses, AV, security and hydraulics continues on all available floors and services installation is the main driver of the critical path.

Internal wall framing is under construction to levels two, three and four of the east and west buildings and plasterboard installation has commenced on level three of the western building. Rescheduling of activities continue to ensure the programme is maintained with no reported change to the completion date of 10 April 2017. Commissioning is expected to take a further three months.

Developed design for the Stage Two von Haast replacement was completed in early May and the updated cost plan is now within the overall budget with only a minor number of value management items required to be adopted by the PCG to achieve budget compliance. Detailed design is under way with a series of users/occupier workshops planned for July, where final confirmation of layouts and adjacencies will be concluded.

Fletcher, in conjunction with the Independent Commissioning Agent, have commenced with the development of commissioning plans for the project. The draft plans will be circulated to UC for information / comment in due course.

## **Canterbury Engineering the Future (CETF)**

The main challenge for the project team continues to be the delivery of Tranche One buildings (CAPE and Core) and formalisation of ECE Practical Completion together with the need to gain alignment with Hawkins over a number of contract administration issues, of which agreement of scope change is the most significant. A meeting chaired by the Chair of the PCG was conducted in the last week of June to initiate a process to close out the obvious misalignment between UC and Hawkins in respect to these matters.

However, it was recognised that the resolution of Tranche One issues does not detract from the delivery of Tranche Two. This was recognised as a key focus and as a result a number of interventions have initiated by UC over recent weeks including a continuation of regular project health check workshops and leadership team meetings, and a series of one to one meetings between the Capital Works, Hawkins site managers and individual UC project consultants including the external project manager, The Project Office.

A statement of occupation has been received for ECE and the reoccupation of a number of areas has been completed in time to facilitate teaching from the start of the second semester. Practical completion of the building continues to be delayed, largely due to external envelope weather tightness issues and provision of completion documentation. There are a number of post contract works that have been identified as being required in order to ensure appropriate functionality of the building. The works have been approved by the PCG and scheduling of the work is in progress.

The latest monthly report from Hawkins forecasts a 9 September handover date for CAPE. The opportunity to reoccupy the building in time to facilitate teaching over the second semester has now been missed and the main phase of reoccupation activities will take place at the end of the academic year.

The programmed handover date for Core remains the 28 October and work is progressing well.

The late approval of building consent for the CNRE wing has caused some delay. In addition progress on site with structural elements is slightly behind programme. This is being monitored closely to identify if it will have a material effect on the overall completion of the building wing.

There has been a considerable delay the mechanical wing works due to the late approval of the building consent, discovery of considerable amounts of additional asbestos and the liquidation of the Hawkins demolition sub-contractor. The latest asbestos surveys indicate that the asbestos removal works will soon be complete. Hawkins has been asked to provide updated construction programmes including sufficient float to allow for unresolved and unforeseen issues.

Practical completion of the Structural Engineering Laboratory has been awarded and backdated to 19 April. The final account has been agreed and the project has been delivered under budget by \$190,000. The building is now within the 12 month defects liability period (DLP).

## **Electrical Link Reclad**

The Electrical Link Building reclad has completed developed design and has transitioned to detailed design. Staff that will inhabit the building have been updated with the proposed design and some staff have voiced their concern with occupying a building that will not look and feel like the one they left. RLB report the Business Case budget remains on track for the project.

## **Relocation of the College of Education Health and Human Development – New Education Building (ex-Commerce)**

The Stage Two Fit-out Business Case was approved in June providing a new project budget of \$79,313,905. This figure includes \$4.4m of contingencies and with 80% fixed costs. The new contract for the project was due to be signed by 8 July. A large part of the remaining cost is UC supplied items. Following retendering of the mechanical services sub-trade, an alternative subcontractor has been approved resulting in a significant saving from the initial tender process.

In June, Hawkins advised UC of a potential seven month delay with the provision of the terracotta rain screen tiles being supplied from Germany. The project team has quickly reviewed a number of supply options presented by Hawkins, subsequently approving an alternative supplier. The potential price impact is minor and to Hawkins' credit there is now no impact on programme.

The contract includes a practical completion date of 28 August 2017 with a target preferred occupancy date proposed by the College in October. However, given other experiences by UC in project delays the PCG has recognised the requirement of an additional program delay contingency period. In that context the project team presented a 'worst case scenario' providing occupation of the building no later than 20 December 2017, ready for the first semester in 2018. The Education Library books and equipment relocation has now moved to a single shift over the 2017/2018 holiday break.

The design team is working with the COEHHD, Maori and Pasifika groups to finalise the cultural influences on the building fit-out. An artist has been commissioned by Pasifika to provide patterning for machined wall panels in the Coppertop entry. The interior of the Coppertop will feature machined ceiling panels of Maori design. None of these design initiatives impact on the approved budget.

Health and Safety (H&S) remains a priority with periodic independent and UC audits, monthly (UC) site surveys and scheduled SMT site tours providing a critical focus for contractors on this and other campus construction sites. H&S issues and communications are tracked and monitored at site meetings.

### **Other Buildings/ Projects**

#### **UCSA**

Construction works to the Dovedale ELC are now almost complete, with the final Council inspection for Code of Compliance achieved. The licensing application to the Ministry of Education is also under way. It is anticipated that the new facility at Dovedale will be operational on 1 August. There is no prolonged closure of the Ilam Early Learning Centre as the final move is happening over a few days. This relocation occurs prior to demolition of the existing UCSA building in August.

The enabling works for the new UCSA building have begun on site to divert the infrastructure services prior to the site handover to the demolition contractor.

The competitive demolition tender has been awarded to Southbase Ltd. It is in line with budget estimates. The team has completed a successful and comprehensive value engineering design process to bring the design back to budget while still maintaining the functionality for the UCSA and students. The design is now aligned with budget and the team is under way with developed design. Following on from the design reviews which have been undertaken, detailed design will be complete in Jan 2017.

A comprehensive review of the master programme by the team led to the tabling of a revised date for the new building being operational by February 2019. An accelerated programme was discussed at the PCG with completion in mid-2018 but was unanimously agreed that this carried too much financial and programme risk. As such the PCG has now endorsed the revised master programme with planned occupation of the new building by February 2019.

### **Arts Centre**

Both the resource and building consent have now been received, allowing all on site works to commence during June, and a revised programme has been agreed with the contractor which targets completion of their works by end of December. This allows UC to have some confidence in the ability to planning teaching to commence at the Arts Centre in Semester One 2017. Following the approval of the increased budget by UC Council in June, the full fit-out works can now be instructed, further reducing the risk of delay.

The exhibition design has been presented to the Arts Centre PCG, and barring any issues from the landlord, this will now be released for tender to a shortlist of specialist suppliers in July.

### **Residential (Student) Accommodation**

The PCG providing oversight of the student accommodation projects for UC has established a number of work streams. These are:

- Demand and supply of beds
- Postgraduate apartments
- Undergraduate halls of residence
- Kirkwood Ave Hall
- Head leases and standalone houses
- Existing UC temporary sites
- New temporary beds

#### **1. Demand and supply of beds**

The team continue to monitor demand for accommodation, and are working with both the accommodation office and external consultants to confirm parameters for modelling required increases to supply.

#### **2. Postgraduate apartments at Dovedale**

The design is progressing on the delivery of 150 post graduate beds at Dovedale on the existing Education Gym site. External project managers have been appointed and a programme is to be presented to the PCG in July for endorsement, business case development and UC Council approval.

#### **3. Undergraduate Hall of Residence**

The June PCG confirmed that the Undergraduate Hall development is not required until 2020 in line with the latest demand reports. Work on this design will commence in 2017.



#### **4. St Nicholas Hall (Kirkwood Avenue Halls)**

UC Council approved the business case for this development in June, and the contractor is being selected to undertake ECI with the design team during July and August. The intention is for the construction contract to be signed in September to allow procurement of any long lead time items prior to access on site on 31 October.

#### **5. Head leases and standalone houses**

No change has been implemented to the work stream in the past month.

#### **6. Existing UC Temporary Sites**

In recognition of the site clearance date requirements and lease expiry dates for Waimairi Village and Waitakiri Village respectively, planning for packing down the villages remains at its initiation stage.

## 10.2 Appendix 1 –Events

Event	SVA Year 10 In-schools programme	Hosting at Tactix home games during June	In-schools activations with the Crusaders during June	Update Day	UC Connect: Freshwater fix: Can we save Canterbury's problem waterways? Prof Angus McIntosh
<b>Description</b>	A 4-day programme delivered by the SVA, the U-Can programme gives high school students the chance to gain valuable leadership and project planning skills, then put these into practice through volunteering in their community.	Liaison hosted students from Cashmere High School & Linwood High School	Training with UC Cup team at Rangiora High School	On campus conference-style event for career advisors and practitioners from throughout NZ to be updated about the university.	The UC Connect public lecture series (replacing What if Wednesdays) offers the community the opportunity to attend topical, interesting, educational lectures on a range of topics given by experts in their fields
<b>Purpose</b>	Recruit	Recruit	Recruit	Recruit	Engage
<b>Audience</b>	Local Year 10 secondary School Students	Pacifica/Māori students, Y9, Y10, Y13 students	First XV squad	Career advisors and practitioners	Local stakeholders
<b>RSVP / registration # / total attended</b>	36	50	20	98	Registered: 309 Attendance: 260
<b>FB likes</b>	62	n/a	59	n/a	11
<b>FB comments</b>	0	n/a	2	n/a	0
<b>FB shares</b>	0	n/a	6	n/a	0
<b>FB total engagement</b>	62	n/a	67	n/a	11
<b>FB reach</b>	9,162	n/a	14,294	n/a	1,129
<b>Twitter engagement (recorded within a week of the event)</b>	2.4% engagement rate: Seen 1,351 times and had 32 total engagements	n/a	n/a	<ul style="list-style-type: none"> <li>• 3.4% engagement rate: Seen 887 times, with 30 engagements</li> <li>• 4.3% engagement rate: Seen 865 times and had 37 total engagements</li> </ul>	2.1% engagement rate: Seen 1,536 times with 33 engagements
<b>Attendees level of satisfaction (survey data)</b>	n/a	n/a	n/a	Survey under way	n/a

## 10.2.1 Upcoming Events Calendar

Friday 22 July	TBC	TBC	Super Rugby Qualifiers	Engage
Saturday 23 July	TBC	TBC	Super Rugby Qualifiers	Engage
Sunday 24 July	TBC	Sydenham	SVA In-schools Volunteer programme, Year 10. Day 3 (Connecting the Community)	Engage
25-Jul	-	-	SCHOOL TERM 3 BEGINS	-
Monday 25 July	7pm - 8pm	C1	UC Connect: The Dis-United States? Clinton vs. Trump and the impact on New Zealand. Presented by Associate Prof Amy Fletcher	Engage
Tuesday 26 July	5.30pm - 7pm	John Britten Building	Corporate Donors - Donor Thank You	Engage
Wednesday 27 July	5pm - 8pm	Jack Mann Auditorium	Jandals 3	Recruitment & Retention
Friday 29 July	11.30am - 12.30pm	C3	UC Connect: Bringing the Virtual to Reality. Presented by Joe Letteri, Weta Digital's multiple Oscar-winning Senior VFX Supervisor	Engage
Friday 29 July	TBC	TBC	Super Rugby Semi finals	Engage
Saturday 30 July	TBC	TBC	Super Rugby Semi finals	Engage
Tuesday 2 August	3.30pm - 5.30pm	Undercroft Common Area	ICT Careers Fair	Recruitment & Retention
Friday 5 August	9.30am - 1pm	UC Campus	Ekea! Year 12 UC Pathways for Māori	Recruitment & Retention
Saturday 6 August	TBC	TBC	Super Rugby final	Engage
Thursday 11 August	7pm - 8.30pm	Undercroft Seminar Room 101	Parents as Career Educators seminar	Recruit

Thursday 18 August	7pm - 8.30pm	Undercroft Seminar Room 101	Parents as Career Educators seminar	Recruit
Thursday 21 August	7pm - 8.30pm	John Britten Building	Parents as Career Educators seminar	Recruit
Tuesday 16 August	7pm - 8pm	Law 108	UC Connect: Climate Change and how it affects you (TBC). Jo Tyndall, Climate Change Ambassador to NZ UN Security Council	Engage
Wednesday 17 August	7.30am - 10am	Undercroft Common Area or Ilam Homestead	Women in Leadership breakfast	Recruitment & Retention
Wednesday 17 August	9am - 12pm	Undercroft 101	SVA In-schools Volunteer programme. Day 4	Engage
Friday 19 August	11.30am - 2.30pm	Undercroft 101 / Dining Room, Level 6	St Bede's PD - Update Day	Recruitment & Retention
19-Aug	-	-	UC TERM ENDS	-
Monday 22 August	6pm - 7pm	Undercroft 101	Community Meeting	Engage
Tuesday 23 August	6pm - 8pm	ASB Showgrounds, Auckland	UC Engineering Info Evening (Auckland)	Recruitment & Retention
Monday 29 August	2pm - 3pm	Undercroft 101	VC Forum (for direct reports of SMT members)	Engage

### 10.3 Appendix 2: VC Activities

<b>Past</b>	
01 July 2016	Attended the 59 <sup>th</sup> Anniversary of the Logie Collection
04 July 2016	Met with Minister Joyce in Wellington
06 July 2016	Attended drinks hosted by the UCSA to thank University staff for their ongoing support
07 July 2016	Hosted Sir Peter Gluckman, the Prime Minister's Chief Science Advisor on Campus
11 July 2016	Met with Tom Hooper from the CDC at their offices alongside Wendy Lawson
12 July 2016	Hosted a Community Dinner alongside Dr John Wood and Sonia Mazey
14 July 2016	Attended the UC Open Day
20 July 2016	Spoke at an induction for new staff
23 July 2016	Attended the Gardner Memorial Lecture hosted by the Canterbury History Foundation
<b>Upcoming Events</b>	
26 July 2016	Attending the UC Foundation Donor thank you event for corporate donors
28 July 2016	Attending the Length of Service at UC Awards Attending the Canterbury Recovery Learning and Legacy Sponsors Group Meeting Attending the Deloitte South Island Index
29 July 2016	Hosting Joe Letteri, co-founder of WETA Workshops on Campus Attending the Entre Sponsor's cocktail function
02 August 2016	Hosting an SMT Development day
03 August 2016	Hosting a UC Community Dinner alongside Dr John Wood and Keith Longden
05 August 2016	Attending the UCSA Executive Reunion
06 August 2016	Attending the UCSA Fundraising Function
08 August 2016	Speaking at a Golden Key Event
11 August 2016	Attending the Universities NZ VCs meeting in Wellington
16 August 2016	Attending lunch with the New Zealand China Council Attending Jo Tyndall's lecture on climate change
17 August 2016	Attending the Women in Leadership Breakfast Speaking at a New Staff Induction
22 August 2016	Attending a Community Meeting
23 August 2016	Hosting welcome drinks for Professor Ian Wright (new DVC R & I)
24 August 2016	Speaking at the Tech JumpStart Awards
25 August 2016	Hosting the Governance Oversight Group on Campus
26 August 2016	Attending the Malaysia Day Dinner



## Report to the Council from a meeting of the Finance, Planning and Resources Committee held on Monday 18 July 2016

The Committee recommends:

1. UC Trust Funds Report to June 2016

**That: Council note the UC Trust Funds Report to 30 June 2016.**

2. Domestic Fees

**That: Council confirm the resolution on Domestic Fees passed with the public excluded.**

3. NEB Naming

**That: Council decide on the naming of the NEB building.**

4. Pasifika Strategy Quarterly Update

**That: Council note the Pasifika Strategy Quarterly Update.**

Ms Catherine Drayton

**Chair**

**Finance, Planning and Resources Committee**

20 July 2016

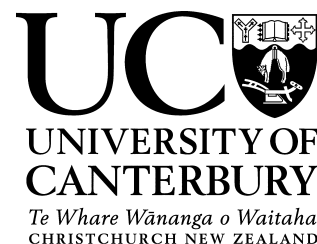




# Memorandum

## Financial Services

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



To:	Council
From:	Keith Longden
Date:	20 July 2016
Subject:	<b>30 June 2016: University of Canterbury Trust Fund Quarterly Report</b>
Purpose:	For Information

## Introduction

Eriksens have submitted their quarterly report on the University of Canterbury Trust Fund (UCTF) to 30 June 2016.

A summary of the main matters raised is set out below.

## UCTF – 30 June 2016

- Global reaction to the “Brexit” decision affected equity and bond markets in no small measure, and uncertainty remains while some equilibrium has returned to markets.
- Future political risks to market stability lie in the final outcome of the Australian then US elections.
- The fund returned a **minus 0.2% return** for the quarter ended 30 June 2016. In the last 12 months the Fund has returned 2.8%, which is 3% less than the benchmark return of 5.8%. There was low performance across all managers, the main areas of underperformance being Global Equities, Diversified Growth investments and Diversified Income investments.
- A significant contributor to the poorer returns was the relatively strong New Zealand Dollar (for Australian and US investments).
- The UCTF returns show a three year return of 8.4% (benchmark 8%), and the 5 year return is 8.2% (benchmark 8.2%).

## Recommendation

For information.

Keith Longden  
Chief Financial Officer



# ERIKSEN & ASSOCIATES LTD

Actuaries & Investment Strategists

## UNIVERSITY OF CANTERBURY TRUST FUND

QUARTERLY REPORT FOR THE PERIOD ENDING 30 JUNE 2016

ERIKSEN & ASSOCIATES LIMITED

*8 JULY 2016*

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## ECONOMIC COMMENTARY

“Brexit” dominated headlines worldwide following the June 23 referendum and the decision to leave the European Union. In the run-up to the vote financial markets largely ignored polls and had priced in a “remain” result. Subsequently as the results trickled in on June 23 and a shock “exit” result looked likely, a burst of trading across the market ensued. Simply put, the market got it wrong.

European markets suffered the largest daily losses, with the key indices falling as follows:

Country/Region	Index	Fall %
Italy	FTSE MIB	-12.5
Spain	IBEX 35	-12.4
Europe	EURO STOXX 50	-8.6
France	CAC 40	-8.0
Japan	Nikkei 225	-7.9
Germany	DAX	-6.8
US	S&P 500	-3.6
UK	FTSE 100	-3.1

The FTSE 100 Index had the smallest losses, as the market was supported by the weak GBP and globally-focused companies. However, in the days following the result stock markets bounced back.

Long-term bond yields and currency markets are more concerning. Many sovereign 10-year bonds are either at, or near, all-time lows. Capital preservation is the name of the game. The German 10-year bund is in negative territory at -0.14%, while the Japanese 10-year bond has fallen further into negative territory down to -0.25%. After Brexit the US 10-year bond sank to 1.5% thanks to trading that was eight times the normal volume. It is now around 1.4%. The UK 10-year gilt also fell sharply as seen in the following graph. It currently trades at approximately 0.8%.



The GBP fell 7.6% against the USD in the wake of the referendum result (see following graph). To put this into perspective the average daily move of the GBP/USD cross rate since 2012 was 0.35%, a

move 21 times the average. The yen and the greenback both soared due to the risk-off sentiment of investors. Gold also increased because of its “safe-haven” status, reaching a two-year high.



The financial system overhauls made following the GFC may lessen the stress of Brexit. Higher capital ratios, lower risk balance sheets, higher liquidity coverage levels and less dependence on wholesale funding should enable UK banks to manage through. The Bank of England stated they will make £250 billion available to banks and that further liquidity could be provided in foreign currency if required.

The ECB acted to stem the further pressure on bond markets by issuing a statement that it would “...continue to fulfill its responsibilities to ensure price stability and financial stability in the euro area”. Volatility in corporate bond markets will be partially offset by the ECB’s asset purchase program, which started purchasing non-financial corporate bonds in June.

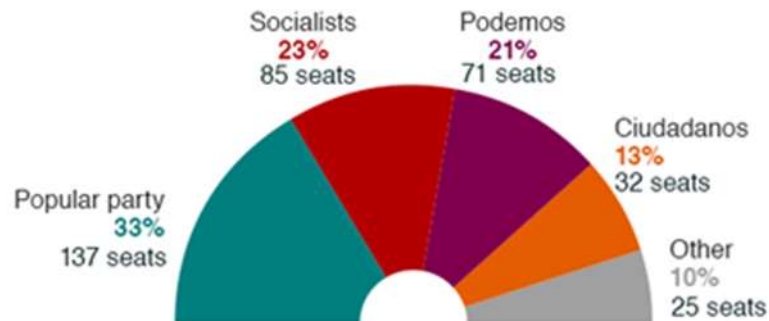
Standard & Poor’s downgraded the UK’s long-term sovereign credit rating from AAA to AA following Brexit. The global rating agency stated their negative outlook reflects the risk to economic prospects, fiscal and external performance, and the role of sterling as a reserve currency. Additionally, with the majority of Scotland and Northern Ireland voting to remain, this provides constitutional issues; particularly if Scotland were to have another referendum for independence.

The situation going forward is what form the negotiations between the UK and the EU will take. It will be messy and no-one really knows what the outcome will be. The two-year transition period to leave begins once Article 50 of the Lisbon Treaty is invoked. Article 50 briefly states the requirements for a member state wishing to withdraw from the EU. This will not happen until a new Prime Minister is elected with David Cameron announcing he will step down in October.

Also making headlines in Europe was the Spanish election which took place on June 26. The election results are shown in the following diagram, with no one party winning outright. This was the second election in six months after virtually a four-way tie in December which meant no legislation has passed through parliament in that time. The Popular Party increased their number of seats since the last election but still could not reach the 176 required to rule outright. Already the Socialists party and Podemos party have stated they are not willing to form a multi-party government with the

Popular Party, meaning a prolonged period of uncertainty and instability for Spain before a ruling government is formed.

### Spain 2016 general election results



Source: bbc.com

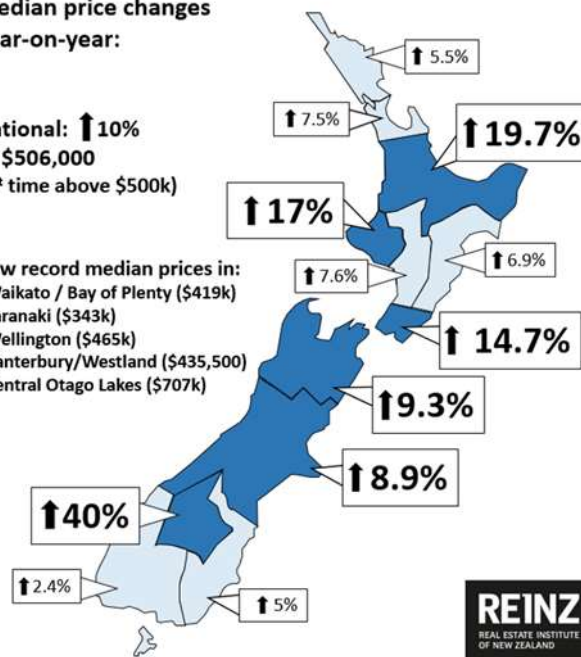
In the US the Federal Reserve is expected to maintain the Fed rate at 0.5% for longer to maximise market liquidity following Brexit. At the start of the month the market had priced in one hike by the end of 2016, by the end of June the market had not priced a full 25bps hike until 2018. Consumer confidence was down in June, with less people optimistic about current conditions and future economic prospects compared to the May survey. The US Manufacturing PMI figures were up in June to 53.2, well above market expectations of 51.4. This is the highest it's been since February 2015. A reading above 50 indicates that the manufacturing industry is expanding and is a good indicator of business confidence.

Business confidence in New Zealand was up in June. This was the fourth monthly increase in a row, supported by upbeat investment intentions, employment intentions and profit expectations.

### Median price changes year-on-year:

National: ↑ 10%  
to \$506,000  
(1<sup>st</sup> time above \$500k)

New record median prices in:  
- Waikato / Bay of Plenty (\$419k)  
- Taranaki (\$343k)  
- Wellington (\$465k)  
- Canterbury/Westland (\$435,500)  
- Central Otago Lakes (\$707k)



Source: reinz.co.nz

The crowded New Zealand housing market continues to prod along. May 2016 figures suggest a broadening of house price increases across the country. The national median house price passed \$500,000 for the first time. This was an increase of 10% in May, continuing on from a 3.2% increase in April. In the Waikato/BOP region a record median price was set for the fourth consecutive month. New record median house prices were also set in Taranaki, Wellington, Canterbury/Westland and Central Otago Lakes.

In Australia the vote counting continues. It appears likely that Malcolm Turnbull may keep ahead of Bill Shorten but there are questions of by how many seats and what about the Senate?

The RBA wisely kept interest rates on hold.

Not only is Quantitative Easing and negative interest rates not working, it is also causing the anti-establishment vote in democratic elections because the rich are getting richer. The poor majority don't like it so they are voting accordingly.

Despite the post Brexit bounce in stock markets, investor confidence has not returned. The next three months could be particularly interesting!

And then there is the US Presidential election.



## PERFORMANCE OF FUND MANAGERS

### OVERALL

This report is based on the draft SIPO dated 1 February 2016. An amendment was made to the Distribution Policy section with regards to the Revenue Reserve, passed at the University of Canterbury Council Meeting on 27 January 2016.

All performance figures are time-weighted returns shown net of fund manager fees and include currency gains and losses associated with conversion back to NZD.

The target allocation as per the SIPO is split 50%/50% between growth and income assets. The current proportion of growth assets is at 52% which is slightly lower than last month. This is very close to the target asset allocation. Income assets make up the remaining 48% of assets.

### Market Performance

Global equity markets were very volatile in June. Emerging markets (MSCI Emerging Markets), the US market (S&P 500) and the UK market (FTSE 100) were the only markets with positive performances over the month with returns of 1.6%, 0.1% and 4.4%. The Nikkei 225 (Japan) was down with a return of -9.6%. In Europe, the DAX (Germany) was down 5.7% and the CAC 40 (France) fell 6.0%. Over the quarter the only markets with a positive return were again emerging markets (0.7%), the S&P 500 (1.9%) and the FTSE 100 (5.3%).

The NZX50 was down 2.0% over the month but up by 2.2% for the quarter. The Australian equity market (S&P/ASX 200) was down by 2.5% over the month, but it was up over the quarter with a return of 3.9%. Over the year the NZX50 gained 20.4% while the Australian equity market was up by 0.6%.

Global government and investment grade bonds were up over the one, three and twelve month periods. New Zealand government and investment grade bonds also performed positively over these periods.

The West Texas oil price was down 1.6% over the month, but Brent Crude was up by 0.2%. Over the previous twelve months West Texas was down 18.7% and Brent Crude was down 21.1%.

Unhedged Australian asset returns expressed in NZD terms will have suffered from a 2.4% appreciation of the NZD/AUD exchange over the last month. Over the quarter the NZD appreciated by 6.0%, while over the last twelve months it gained 8.7% against the AUD. This has a large impact on these unhedged assets' returns and increases volatility in returns. The NZD strengthened against all other major currencies over the month except the yen where it weakened by 2.6%. It strengthened by 5.5% against the euro and 14.6% against sterling. Against the renminbi it appreciated by 6.7%, and against the USD it was up 5.3%. Over three month and one year periods the NZD strengthened against all major currencies except the yen.

## Fund Performance

The Fund returned -0.2% over the quarter ending 30 June 2016, underperforming the weighted benchmark return by 1.6%.

Over the past 12 months the Fund returned 2.8% which underperformed the benchmark return by 3.0%. The Fund had an annualised return of 8.0% for the three year period which was 0.4% below the benchmark return, and returned 8.2% per annum for the five year period, on par with the benchmark return.

## Value Added (Manager Return – Benchmark Return) Over the Quarter



## GLOBAL EQUITIES

### **Global Equities Manager 1 (Passive | Hedged | Global)**

Manager 1 returned 1.8% over the quarter which was on par with the return on the MSCI 100% hedged benchmark. For the 12 month period it returned -1.0%, underperforming the benchmark by 1.0%. Over three years the annualised return was 10.9% which was below the benchmark return of 11.7% by 0.8% and over five years it returned 10.5% per annum, 0.9% below the benchmark.

### **Global Equities Manager 2 (Active | Unhedged | Global)**

Manager 2 returned -5.8% over the quarter which underperformed the benchmark by 4.3%. Over 12 months it returned -8.1% which underperformed the benchmark by 0.4%. The three year return was 8.4% per annum, underperforming the benchmark by 1.5%.

### **Global Equities Manager 3 (Active | Unhedged | Global | NZ PIE)**

Over the the quarter the fund returned -2.1%, which was 0.6% below the MSCI ACWI benchmark. The return over one year was -8.7% which was 1.0% below the benchmark. The three year return was 11.1% per annum, outperforming the benchmark by 1.2%. The three year returns include the previous investment in the global non-PIE version of the fund.

## DIVERSIFIED GROWTH (GLOBAL)

### **Diversified Growth (Global) Manager 1 (Active | Unhedged | Global)**

Over the quarter Manager 1 returned -3.8%, underperforming the benchmark return by 5.2%. Over the one year period it returned -6.6%, which was 13.0% below the benchmark. The three year return was 1.0% per annum, underperforming the benchmark by 6.2%.

The NZD/AUD exchange rate was detrimental to the returns over the quarter and the year.

### **Diversified Growth (Global) Manager 2 (Active | Hedged | Global)**

Manager 2 returned 1.7% over the quarter, outperforming its benchmark by 0.3%. Over the one year period it returned 1.2%, which was 4.0% below the benchmark.

## TRANS-TASMAN EQUITIES

### **Trans-Tasman Equities Manager 1 (Active | NZ PIE)**

Manager 1 returned 1.5% over the quarter which underperformed the NZX50 benchmark by 0.6%. The one year return was 9.8%, underperforming the benchmark by 10.6% and the annualised return

over three years was 12.7%, underperforming by 3.1%. The five year annualised return was 13.5% which underperformed the benchmark by 1.4%.

### Trans-Tasman Equities Manager 2 (Active | Unhedged | Australian)

Manager 2 returned -5.1% in NZ dollar terms over the quarter. This was 3.2% below the ASX200 benchmark return of -1.9%. The stronger NZD/AUD exchange rate was detrimental to returns.

The fund returned -13.5% over the last twelve months, underperforming the benchmark by 6.0%. The annualised return over three years was 2.1%, underperforming the benchmark by 1.2%. The return over five years was 1.5% per annum, an underperformance of 2.2%. The three year and five year returns include the previous investment in Manager 2's Australian Equities fund.

### Private Equity (Active | NZ)

	Quarter Return			1 Year Return		
	%			%		
	Gross	Bench mark	Value Added	Gross	Bench mark	Value Added
PE Manager 1	-1.0	3.1	-4.1	39.1	25.2	13.9
PE Manager 2	0.0	3.1	-3.1	0.0	25.2	-25.2
PE Manager 3	0.0	3.1	-3.1	12.5	25.2	-12.7
PE Manager 4	9.3	3.1	6.2	16.8	25.2	-8.4
<b>Total</b>	0.6	3.1	-2.5	20.7	25.2	-4.5

	3 Year Return (p.a.)			5 Year Return (p.a.)		
	%			%		
	Gross	Bench mark	Value Added	Gross	Bench mark	Value Added
PE Manager 1	29.4	20.4	9.0	19.4	19.1	0.3
PE Manager 2	1.5	20.4	-18.9			
PE Manager 3	0.4	20.4	-20.0			
PE Manager 4						
<b>Total</b>	22.0	20.4	1.6	20.1	19.1	1.0

Previously included in private equity assets were trans-Tasman individual shares (mentioned below) which are now listed on the NZX. Thus the total return for private equity doesn't match the four manager's returns.

The total asset value of the private equity investments on page 16 of this report differs from the value Trustees Executors reports. This is due to different methodologies used. Using our methodology, we include the value of any new investments made by the private equity managers in between the managers' valuation dates, but do not include calls for management fees or working capital.

The benchmark for private equity investments is the S&P/NZX50 plus 4% per annum. None of the private equity investments have been revalued as at 30 June 2016 at the time of writing this report, hence 31 March 2016 valuations have been used.

Manager 1's return for the quarter was -1.0% which was 4.1% below its benchmark. This negative return was due to a payment of \$16,534 for Q3 fees. The twelve month return was 39.1% which was 13.9% above its benchmark. The three year annualised return was 29.4% which outperformed the benchmark by 9.0%.

The investment with Manager 2 totals \$2.3 million. This investment was revalued as at 31 March 2015 however the net asset value remained the same as the previous valuation. The three year return was 1.5% per annum, which underperformed the benchmark by 18.9%.

The investment with Manager 3 has not yet been revalued to 30 June hence the quarterly return was nil. Over twelve months the return was 12.5%, which was 12.7% below the benchmark. The return over three years was 0.4% per annum, an underperformance of 20.0%.

Manager 4 returned 9.3% for the quarter which was 6.2% above the benchmark. This was due to a distribution of \$12,516 in June. Over twelve months the return was 16.8%, which was 8.4% below the benchmark.

### **Trans-Tasman Equities Individual Shares**

The return for the quarter was 2.1% which was which was on par with the benchmark. This was due to a dividend of \$24,865 received in June. The 12 month return was 63.8% outperforming the benchmark by 43.4%. Over three years the annualised return was 46.5%, outperforming its benchmark by 30.7%.

## **DIVERSIFIED INCOME**

### **Diversified Income Manager 1 (Alternative – Life | Unhedged | Global)**

Over the quarter Manager 1 returned -6.5% which was 9.4% below the benchmark. Manager 1 returned -17.8% over the year which was 27.9% below the benchmark, and over three years it returned -5.2% annualised which was below the benchmark return by 13.5%. The five year return was -5.3% per annum, an underperformance of 13.0%.

The strengthening New Zealand dollar against the greenback over the quarter (+5.3%) and twelve month period (+5.3%) weakened the returns.

### **Diversified Income Manager 2 (Alternative – Catastrophe | Hedged to AUD | Global)**

Manager 2 returned -4.1% for the quarter which underperformed the benchmark return by 5.7%. Over the last twelve months it returned -1.8%, which was 8.6% below the benchmark.

### **Diversified Income Manager 3 (Active | Multi-Asset | NZ PIE)**

Manager 3 returned 1.4% over the quarter which was 0.3% below the benchmark return of 1.7%. Over the last twelve months it returned 7.0%, which was 3.5% below the benchmark.

### **Diversified Income Manager 4 (Active | Multi-Asset | NZ PIE)**

Manager 4 returned 3.5% over the quarter, which was 2.3% above its benchmark. Over the last twelve months it returned 8.3%, which was 4.1% above the benchmark.

## **FIXED INTEREST**

### **Fixed Interest Manager 1 (Active | NZ PIE)**

Manager 1 returned 2.1% for the quarter which was on par with the benchmark return. Over the one year period it returned 7.6%, underperforming the benchmark by 0.4% and over three years the annualised return was 6.4% which was 0.2% above the benchmark. Over five years it returned 6.2% which was 0.3% above the benchmark.

### **Fixed Interest Local Authority Stock (Alternative | NZ)**

The local authority stock returned 2.1% over the quarter. The bonds returned 6.1% for the one year period and 5.1% per annum for the three year period. The return was 5.8% per annum over five years.

## **CASH**

### **Cash Manager 1 (Cash | NZ PIE)**

The return was 0.6% over the three month period which was on par with the benchmark return. It returned 3.0% over the past year, 0.1% above the benchmark return and returned 3.3% per annum over three years which was 0.2% above the benchmark. The return was 3.3% per annum over the five year period, beating the benchmark by 0.3%.

### **In-House Cash**

There is currently \$1.4 million of cash held in-house. \$1 million is to be paid to the University.

**PORTFOLIO AND SECTOR PERFORMANCE RELATIVE TO BENCHMARK**

	Quarter Return			1 Year Return			3 Year Return (p.a.)			5 Year Return (p.a.)		
	Gross	Bench mark	Value Added	Gross	Bench mark	Value Added	Gross	Bench mark	Value Added	Gross	Bench mark	Value Added
<b>Total</b>	-0.2	1.4	-1.6	2.8	5.8	-3.0	8.0	8.4	-0.4	8.2	8.2	0.0
<b>Global Equities</b>												
Global Equities Manager 1*	1.8	1.8	0.0	-1.0	0.0	-1.0	10.9	11.7	-0.8	10.5	11.4	-0.9
Global Equities Manager 2*	-5.8	-1.5	-4.3	-8.1	-7.7	-0.4	8.4	9.9	-1.5			
Global Equities Manager 3* <sup>^^</sup>	-2.1	-1.5	-0.6	-8.7	-7.7	-1.0	11.1	9.9	1.2			
<b>Diversified Growth (Global)</b>												
Diversified Growth (Global) Manager 1*	-3.8	1.4	-5.2	-6.6	6.4	-13.0	1.0	7.2	-6.2			
Diversified Growth (Global) Manager 2	1.7	1.4	0.3	1.2	5.2	-4.0						
<b>Trans-Tasman Equities</b>												
Trans-Tasman Equities Manager 1***	1.5	2.1	-0.6	9.8	20.4	-10.6	12.7	15.8	-3.1	13.5	14.9	-1.4
Trans-Tasman Equities Manager 2* <sup>^^</sup>	-5.1	-1.9	-3.2	-13.5	-7.5	-6.0	2.1	3.3	-1.2	1.5	3.7	-2.2
Trans-Tasman Equities Individual Shares	2.1	2.1	0.0	63.8	20.4	43.4	46.5	15.8	30.7			
Trans-Tasman Equities Private Equity**	0.6	3.1	-2.5	20.7	25.2	-4.5	22.0	20.4	1.6	20.1	19.1	1.0
<b>Property</b>												
Residential Property												
<b>Diversified Income</b>												
Diversified Income Manager 1**	-6.5	2.9	-9.4	-17.8	10.1	-27.9	-5.2	8.3	-13.5	-5.3	7.7	-13.0
Diversified Income Manager 2*	-4.1	1.6	-5.7	-1.8	6.8	-8.6						
Diversified Income Manager 3	1.4	1.7	-0.3	7.0	10.5	-3.5						
Diversified Income Manager 4	3.5	1.2	2.3	8.3	4.2	4.1						
<b>New Zealand Fixed Interest &amp; Cash</b>												
Fixed Interest Manager 1	2.1	2.1	0.0	7.6	8.0	-0.4	6.4	6.2	0.2	6.2	5.9	0.3
Fixed Interest Local Authority Stock	2.1	2.1	0.0	6.1	6.1	0.0	5.1	5.1	0.0	5.8	5.8	0.0
Cash Manager 1	0.6	0.6	0.0	3.0	2.9	0.1	3.3	3.1	0.2	3.3	3.0	0.3
Cash In-House	0.7	0.6	0.1	2.7	2.9	-0.2	2.7	3.1	-0.4	2.8	3.0	-0.2

\* Before taxes and including gains and losses associated with conversion back to NZD.

\*\* Investments are valued quarterly.

\*\*\* Manager 1 received \$4m in mid-December 2010. Performance prior to this includes ext mgr

<sup>^</sup> Prior to March 2015 this was the non-PIE version (Currency Unhedged Active Investment)

<sup>^^</sup> Prior to March 2015 this was the manager's Australian active equity investment

All performance figures are time-weighted returns shown net of fees and gross of tax, and include gains and losses associated with conversion back to NZD. Past performance is not necessarily a guide to future performance and care should be exercised not to make decisions based on past performance only.

## BENCHMARKS USED FOR FUND MANAGER COMPARISONS

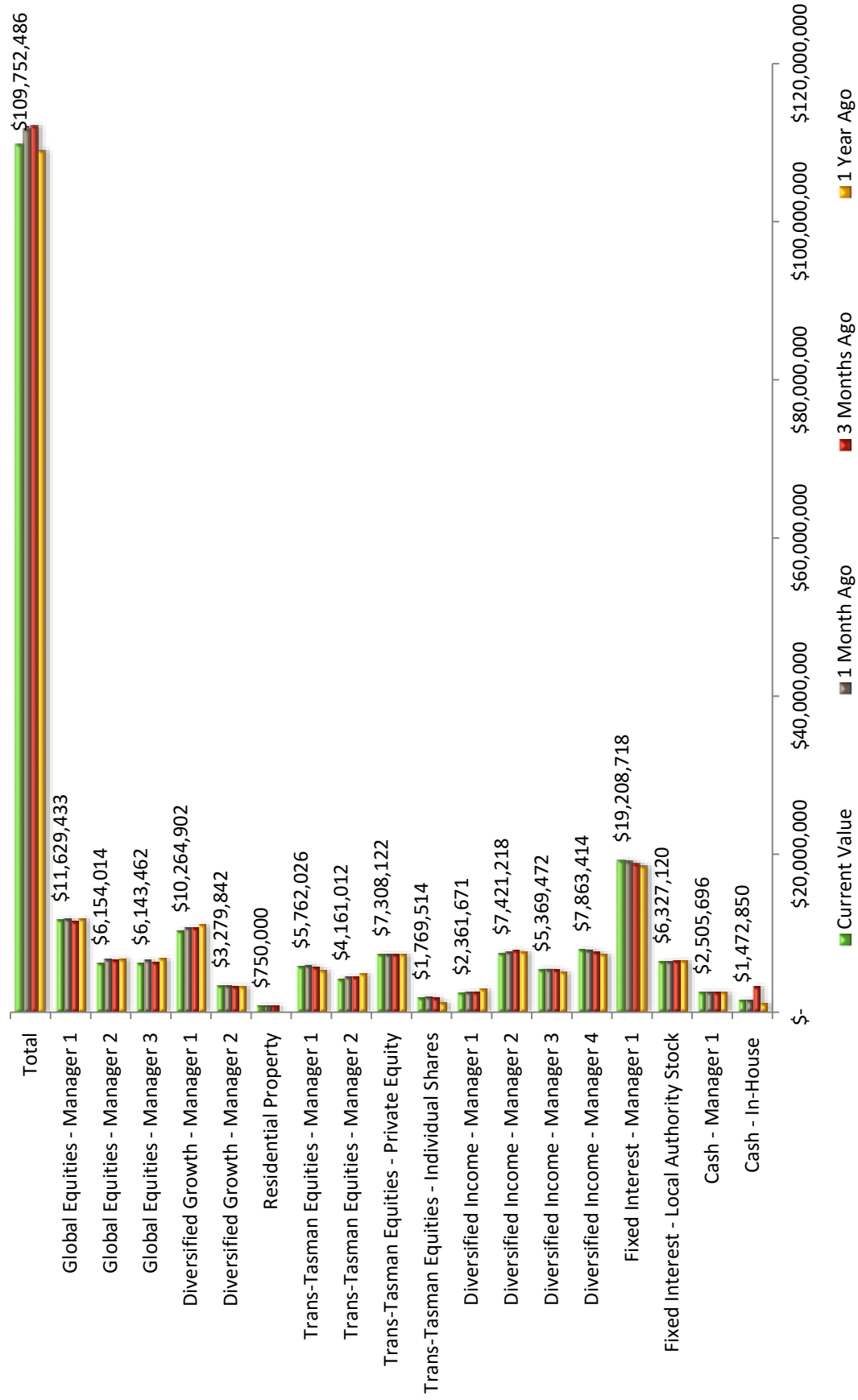
Sector	Manager	Benchmark	Performance measured from
Global Equities – Passive	Manager 1	MSCI World Index Net Dividends Re-Invested 100% Hedged in NZ\$	14-Sep-09
Global Equities – Active	Manager 2	MSCI World (NZD) Net Dividends Re-Invested Unhedged	16-Oct-12
Global Equities – Active	Manager 3	MSCI World (NZD) Net Dividends Re-Invested Unhedged	1-Mar-15
Diversified Growth (Global)	Manager 1	Australian CPI (Trimmed Mean) + 5% pa	17-Oct-12
Diversified Growth (Global)	Manager 2	New Zealand CPI + 5% pa	1-May-15
Trans-Tasman Equities – New Zealand	Manager 1	NZX50 Index (excluding imputation credits)	1-Dec-10
Trans-Tasman Equities – New Zealand	Individual Shares	NZX50 Index (excluding imputation credits)	1-Aug-11
Trans-Tasman Equities – Australia	Manager 2	ASX 200 Index (gross)	1-Mar-15
Trans-Tasman Equities - Private Equity	Manager 1	NZX50 Index (excluding imputation credits) + 4% pa	27-Jan-10
Trans-Tasman Equities - Private Equity	Manager 2	NZX50 Index (excluding imputation credits) + 4% pa	27-Jan-10
Trans-Tasman Equities - Private Equity	Manager 3	NZX50 Index (excluding imputation credits) + 4% pa	1-Jul-13
Trans-Tasman Equities - Private Equity	Manager 4	NZX50 Index (excluding imputation credits) + 4% pa	1-Mar-15
Trans-Tasman Equities - Property	In House	NZ OE Unlisted and Direct Property Index	1-May-15
Diversified Income - Longevity Bond	Manager 1	Barclays Global Bond Aggregate Index	1-Jul-11
Diversified Income - Catastrophe Bond	Manager 2	UBS Australia 90 Day Bank Bill plus 4.5%	1-Jun-14
Diversified Income - Multi-Asset	Manager 3	70% NZX Corporate A Grade/30% NZX50	1-Mar-15
Diversified Income - Multi-Asset	Manager 4	New Zealand CPI + 4% pa	1-Apr-15
Fixed Interest	Manager 1	NZX NZ Government Stock	30-Jun-95
Fixed Interest - Local Authority Stock	Local Authority Stock	ANZ 7 Year Swap Index (Yield + 1.5%)	20-Jul-09
Fixed Interest - Local Authority Stock	Local Authority Stock	ANZ 5 Year Swap Index (Yield + 1.5%)	3-Dec-09
Cash	Cash Manager 1	NZX 90 Day Bank Bill Index	1-Jul-10
Cash	In-House	NZX 90 Day Bank Bill Index	31-Jan-98



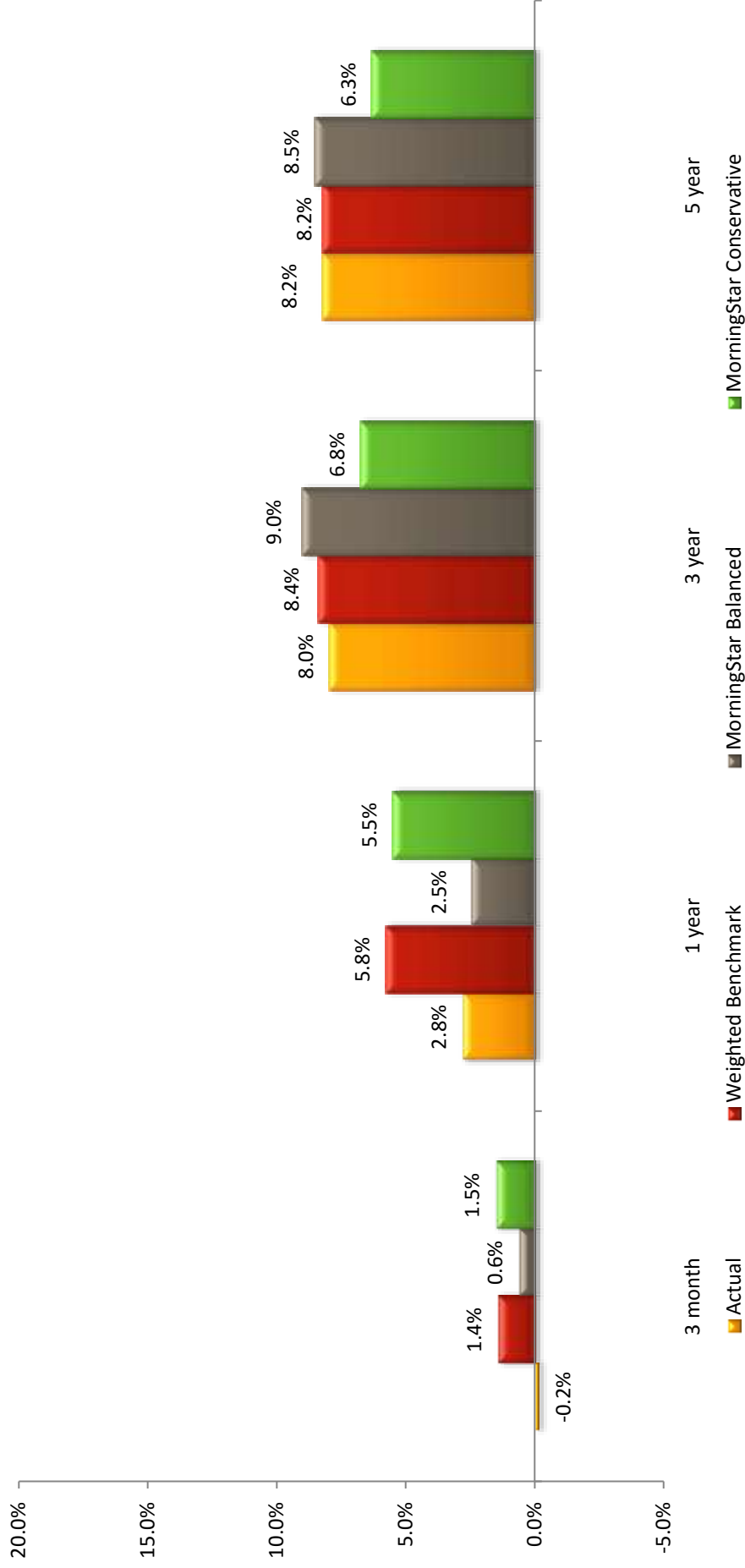
## MANAGER ALLOCATIONS AND PERFORMANCE RELATIVE TO BENCHMARK

	Asset Value \$	Actual Allocation %	Target & Range %	Status
<b>Global Equities</b>				
Global Equities Manager 1 (Passive)	11,629,433	10.6	7.5 < 10 < 12.5	✓
Global Equities Manager 2 (Active)	6,154,014	5.6	3 < 5 < 7	✓
Global Equities Manager 3 (Active)	6,143,462	5.6	3 < 5 < 7	✓
<b>Total</b>	<b>23,926,908</b>	<b>21.8</b>	<b>10 &lt; 20 &lt; 30</b>	<b>✓</b>
<b>Diversified Growth (Global)</b>				
Diversified Growth (Global) Manager 1	10,264,902	9.4	6 < 9 < 12	✓
Diversified Growth (Global) Manager 2	3,279,842	3.0	4 < 6 < 8	x
<b>Total</b>	<b>13,544,744</b>	<b>12.3</b>	<b>10 &lt; 15 &lt; 20</b>	<b>✓</b>
<b>Trans-Tasman Equities</b>				
Trans-Tasman Equities Manager 1	5,762,026	5.3	2 < 4 < 6	✓
Trans-Tasman Equities Manager 2	4,161,012	3.8	2 < 4 < 6	✓
Trans-Tasman Equities Individual Shares	1,769,514	1.6	0 < 1 < 5	✓
Trans-Tasman Equities Private Equity	7,308,122	6.7	0 < 5 < 10	✓
<b>Total</b>	<b>19,000,675</b>	<b>17.3</b>	<b>10 &lt; 15 &lt; 20</b>	<b>✓</b>
<b>Property</b>				
Residential Property	750,000	0.7	0 < 1 < 5	✓
<b>Growth Total</b>	<b>57,222,327</b>	<b>52.1</b>	<b>42.5 &lt; 50 &lt; 57.5</b>	<b>✓</b>
<b>Diversified Income</b>				
Diversified Income Manager 1	2,361,671	2.2	0 < 2 < 4	✓
Diversified Income Manager 2	7,421,218	6.8	4 < 7 < 10	✓
Diversified Income Manager 3	5,369,472	4.9	2 < 5 < 8	✓
Diversified Income Manager 4	7,863,414	7.2	2 < 6 < 12	✓
<b>Total</b>	<b>23,015,775</b>	<b>21.0</b>	<b>11 &lt; 20 &lt; 31</b>	<b>✓</b>
<b>Fixed Interest &amp; Cash</b>				
Fixed Interest Manager 1	19,208,718	17.5	13 < 19 < 25	✓
Fixed Interest Local Authority Stock	6,327,120	5.8	0 < 8 < 10	✓
Cash Manager 1	2,505,696	2.3	2 < 3 < 10	✓
Cash In-House	1,472,850	1.3	0	
<b>Total</b>	<b>29,514,384</b>	<b>26.9</b>	<b>19 &lt; 30 &lt; 39</b>	<b>✓</b>
<b>Income Total</b>	<b>52,530,159</b>	<b>47.9</b>	<b>42.5 &lt; 50 &lt; 57.5</b>	<b>✓</b>
<b>Total</b>	<b>109,752,486</b>	<b>100.0</b>		

**FUND SIZE – MONTHLY, QUARTERLY AND YTD**



## FUND PERFORMANCE RELATIVE TO BENCHMARKS



The Fund has beaten the MorningStar Conservative benchmark over the three and five year periods. The Fund underperformed the MorningStar Balanced benchmark over each time period except for the year. The Fund underperformed the weighted benchmark each period except over five years where it matched the return.



To:	UC Council
From:	Gail Gillon, PVC College of Education, Health and Human Development Lynn McClelland, Director Student Services and Communications Andy Keiller, Acting Director, Learning Resources
Date:	6 July 2016
Subject:	Proposed name for New Education Building
Purpose:	For approval

### Introduction

Council members may recall discussions in early 2014 regarding the review and updating of the Naming Rights policy. At that stage it was agreed that UC would incorporate a more bicultural and diverse approach to naming buildings, while retaining the ability to recognize important contributions to the University and a diverse range of alumni. A copy of the current Naming Rights policy is attached at Appendix One.

Subsequently the following names have been approved by Council:

- Matariki - Registry
- Puaka-James Hight - Library
- Angus Tait – in recognition of Sir Angus Tait and the Tait Family
- Karl Popper – reflecting one of UC’s most illustrious alumni
- John Britten – recognizing Canterbury innovation and entrepreneurship

Recent draft work on Wayfinding and Signage has reconfirmed the direction set by Council – see Appendix Two. Over time UC will discontinue and rename buildings named after disciplines, as they will often be re-purposed over their lifetime. This means that we will build up three categories of buildings:

- Buildings with Māori names
- Buildings named in consideration or recognition
- Buildings named after their function.

### Use of Māori names

Ngāi Tūahuriri and Ngāi Tahu have reconfirmed that they are keen to ensure that the mana of Te Ao Māori is reflected at the heart of campus and that the two “pou” represented by Registry and James Hight are appropriate representations of this. They do not support a wide range of Māori names being used for all buildings. However, there is scope to add to the two “pou” already established at one end of the “main street” envisaged by the Campus Master Plan, through the use of Māori names for two other key buildings at the heart of campus, the New Education Building and Business and Law. This

would bring to four the significant buildings representing UC's commitment to biculturalism and creating a sense of place and space that reflect our relationship to mana whenua.

UC has already adopted a star theme for naming of Registry and James Hight, as follows:

### **Registry**

Registry at the heart of campus, is Matariki, the name of the Pleiades star cluster and also of the season of its first rising in late May or early June—taken as the beginning of the New Year.

### **James Hight Building**

To leverage the “star” theme a Māori name was gifted to James Hight, which is the second building at the heart of campus that is of considerable significance to academic staff and students. “Puaka”, the brightest star in the constellation Orion, which rises at about the same time as Matariki is also associated with the start of the New Year.

### **College of Education, Health and Human Development**

As an extension of the star theme “Rehua” is proposed as the new building name to accommodate the College of Education, Health and Human Development and Executive Education group from the College of Business and Law. Rehua is spoken of as a chief among stars. It is associated with healing and leadership, as well as the start of summer and therefore links to Puaka. (see Appendix Three). It is suggested that in order to maintain simplicity and desire to reduce the wordiness of signage, we use the Māori name only rather than a joint Māori and alumnus or translated name.

In addition and in reflection of the significance of UC Alumnus and Honorary Doctor, Clarence Beeby, it is intended to name the modern learning environments being established in the new building the “Beeby Centre for Innovative Teaching”.

### **Business and Law**

Subject to Council agreement to the proposed four “pou”, we will investigate and recommend to Council an appropriate Māori name for the Business and Law building.

### **Recommendation**

That Rehua is approved as the Māori name for the New Education building that will accommodate the College of Education Health and Human Development, and the Executive Development Programme and Centre for Entrepreneurship associated with the College of Business and Law.

PVC College of Education, Health and Human Development  
PVC College of Business and Law  
Director Learning Resources  
AVC (Māori)  
Director Student Services and Communications

## UC Policy Library

# Naming Rights Policy

<b>Last Modified</b>	June 2016
<b>Review Date</b>	November 2018
<b>Approval Authority</b>	Chair, University Council
<b>Contact Person</b>	Director, Alumni and Development – Student Services and Communications

## Introduction

The University seeks to recognise people or organisations that have either supported the University through distinguished effort, philanthropic support or sponsorship by naming facilities or entities in their honour. This document governs the procedure for such naming and covers assets such as:

- Physical spaces:
  - Buildings or parts of buildings such as wings, where the identification focuses on the external feature.
  - Parts of buildings, such as floors, theatres, laboratories, and classrooms, where the identification deals with an internal feature.
  - Outdoor areas, such as gardens, courtyards, gates, ovals, playing fields, roads, or walkways.
- Academic entities and positions:
  - Schools, centres and institutes.
  - Professorial chairs or other significant academic positions.
  - Programs and projects.
- Events and activities.
- Scholarships, prizes and student project support.
- Any other facility, entity, or asset not listed above which may be recommended for naming after consultation with the University's [Director, Alumni and Development](#).

More specifically this document establishes the criteria and procedures for granting naming rights.

Naming rights may be granted either in consideration or in recognition.

In each case, it is expected that a specific agreement about the nature of the naming rights would be drawn up between the parties or their representatives, such agreement to be governed by the provisions of this document. A register of all naming rights, in consideration and in recognition, is to be held with and maintained by the University's [Alumni and Development Department \(University of Canterbury website\)](#).

## Definitions

**Naming Rights in Consideration** – are in consideration of financial contributions, sponsorship or other commercial transactions. Sponsorship incurs GST for individuals and corporates. Sponsorship is not considered an unconditional gift and so tax relief cannot be claimed by the individual.

**Naming Rights in Recognition** – are in recognition of any significant contributions to the University that it wishes to honour. These contributions can be financial or other gifts from donors, or meritorious service, and are at the discretion of the University in agreement with the party or their representatives. On these occasions a company would not be charged GST for an unconditional gift and an individual would be able to claim tax relief on their donation.

## Policy Statement

### 1. Naming Rights in Consideration

Naming rights may be granted by the University in consideration of contributions made to the University, often through the UC Foundation. Naming Rights in Consideration may be granted in return for provision to the University of an appropriate financial contribution or sponsorship, including provision or supply of equipment, materials, land or services. Typically this is a commercial arrangement where the consideration may include display of logos, marketing opportunities and events during the course of the arrangement, which is normally time-bound (typically three to five years).

Where no valuation has been assigned, the value of the consideration provided will be decided on a case-by-case basis.

### 2. Naming Rights in Recognition

Naming rights may be granted at the sole discretion of the University in recognition of persons or entities it wishes to honour. For example, persons with records of honourable and long service to the University may be recognised by the naming of lecture rooms, laboratories, conference rooms, walks, gardens etc.



One of the following three criteria must be fulfilled in order for the granting of Naming Rights in Recognition to be considered:

- i. Recognition of outstanding service to the University whilst serving in an academic or administrative capacity; or outstanding service to the Canterbury community or to the New Zealand community.
- ii. Recognition of the achievements of distinguished alumni.
- iii. Recognition of a generous financial or other contribution from a donor (be it by way of donation, bequest, sponsorship etc.), such contribution being voluntary and of a philanthropic nature and not rendered in consideration of the granting of naming rights.

The University may solicit suitable donations from the advocates of such recognition, particularly if the request comes from other than a family member.

The granting of Naming Rights in Recognition is at the sole discretion of the University, with the agreement of the party or their representatives.

### **3. General Principles**

The following general principles must be taken into consideration when negotiating naming rights:

- Due regard should be taken of the need to maintain an appropriate balance between commercial considerations and the role which names of buildings and spaces play in contributing to the University's sense of identity, as well as their role in assisting staff, students and visitors to orientate themselves within the campus.
- Acknowledgement of the status of Māori as the Treaty partner. The University Council resolution of 31 October 2001 on bilingual signage should also be taken into account. The provision of any names Māori will be facilitated with Ngāi Tuahuriri, noting that the principle of ancestral names is not to be preferred; rather connection with place would be the preference.
- The principles of equity and diversity.
- The granting of naming rights must always be consistent with the University's vision and strategic priorities. The long-term effects of the naming rights must be considered as well as ensuring an appropriate balance across the entire campus, rather than considering individual buildings or physical assets in isolation.
- The department/school or centre affected by the naming rights to be granted must be consulted before any decision is made. Likewise, colleges, departments/schools or centres seeking to secure naming rights must consult with the Director, Alumni and Development before any approaches are made to possible donors. Staff may have emotional connections and senses of history associated with buildings and spaces, and while it may not always be possible to meet all needs, it is important to recognise these while undertaking the process of naming or re-naming buildings and spaces.
- Philanthropy provides significant benefits to the University in the provision of improved facilities and other resources and support, and does not entail any diminution of the

governance, management or academic freedom of the University or any University entity.

- Whether naming rights for schools will be granted in perpetuity or not will depend upon the circumstances of the individual negotiation, provided that
  - there be no obligation to transfer the naming rights if the facility or entity no longer exists; and
  - there be no requirement to retain the name if it is drawn into disrepute, with the UC Foundation Board to consider whether naming rights should be withdrawn in these circumstances, and advising the Vice-Chancellor who would make a recommendation to Council.
- Each granting of naming rights shall be bound by an agreement. All naming rights agreements will include a clause noting that naming rights can be withdrawn if the name is, in the University's opinion, drawn into disrepute.
- For proposals that do not currently fit within the University's strategic priorities and are not in the current strategic plan, but are still desirable, a higher level of funding would normally be required to secure the project. Naming rights will be pursued via the approval procedure set out below.

#### 4. Delegations

The University Council (Council) is the body that grants naming rights. In any particular case or cluster of cases, Council may delegate approval authority to the Vice-Chancellor, consistent with the capital expenditure delegations in the Delegations Schedules, and with the following override:

- Naming rights for whole buildings and for major spaces on campus are recommended to Council for approval.
- Naming rights for all other structures, facilities or entities will be discussed informally with the Executive Committee of Council who will signal any concerns and whether a formal proposal should be prepared for Council.
- Subject to the above, naming rights for all other facilities or entities will be approved by the Vice-Chancellor, on the recommendation of the Director of Student Services and Communications and/or Alumni and Development, the relevant member of the Senior Management Team (SMT) and the Director of Learning Resources (where physical assets are involved).
- Where there is significant disagreement between stakeholders or contentious issues are identified, the matter should be referred to Council as the deciding naming authority.

#### 5. Naming Rights Approval Procedure

Negotiations with potential benefactors will be held in confidence, and will be flexible, due to the competitive nature of philanthropic funding. Bearing this in mind, any affected stakeholders will be advised of the proposed naming as soon as possible.

Typically the process for naming rights in association with building projects is initiated by the Director of Learning Resources. Other initiators may include the Director, Alumni and Development, the relevant Pro-Vice-Chancellor (PVC) or Head of Department/School (HOD/HOS), or Assistant Vice-Chancellor (Maori) (AVC (Maori)). Regardless of the initiator, the approval process for naming rights is:

1. Consultation among the Director, Alumni and Development, relevant PVC or SMT member, Director of Student Services and Communications, Director of Learning Resources, AVC (Maori) and HOD/HOS (if appropriate). The relevant SMT member is responsible for consultation with their staff.
2. The Director of Student Services and Communications is charged with engagement with the University of Canterbury Students' Association (UCSA) and/or other student groups or other stakeholder groups directly impacted; and may also seek advice from the Committee on Equity and Diversity.
3. Before any specific recommendation is arrived at, the Vice-Chancellor discusses options informally with the Executive Committee.
4. SMT recommends to the Vice-Chancellor.
5. The Vice-Chancellor approves, or in the case of buildings or other major capital works, the Vice-Chancellor recommends to Council.

## **6. Informed Consent**

The University shall not grant a naming right without the informed consent of the named party or the named party's legal representative.

The University shall consult with Ngāi Tuahuriri regarding the use of Māori language in names for buildings or space.

## **7. Notional Valuation of Naming Rights**

Notional valuations may be assigned to naming rights possibilities on a case-by-case basis to aid with making decisions about granting naming rights.

The Vice-Chancellor will decide the notional valuation of each naming right. Each case should take in to account market comparisons for naming rights, for which professional advice may be sought.

In addition, the Executive Officer of the UC Foundation shall maintain a schedule of naming rights' notional valuations to assist with new decisions. An indicative schedule is attached at Appendix 1 – Guidelines for Naming.

## **8. Duration of Naming Rights**

Subject to Clause 1 relating to Naming Rights in Consideration, and Appendix 1 in relation to specific categories of naming rights, the duration of naming rights shall be decided or negotiated on a case-by-case basis.

## **9. Physical Display of Naming Rights**

The physical display of the naming rights shall be decided or negotiated on a case-by-case basis. In the case of buildings, the physical display of the naming rights will take into account the corporate identity of the University and opportunities offered by that building for the University.

In cases of Naming Rights in Recognition, plaques or tablets may with the approval of the Vice-Chancellor be installed in buildings in recognition of distinguished members of the University, staff or alumni whose services were identified with the functions of those buildings. Plaques must adhere to a standard agreed to by the Vice-Chancellor.

## **10. Transferability**

In this section “parties” includes the legal representatives of the parties.

### **10.1. Of Asset, Activity or Academic Position**

Naming rights may be transferred to another asset, activity or academic position by mutual agreement between the parties.

### **10.2. Of Named Party**

Naming rights may only be transferred to any other named party by mutual agreement between all the named parties.

## **11. Tradability**

Naming Rights in Consideration may be traded by mutual agreement between all the parties. Traded is defined as “to exchange or swap one naming right for another.” For example when a company changes its name the naming right may be changed or “traded” to reflect the new name.

Naming Rights in Recognition may not be traded.

## **12. Renewability**

Naming rights may be renewed by mutual agreement between all the parties.

## **13. Limit of Naming Rights on the Part of the University**

The University’s right to use the name and other brand elements of the named party shall only be permitted by express agreement with the named party.

## 14. Limit of Naming Rights on the Part of the Named Party

The concept of academic freedom is central to the existence of a university. It is with this understanding that the following limitations apply:

- The named party after whom an academic position is named shall have no rights to limit the academic freedom or obligations in respect of the management or exercise of that position.
- The named party after whom a building or part of a building is named shall have no rights to the purpose to which that building or part of the building is applied unless provided for in the specific contract between the parties.
- The named party after whom an activity is named shall have no rights or obligations in respect of the management or conduct of that activity unless provided for in specific contract between the parties.
- Notwithstanding the above, the University will not agree to any condition in a contract that could unnecessarily limit academic freedom.

In turn, the named party shall bear no liability in respect of that asset, activity or academic position unless provided for in specific contract between the parties.

Any such limits must be included in any naming rights agreement.

## 15. Early Termination of Naming Rights

In the event of this policy and any specific contract entered into being breached, the parties may terminate a naming rights agreement in advance of the scheduled date, under the following conditions:

### 15.1. Termination by the University

The University reserves the right, at its sole discretion, to terminate naming rights without refund of consideration, prior to the scheduled termination date, should it consider it is necessary to do so to avoid the University being brought into disrepute.

### 15.2. Termination by the Named Party

The named party may without refund of consideration, at its sole discretion, terminate its acceptance of the naming rights prior to the scheduled termination date, in the event that the University directly brings the named party into disrepute, unless as a result of bona fide research, consultancy, teaching or other community service conducted within the bounds of academic freedom.

## Related Documents and Information

### UC Policy Library

- [Fundraising Activities Policy \(PDF, 242KB\)](#)

**UC Website and Intranet**

- [Alumni and Fundraising \(University of Canterbury website\)](#).

**Appendices**

- [Appendix 1: Guidelines for Naming](#)

**Note:** For any further information pertaining to naming rights contact the UC Foundation at [ucfoundation@canterbury.ac.nz](mailto:ucfoundation@canterbury.ac.nz).

<b>Document History and Version Control Table</b>			
<b>Version</b>	<b>Action</b>	<b>Approval Authority</b>	<b>Action Date</b>
<i>For document history and versioning prior to 2013 contact <a href="mailto:ucpolicy@canterbury.ac.nz">ucpolicy@canterbury.ac.nz</a></i>			
1.00	Converted document into new template and pushed document out. Updated contact officer. Updated hyperlinks.	Policy Unit	Aug 2013
1.01	Document review date pushed out.	Policy Unit	Mar 2014
2.00	Approval Authority changed; major review of document.	Council	Jun 2014
2.01	Hyperlinks updated.	Policy Unit	Aug 2014
2.02	Updating Contact Officer details.	Policy Unit	Sep 2015
3.00	Review of document by Council.	Council	Nov 2015
3.01	'Faculty' references changed to 'College' to reflect College-Faculty merger.	Policy Unit	Jun 2016

## Appendix 1

### Guidelines for Naming

**Note: An updated inventory for existing and new buildings is being compiled.**

#### Items for which Naming Rights may be Awarded:

##### Physical Spaces

Naming rights may be awarded for whole buildings, spaces within buildings, or for outside areas, such as

- reception area/atriums/foyers,
- lecture theatres,
- libraries,
- common rooms,
- seminar/conference rooms,
- tutorial rooms,
- laboratories,
- observatories and field stations,
- offices,
- gardens/walks,
- roads, or
- open spaces; i.e. lawns.

##### Academic Positions

Naming rights may be granted in respect of academic positions such as

- Professorial positions, or
- teaching or research fellowships.

##### Equipment, Furniture and Fixtures

Naming rights may be granted for equipment, furniture and fixtures such as

- lecture theatre seats, and
- large or specialist pieces of equipment.

## Events and Activities

Naming rights may be granted in respect of events and activities such as

- ceremonies,
- concerts,
- dramatic performances,
- conferences, or
- public lectures and speeches.

## Minimum Criteria and Value

### Buildings (External)

Naming rights for buildings will normally remain in place for a period of twenty years or more unless there is a sponsorship agreement which specifies a specific period. Naming rights will not extend beyond the normal life of the building and are not transferable should the building be remodelled or refurbished substantially in the future.

#### 1. Individuals

A proposal for naming a building (or a significant and identifiable part of a building) in honour of a person will normally be considered when that person

- has given extraordinary, distinguished service to the University which merits recognition in the University's history. Naming a building in honour of a person who has given extraordinary distinguished service will not normally be considered until after that person's substantive formal relationship with the University has concluded; or
- is a major benefactor who is prepared to support a major facility by donating no less than 25% of its cost; or supports the University or a College with a gift of at least **\$5 million**.

#### 2. Corporations

The University will consider the naming of a building in recognition of a corporation which is a benefactor when that corporation

- provides not less than 50% of the capital cost of the building; or
- supports the University, Colleges or Departments with donations of **\$10 million** or above.



### **Parts of Buildings (Internal) – such as Floors, Theatres, Laboratories, Classrooms**

Naming rights for parts of buildings will normally remain in place for a period of no longer than ten years or as negotiated. Naming rights will not extend beyond the normal life of the building or part of the building and are not transferable should the building be remodelled or refurbished substantially in the future.

Proposals may be considered for naming parts of buildings on receiving assurance of endowments or continuing funds, at an appropriate level, from individuals or corporations. The minimum donation will be **\$250,000**. Where donations are less than the amount specified, the University may acknowledge the donors by means of a commemorative plaque or donor acknowledgement board.

A proposal for naming part of a building in honour of a person will also be considered when that person has given distinguished service to the University that merits recognition in the University's history.

### **Outdoor Areas – such as Gardens, Courtyards, Gates, Ovals, Playing Fields, Roads or Walkways**

Naming rights will normally remain in place for a period of no longer than ten years or as negotiated. Naming rights will not extend beyond the normal life of the area and are not transferable should the area be remodelled or refurbished substantially in the future.

Proposals may be considered for outdoor areas on receiving assurance of endowments or continuing funds, at an appropriate level, from individuals or corporations. The minimum donation will be **\$250,000**. Where donations are less than the amount specified, the University may acknowledge the donors by means of a commemorative plaque or donor acknowledgement board.

A proposal for naming an outdoor area in honour of a person will also be considered when that person has given distinguished service to the University that merits recognition in the University's history.

### **Departments/Schools, Centres and Institutes or other Academic Entities**

Negotiations for department/school naming rights will usually be to achieve the highest level of benefaction possible. Dollar amounts will not be specified in this document, as the benefaction that could be attracted and that is needed varies from discipline to discipline due to different stages of development and different costs of associated facilities/activities, and also varies depending upon other external factors which may change from time to time.

In the event of significant benefits to a department/school, centre or institute or other academic entity, such as the provision of significant new facilities or endowment, the Vice-Chancellor may approve the naming of the department/school, centre, institute or other academic entity.

The Vice-Chancellor may also approve the naming of a department/school, centre, institute or other academic entity after a person who has contributed significant service to the academic entity or the University.

### **Professorial Chairs or other Significant Academic Positions**

For existing, planned or highly desirable Professorial Chairs or other significant academic positions, naming rights will be granted with a donation in the 25% (for individuals) and 50% (for corporations and others) and above range.

For Chairs and other significant academic positions not currently in the University's strategic plan, a higher level of funding (50-100%) may be required to secure the naming rights thereof.

The length of the term of naming rights as well as the percentage of donated funds for the Chair or other significant academic positions will both be taken into account in negotiating the final agreement.

### **Programs and Projects**

For existing, planned or highly desirable programs and projects, naming rights will be granted with a donation in the 25% (for individuals) and 50% (for corporate and others) and above range.

For programs and projects not currently in the University's strategic plan, a higher level of funding (50-100%) may be required to secure the program or project and naming rights thereof.

The length of the term of naming rights as well as the percentage of donated funds for the program or project will both be taken into account in negotiating the final agreement.

### **Equipment, Furniture and Fixtures**

Naming rights will not extend beyond the normal life of the object in question or be carried over to replacement items unless specifically noted in the original agreement or through a new agreement on replacement of the object.

### **Events and Activities**

For existing or planned events and activities, naming rights will be granted commensurate with the percentage of donated funds. In most cases donations to support events would be regarded as a commercial sponsorship.

## **Official Scholarships and Prizes**

Where an individual or an organisation provides the full funding for an official University scholarship or prize their name is recognised in the pertinent Graduation Book; e.g. '[Student Name], UC Doctoral Scholarship supported by [Individual/Organisation Name]'.

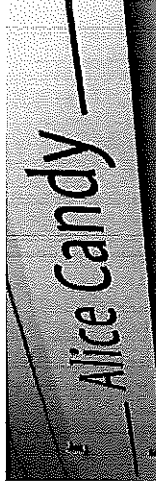
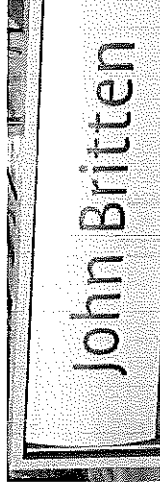
The University will consider a scholarship or prize named after a donor where funding is provided for a minimum of 10 years.

## **Any other Facility or Entity**

It is possible that the University may wish to grant naming rights to a facility or entity which is not listed specifically in this document. In such a case, a proposal would follow the approval procedure.

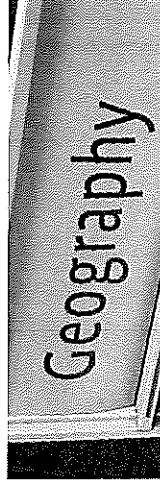
# Building naming

The Māori naming of buildings and the practice of naming buildings in consideration or in recognition should be continued. This concept allows for maximum flexibility of the building's use. Cultural terminology needs to be easily understood by all users. For example, Waimairi and Waitākiri could be confused. The naming of buildings after the discipline should be discontinued. Naming the building by function (for example, Recreation Centre) should continue. All names should be short.



## Buildings named in consideration or in recognition

Alice Candy  
Angus Tait  
Erskine  
John Britten  
Karl Popper  
Locke  
Logie  
Okeover  
Rutherford  
Von Haast

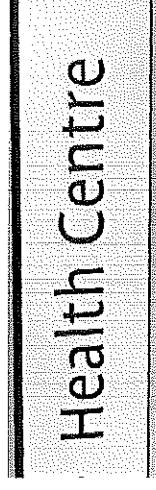


## Buildings named after the discipline

Biology  
Business and Law  
Chemical and Process Engineering Wing  
Civil and Natural Resources Engineering Wing  
Civil/Mechanical  
Communication Disorders  
Electrical and Computer Engineering Wing  
Engineering and Science Annex  
EPS Library  
Fine Arts  
Forestry  
Geography  
High Voltage Laboratory  
ICT Building  
Mechanical Engineering Wing  
Music  
Psychology / Sociology  
Special Purposes Laboratory

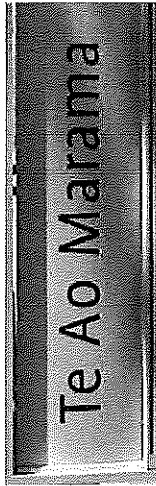
## Recommendations

The Māori naming of buildings and the practice of naming buildings in consideration or in recognition should be continued. This concept allows for maximum flexibility of the building's use. Cultural terminology needs to be easily understood by all users. For example, Waimairi and Waitākiri could be confused. The naming of buildings after the discipline should be discontinued. Naming the building by function (for example, Recreation Centre) should continue. All names should be short.



## Buildings named after their function

Facilities Management  
Health Centre  
Recreation Centre  
University Book Shop



## Buildings with Māori names (Ilam Campus only)

Matariki  
Te Ao Mārama



## Building with a Māori and UC alumni name

Pūaka-James Hight

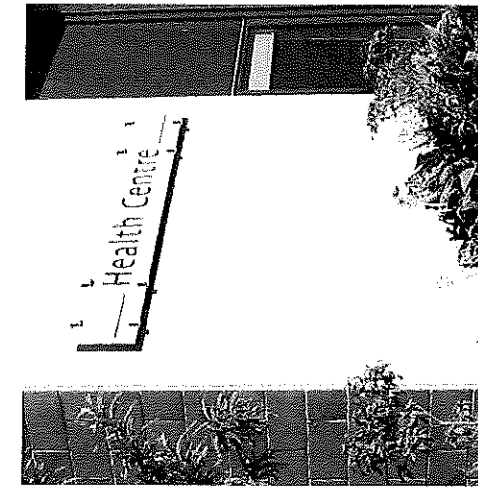
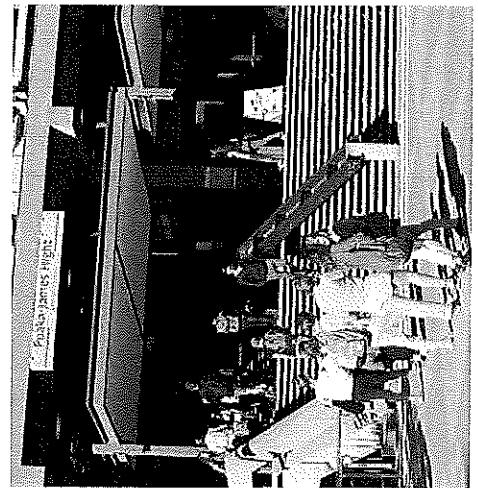
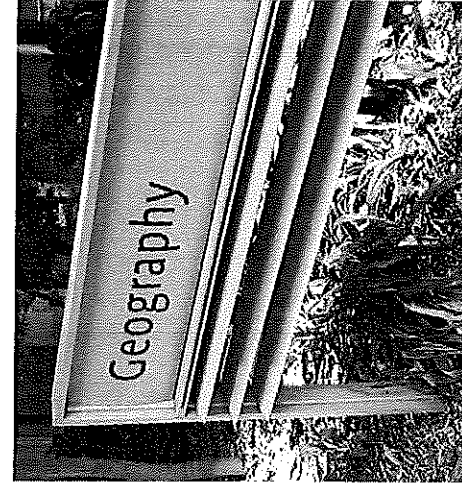
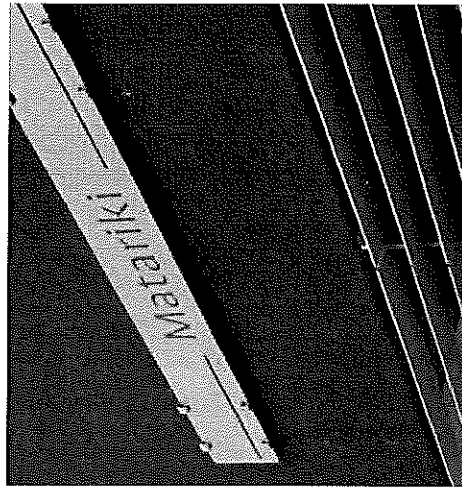
# Building naming

Currently buildings are named:

- Māori name only
  - eg Matariki
- Māori and UC alumni names
  - eg Puaka - James Hight
- in consideration or in recognition
  - eg John Britten
- after the discipline
  - eg Geography
- after the function
  - eg Recreation Centre

Current Māori names follow Māori star names which supports the view that new building names are to have relevance and meaning and that Māori language is to have a prominent presence in the signage and communication on the campus. This embeds a quiet Māori message across the campus and underpins the Campus Masterplan and Cultural Narrative aims for an integrated approach to building naming. It aligns with the University's strategic intent to differentiate itself from other New Zealand universities and be a leader in bicultural inclusivity. International students initially struggle with Māori naming, however they generally grow to embrace the presence of the Māori culture on site.

There is a move for the use of buildings to be flexible and multi-purposed. The use of buildings can change over the life of the building and often cannot be predicted. Naming buildings after the discipline reduces flexibility for multiple faculties using any particular building. The names of buildings acknowledge the heritage of the University and contribute to the spirit and humanity of the place. However, it is noted that the naming protocols of the University contribute to the wordy nature of the signs on campus.



## **Appendix Three**

### **Rehua**

In [Māori mythology](#), **Rehua** is a very sacred personage, who lives in Te Putahi-nui-o-Rehua in Rangitūarea, the tenth and highest of the [heavens](#) in some versions of Māori lore. Māori know the bright star Antares as **Rehua**. Because he lives in the highest of the skies, Rehua is untouched by death, and has power to cure blindness, revive the dead, and heal any disease (Orbell 1998:119-120). He is a son of [Rangi and Papa](#), and the father of [Kaitangata](#), as well as the ancestor of [Māui](#) (Tregear 1891:381). A [Ngāi Tahu](#) legend from the [South Island](#) speaks of Rehua as the eldest son of Rangi and Papa, who first manifested as lightning, but assumed human shape when he travelled into the skies. In summer (raumati) Rehua, appears. The cicadas that sing in warm weather were called Rehua's birds. Oral traditions say that white-flowered puawānanga (clematis) is the child of Puaka (Rigel, the top star in Orion) and Rehua (Antares in Scorpio). Puaka's rising in June marks the beginning of winter, and the rising of Rehua in December signals summer – puawānanga blooms in the months between them.

### **Beeby**

**Clarence Edward Beeby** ONZ CMG (16 June 1902 – 10 March 1998), most commonly referred to as **C.E. Beeby** or simply **Beeb**, was a New Zealand educationalist and "described as the architect of our modern education system". Beeby's educational ethos is best summarised as "every person regardless of background or ability had a right to an education of a type for which they were best suited".

Beeby had an enormous influence of the development of the education system in New Zealand, first as a director of the New Zealand Council for Educational Research (NZCER) from 1936, and then as Director of Education (head of the Ministry of Education) from 1940, initially under the First Labour Government. He also served as ambassador to France and on the UNESCO executive. In the Queen's Birthday Honours 1956 Beeby was appointed a Companion of the Order of Saint Michael and Saint George<sup>[1]</sup> and on 6 February 1987 was the second appointee to the Order of New Zealand.<sup>[2]</sup> He received honorary doctorates from the University of Canterbury, University of Otago, and Victoria University of Wellington.

Beeby's wife Beatrice was one of the founders of the New Zealand Playcentre movement, and his son was the distinguished New Zealand diplomat and international lawyer, Chris Beeby,<sup>[3]</sup> portrayed in Ben Affleck's film, *Argo*.

Source: Wikipedia

# Memorandum

## Vice-Chancellor's Office

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



<b>To:</b>	Council Members
<b>From:</b>	Dr John Wood, Chancellor
<b>Date:</b>	19 July 2016
<b>Subject:</b>	<b>PROPOSED NAME FOR NEW EDUCATION BUILDING</b>

With reference to the memorandum addressed to FPRC of 6 July, consistent with the procedures contained in the Naming Rights Policy (UCPL-4-172) I was consulted informally as Chair of the Executive Committee about this proposal, first by the VC, and then by the VC together with responsible members of SMT.

I indicated I would be happy to recommend the Maori name Rehua to Council for this building although suggested that the proposal be presented in the context of management's overall intentions for the use of Maori names.

I then, drawing on the precedent of Puaka - James Hight suggested that in the case of NEB a more balanced name proposal might be appropriate and proposed Rehua – Beeby, the latter name in honour of our alumnus and honorary doctoree, Dr Clarence Beeby, considered by all the authorities to be the greatest educationalist ever produced in this country and highly ranked in that capacity internationally. This proposal was not accepted.

After further discussion my understanding was that we had agreed to invite FPRC to recommend to Council that Rehua be adopted as the Maori name for the NEB, and the Centre for Innovation Teaching be named in honour of Beeby, to occupy a central prominent and visible place in the new building with appropriate signage.

At the request of FPRC members at our meeting yesterday the PVC Education, Health and Human Services and the AVC Maori have been invited to present on this issue at the Council meeting on 27 July and specifically to address the acceptability of dual names.

All naming options remain available to Council for consideration and decision.

Dr John Wood  
**Chancellor**

## Story: Beeby, Clarence Edward

Page 1

Beeby, Clarence Edward

1902–1998

Educational psychologist, university lecturer, educationalist, senior public servant, ambassador

This biography was written by William Renwick and was first published in the Dictionary of New Zealand Biography Volume 5, 2000

Clarence Edward Beeby was born at Meanwood, Leeds, Yorkshire, on 16 June 1902, the second son of Anthony Beeby and his wife, Alice Rhodes. His forebears on both sides were working class but his father had been apprenticed to a pharmacist and owned a chemist shop when Clarence was born. The family migrated to New Zealand in 1906 and, in the way of migrants, kept Yorkshire in their heads long after they had relocated in Christchurch. The tension between inherited culture and colonial adaptation became an important feature of Beeby's adult thought.

Alice Beeby was determined that her sons would have the education denied her and would 'get on' in the world. Clarence was a clever, bookish boy who took immediately to the competitive nature of school life. He was small in build and had no interest in team games. From about the age of 12 he was known as 'Beeb'. He was dux of New Brighton School and one of the top scholars of his year at Christchurch Boys' High School. One sign of his precocity and his mother's nurturing influence was his induction as a Methodist lay preacher at the age of 16 or 17. His interests were largely intellectual – debating, drama, and serious discussion of literature and life's purpose – leavened with laughter and high-spirited student pranks.

Beeby intended to be a lawyer when he enrolled at Canterbury College in 1920 and combined study with work as a law clerk. His introduction to a wider world of ideas began to undermine his religious faith and prompted him to switch from law to primary school teaching, a vocation that would, he thought, give greater scope for his sense of moral purpose. 1921 was his *annus mirabilis*. He enrolled at Christchurch Training College where he met Beatrice Eleanor Newnham, with whom he fell in love, and Walter Harris, who became a lifelong friend; all three came under the influence of the charismatic James Shelley, Canterbury's first professor of education. Shelley's knowledge of art and drama, skills as a craftsman, striking good looks and histrionic gifts profoundly influenced Beeby throughout his life.

In 1924 Beeby graduated MA with first-class honours in philosophy, a course that included some study of psychology. The previous year he had been appointed part-time assistant lecturer in philosophy and education and Shelley's assistant in Canterbury College's educational and psychological laboratory. On Shelley's advice he enrolled for a PhD at Victoria University of Manchester, but it was Charles Spearman of University College, London, who supervised his research. Spearman was a world authority on the nature of human intelligence, and his view of intelligence as a largely inherited human capacity strongly influenced Beeby's views as an educational thinker.

Beeby and Beatrice Newnham had become engaged before he left Christchurch, and they were married at St Mark's, Cheetham, on 3 June 1926, when she joined him in Manchester. They were to have two children, a girl and a boy. Late in life Beeby acknowledged that Beatrice humanised his ideas as an educational administrator, when the heart could have been overruled by the head.

After Beeby's return to Canterbury College in August 1927 he was appointed lecturer in experimental education and experimental psychology and later took over from Shelley the direction of the educational and psychological laboratories. Visits to psychological laboratories in the United States and Canada in 1929–30 enabled him to learn at first hand about developments in the fields in which he and Shelley were working: educational testing, remedial teaching, educational and vocational guidance, and industrial relations. He took over Shelley's duties while he was on study leave during part of 1932, and held the position of acting professor of philosophy in 1934. Lines of preferment seemed to be opening for him within the college.

Instead, he moved to Wellington as first director of the New Zealand Council for Educational Research. In four years he transformed the NZCER from an obscure acronym into a recognised national research organisation respected for its independence and the quality of its research and commentary. Notable among its publications were studies by J. C. Beaglehole, L. C. Webb, H. C. D. Somerset, J. E. Strachan and L. J. Wild, and Beeby's own survey of intermediate schooling. Of direct relevance to a generation of teachers and pupils was the standardisation for New Zealand conditions of an intelligence test. But the overriding event with which Beeby and the NZCER were associated was the landmark New Education Fellowship Conference of July 1937, when a panel of distinguished overseas educationalists presented the ideas and aspirations of child-centred education to large, enthusiastic audiences. It brought Beeby to the favourable notice of the minister of education, Peter Fraser.



Beeby's writings during these years record his transition from a research psychologist to an educational thinker. The upheaval of the depression years and the rise of fascism forced him to think not only about differences in human abilities but also about the right all individuals should have to education in a democracy. In his view the education system suffered from undue centralisation and conformity and should open itself to variation, experiment and change. The abolition of the proficiency examination in 1937 held out hope for primary schooling responsive to the range of children's abilities. But the exclusionary nature of secondary and university education was at odds with the country's democratic ethos, its economic conditions, and the expectation of parents that formal education should enable their children to get on in life. All young people had a right to continuing education not because they were especially brilliant academically but because they were citizens of a democracy. Scholarly ideals must of course be maintained but the university colleges should broaden the range of their teaching and the composition of their student enrolments. Beeby also foresaw the need for technical schools to take up the vocational and cultural education of apprentices and technician trainees, in order to prevent a national crisis arising from shortages of skilled labour.

In 1938, anticipating the retirement of the director of education in late 1939, the government reinstated the position of assistant director and Beeby was appointed. Fraser had encouraged him to apply. Twenty months later he was appointed director of education and took charge of the department on 1 May 1940, a month after Fraser became prime minister. Fraser relinquished the education portfolio at the end of April. However, Beeby said that, irrespective of who was minister, Fraser and Walter Nash controlled education policy during the first Labour administration.

The policies initiated and presided over by Fraser and administered by Beeby transformed public education. Though they started from very different standpoints – Fraser from socialist conviction, Beeby from tenets of educational psychology – they were virtually of one mind as to what must be done to bring about equality of educational opportunity for all New Zealand citizens. Without Fraser there would have been no requirement for Beeby to manage the programme of comprehensive educational reform he had initiated. If Beeby had not shared Fraser's vision, it is unlikely that Fraser's reforming intentions would have been realised in the way they were during his 20 years as director of education. Beeby believed in himself and what he was doing, and he had a razor-sharp mind, a sure grasp of issues, enviable powers of persuasion, determination and stamina.

When Beeby retired in 1960 few parts of the education system remained untouched and there was much that was new. Kindergarten and other preschool services had been developed as a partnership between the state and voluntary organisations. (Beatrice Beeby was one of the founders of parent-run play centres.) Primary school curricula had been completely revised, and teachers were assisted by an increased range of advisory services and by new teaching materials from the National Film Library and the School Publications Branch. Post-primary curricula had been reorganised with the introduction of a common core of studies, with the aim of providing a broad, balanced education for all pupils, and new multi-purpose schools were planned and built to cater for the diverse educational needs of all children from a neighbourhood. Various special educational services had been developed for children with disabilities. A great deal of attention had been given to the educational requirements of children in remote rural districts. The apprenticeship system had been rejuvenated and training schemes for technicians were operating. Technical high schools in the main centres had begun their evolution to senior or tertiary technical institutes. University education had greatly expanded and now reached a wider range of students, and the University of New Zealand was about to be dissolved and replaced by autonomous universities, whose dealings with central government and each other would be managed by a university grants committee.

Beeby knew that educational plans were one thing and their implementation quite another. In particular, he knew that most classroom reforms would be stillborn without reductions in class size. But wartime austerity, large increases in the birth rate from the early 1940s, and shortages of teachers at all levels during the 1950s meant that teaching conditions remained adverse during his entire term as director. The largely unchanged state of teacher education during these years also acted as a brake on reforming intentions. The all-important post-primary reforms were complex and controversial. The intended centrepiece of the first three years of post-primary schooling, the common core of studies, seldom carried much conviction with teachers of academic inclination, and the reorganisation of fifth- and sixth-form curricula ended in compromise. Beeby had hoped that the reformed School Certificate would be internally assessed, but the external examination remained and School Certificate quickly replaced University Entrance as the nemesis of innovative teaching in lower forms.

The Labour government's reforming intentions were broadly supported by teachers, but sections of the profession and of the public were unsure, sceptical or opposed to them, and from the early 1940s 'Beebyism' was a catchcry for everything thought to be wrong with the new education. This personification was regrettable but it showed how quickly Beeby was perceived to be the architect of the reforms. Those policies were put to the test when the National Party came to power in 1949, but the new minister endorsed them after making extensive visits to schools and consulting parental opinion. Labour returned to power in 1957, pledged to set up a commission to inquire into all aspects of the education system. An assessment of Beeby's stewardship would clearly be an important part of such an inquiry. He was still more than two years from retirement age at the end of 1959 when the government moved to set up the commission, and the prime minister decided that he should be appointed New Zealand's ambassador to France.

This decision acknowledged the important contribution he had already made to international education, particularly to UNESCO. It had begun in 1945 when Fraser sent him to review educational arrangements in the Cook Islands, Niue, and Western Samoa. He led the New Zealand delegation to the first general conference of UNESCO in Paris in 1946 and played a leading role in its deliberations and in several later general conferences. The government granted him leave of absence in 1948–49 to be assistant director general of UNESCO with the task of devising its educational policies and working methods. During the 1950s he was the government's chief educational adviser on New Zealand's assistance to the countries of South and South East Asia under the Colombo Plan. In 1959 he led the New Zealand delegation to the first Commonwealth Education Conference at Oxford University and played a key role in drafting the Commonwealth's programme of educational development. He was appointed to the executive board of UNESCO in 1960, and his residence in Paris enabled him to become closely involved in its work. At the end of 1962 he was elected chairman of its executive board.

On the completion of his term as ambassador in October 1963, Beeby became a research associate at the Center for Studies in Education and Development at Harvard University, and in 1967–68 he was Commonwealth visiting professor at the Institute of Education, University of London. Debates on the economics of educational development during the 1960s were dominated by quantitative models. Beeby's vast experience told him that such models, while necessary, could not be sufficient, and in speeches, articles and a book, *The quality of education in developing countries*, he persuasively advocated a counter-model built around factors that determine qualitative improvement in education systems.

He returned to Wellington at the end of 1968 and took up office again at the NZCER as director emeritus. He was regularly called upon to advise governments and international agencies, speak at conferences and seminars, write papers for symposia, edit manuscripts for publication, and advise people from many parts of the world. From 1970 to 1975 he was a high-level policy adviser on Indonesian educational development, and this resulted in *Assessment of Indonesian education*. He undertook his last international consultancy in 1987.

Beeby's work in education was widely acknowledged in academic and professional awards. The University of Otago, the University of Canterbury and Victoria University of Wellington conferred honorary doctorates on him, the New Zealand Educational Institute made him a life member, the United States National Academy of Education elected him a foreign associate, and UNESCO awarded him its Medal of the Silk Road of Dialogue. Public honours came in 1956 with his appointment as a CMG and in 1987 when he became one of the five foundation members of the Order of New Zealand, the country's highest public honour.

He published his memoir, *The biography of an idea*, in 1992, the year of his 90th birthday, an occasion celebrated with a Festschrift, an international seminar, numerous other functions, and messages of gratitude and praise from all around the world. It was a grand finale to the career of New Zealand's most distinguished educational thinker. Clarence Beeby died in Wellington on 10 March 1998. Beatrice Beeby had died in 1991.

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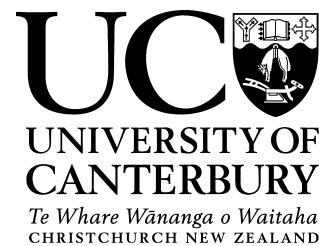
#### How to cite this page:

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# Memorandum



To:	UC Council
From:	Lynn McClelland
Date:	8 July 2016
Subject:	UC Pasifika Quarterly Update June 2016
Purpose:	For information

Please find attached the UC Pasifika Quarterly Update of highlights and developments.

Kind regards

Lynn McClelland  
Director Communications and Student Services



# UC Pasifika Quarterly Update June 2016

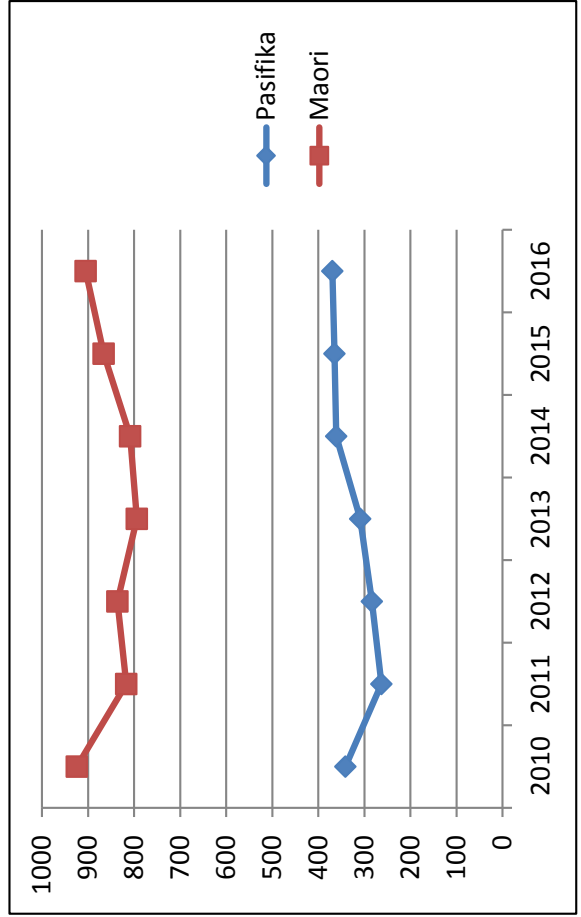
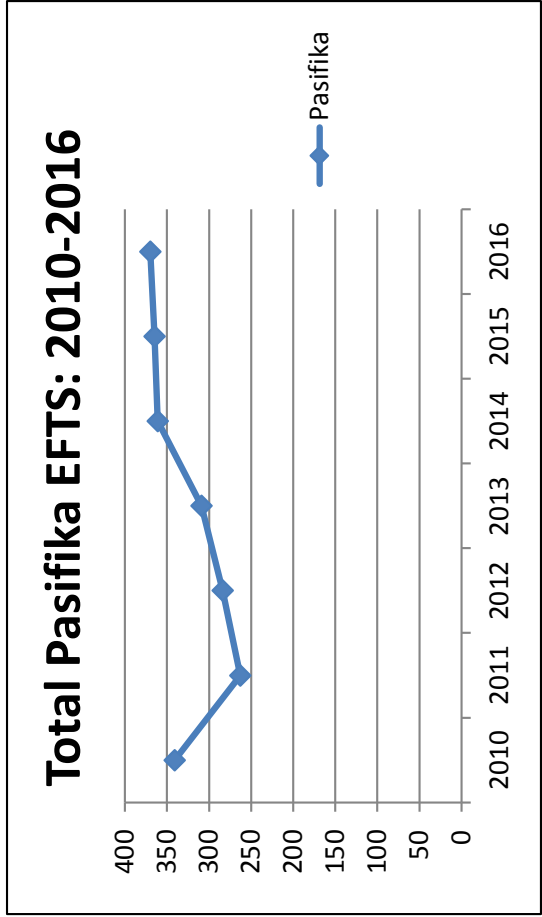
## University of Canterbury



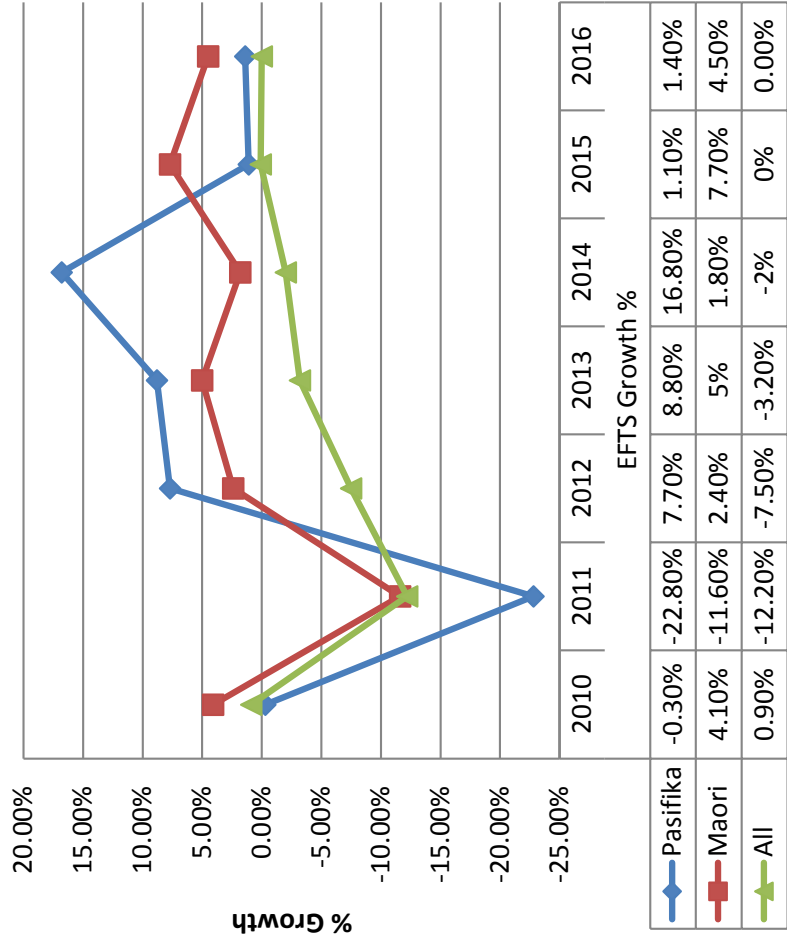
## Highlights and Developments



# Pasifika Recruitment (Students)



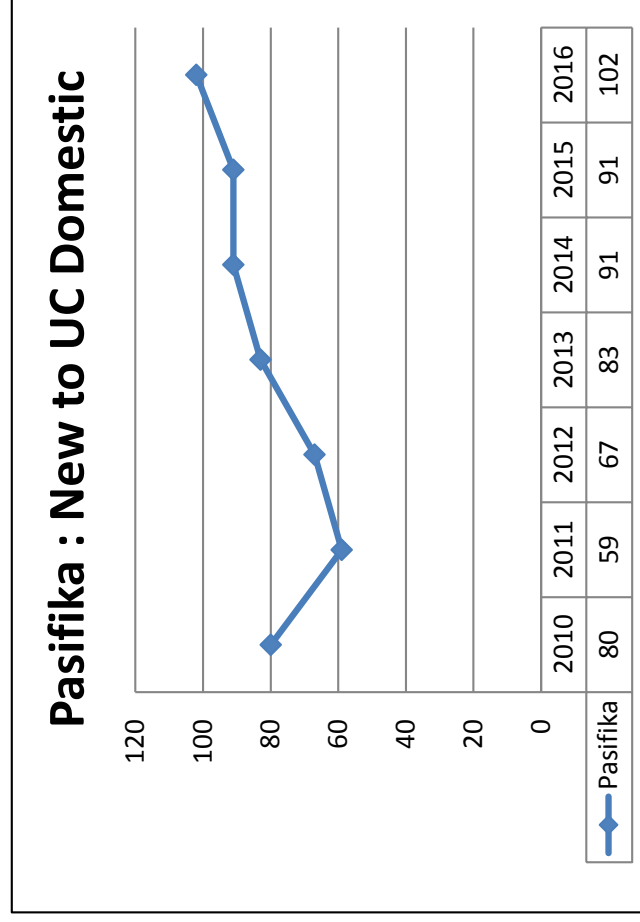
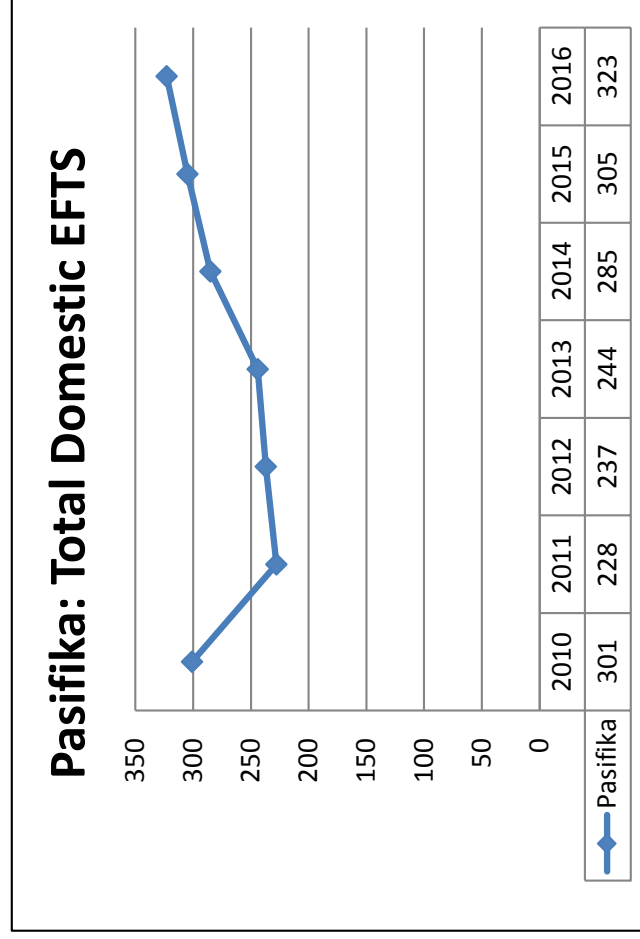
## EFTS Growth Pasifika, Maori, All Students



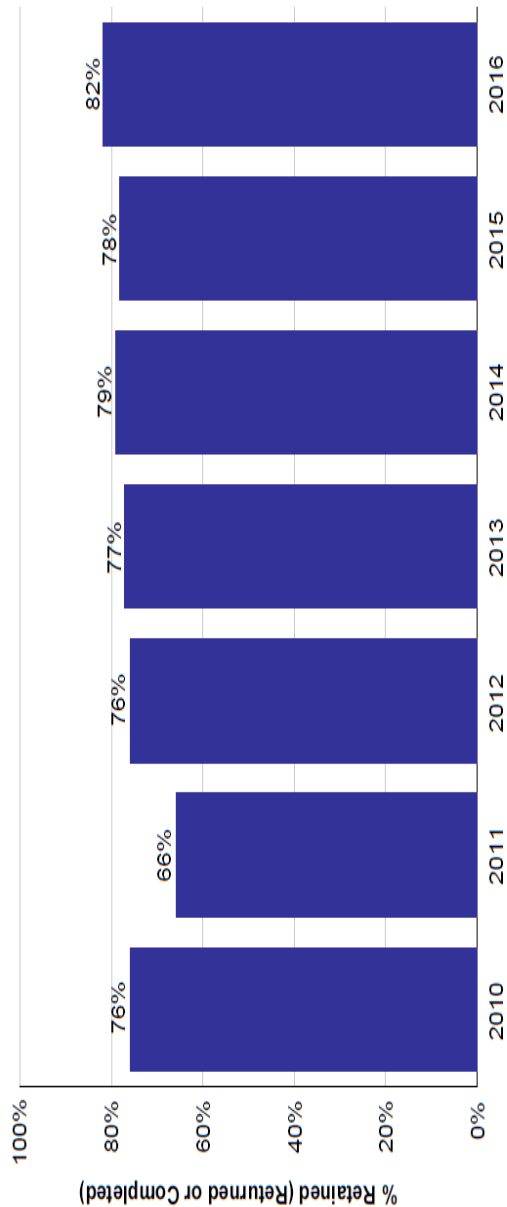
# Pasifika Recruitment (Students) Domestic EFTs



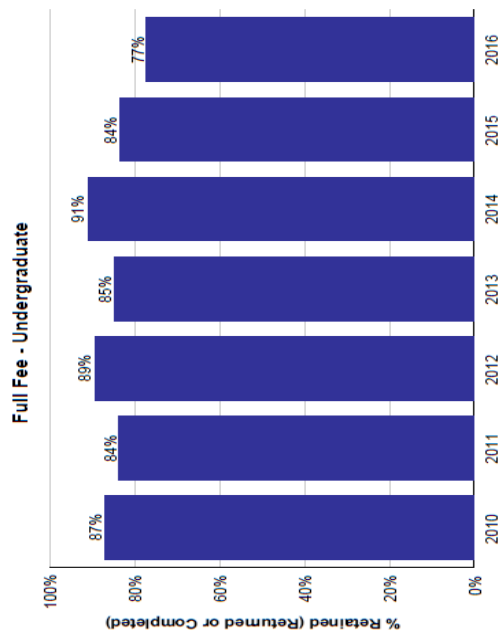
- Pasifika domestic EFTs from 2011 to 2016 increased by 42%
- For the past three years, Pasifika domestic EFTs have continued to exceed the set UC Pasifika Strategy targets – in 2014 by 8; 2015 also by 8; 2016 currently 4 EFTs above target.
- Pasifika domestic EFTs make up 3.1% of the total UC EFTs pool.



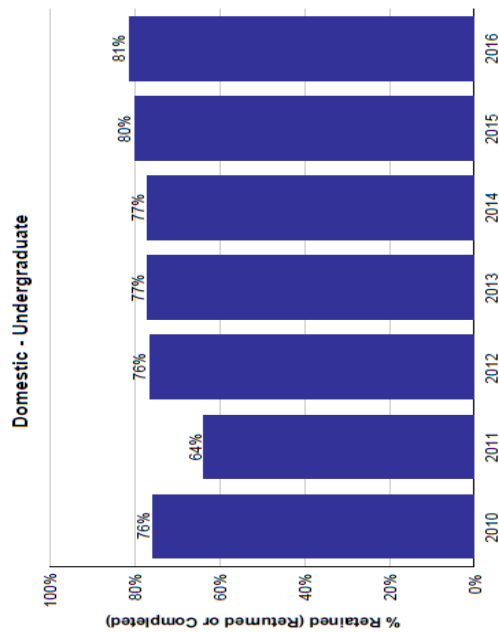
# Pasifika Retention



■ % Retained (Returned or Completed)



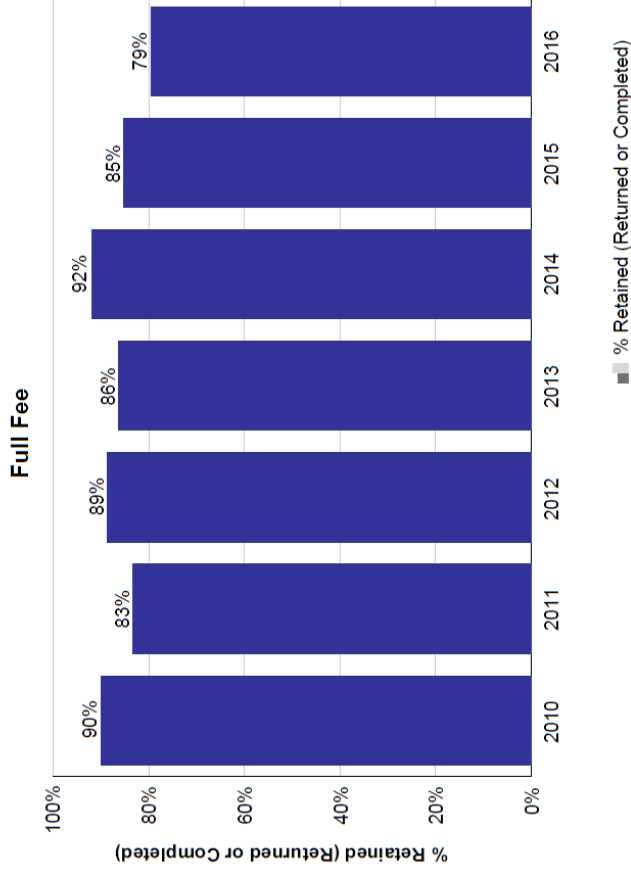
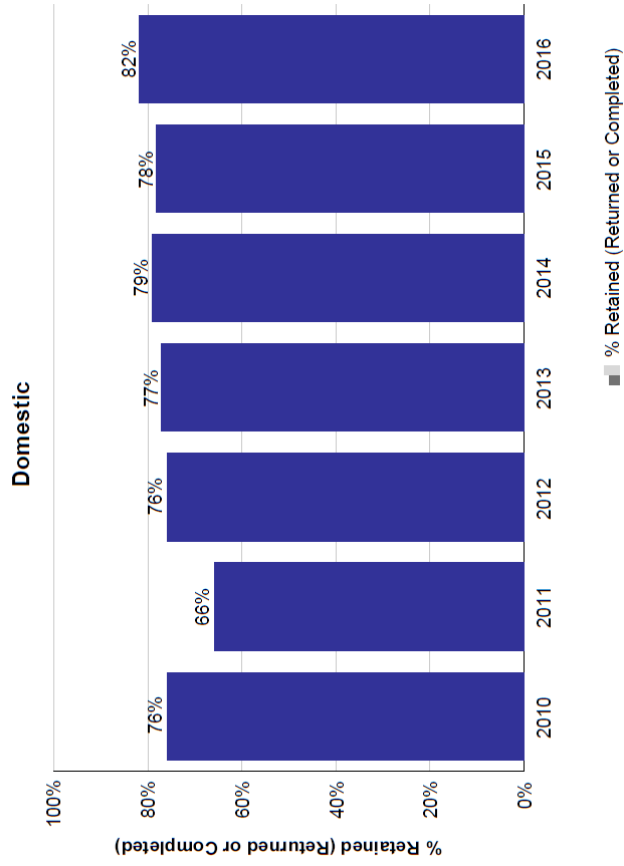
■ % Retained (Returned or Completed)



■ % Retained (Returned or Completed)



# Pasifika Retention



# UC Pasifika Engagements Pacific Peoples Advisory Committee (PPAC)



**PPAC is an advisory group to the VC and is chaired by Lynn McClelland on his behalf.**

**PPAC meeting was held in May.**

*Two more meetings will be held in July and November.*

Key discussion matters include:

- Definition of 'Pasifika' for UC scholarships –
- Campus Master Plan – New Education Building
- Ako Aotearoa project progress and the development of the Kaiārahi Pasifika role within PDT



# UC Pasifika Engagements

## Pasifika Strategy Advisory Group (PaSAG)



**PaSAG meets every two months to monitor the implementation of the Pasifika Strategy and report its progress. PaSAG is chaired by Gafa Tuiloma.**

**Members are made up of College and Service representatives. Meetings were held in April, June.**  
Key discussion matters include:

- 2016 Work Plan developed. Endorsement being sought by PVCs
- Pasifika recruitment activities and outcomes.
- College responses to the Pasifika Strategy.
- Service Unit responses to the Pasifika Strategy.
- Pasifika staff support and development.
- Pasifika at risk cohorts
- Definition of 'Pasifika' for UC scholarships – Revised definition presented to AAC after consultation and input provided by PaSAG.
- Campus Master Plan- The new MBC Artist in Residence commissioned to develop Pasifika concept designs for the Coppertop.
- Community engagement – PaSAG, PPAC and Pacific staff visited Tuahiwi Marae
- Development of Kaiārahi Pasifika (Academic Leader) role
- Maori representation through PaSAG membership



# UC Pasifika Strategy Progress

## College Responses

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### College of Education

- Appointment of new Kaiārahi Pasifika for the College
- Appointment of new Pasifika Facilitator at UC Education Plus
- College of Education, Health and Human Development will be conducting a Pasifika content audit of their courses alongside the Maori content audit.
- Pasifika providing input into the creation of Maori and Pasifika space designs and themes in the new College of Education building.
- MBC Artist in Residence commissioned to develop Pasifika designs.
- Pasifika and Maori invited to discuss new name for Coppertop
- COEHHD Pasifika Success Group is collaborating with the PDT to host a joint Fiafia night in July. Secondary school students and community members in attendance will hear about what the College can offer Pasifika students.
- The Kaiārahi Pasifika (Education) hosted a professional development opportunity for College staff, which included an ‘ava ceremony.

# UC Pasifika Strategy Progress

## College Responses

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### College of Business and Law

- 21 Day Challenge-Niue. The PDT team and Pacific staff supported the UC Business and UC Centre for Entrepreneurship's 21 Day Pacific Challenge. This year saw the introduction of Pacific community members as cultural mentors alongside business mentors.
- The School of Law are funding seven Pasifika students and one staff member to attend the Pasifika Law and Cultural Conference hosted by Victoria University of Wellington School of law in July.
- The School of Law has introduced first year Pasifika cohort tutorials for LAWS 101. The tutorials are imbedded within the course itself rather than being supplementary.

# UC Pasifika Strategy Progress

## Service Responses

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### Student Services and Communications

- Liz Keneti appointed to new role as Director Student Success
- Gafa Tuiloma appointed as Acting Director of Pasifika Development
- SSAC now has the largest number of Pasifika staff.
- Increased visibility of Pasifika in UC marketing campaigns, on social media, main website and across publications.

### Learning Resources

- PDT delivered professional development to Library staff in June.
- The Central Library supported Pasifika Language Week by promoting Samoan Language Week
- Pacific Material in the UC Research Repository-The library is providing storage for the Macmillan Brown Centre for Pacific Studies to hold electronic copies of working papers and conference proceedings through the UC Research Repository.
- Increasing the visibility of the University's Pasifika art material. A student intern is currently working with the Art Curator to identify material by Pasifika artists in the UC Art Collection. Additional funding is used to get more Pacific artworks framed so they can be put on display campus-wide.
- Campus Services agreed to a cultural competence session beginning with campus security. A June training session was rescheduled due to staff bereavement.
- Librarians provide weekly drop-in sessions in the Pasifika Students house.

# Pasifika Staff:

## Recruitment & Development

- 
- From 19 staff in 2014 to **28 Pasifika staff** by June 2016: 5 x Academic staff and 23 x General staff.
  - HR Director supports the development of a ***Pasifika Staff Career Development Plan*** – work on this will begin this year.
  - HR Director contributes financially to Pasifika staff development by sponsoring the **Annual Pasifika Staff in Tertiary Education Conference** fee of \$500 per year.
  - Pasifika staff utilised to provide cultural competence training for service and college staff as this is currently not offered via HR.

# Pasifika Staff:

## Recruitment & Development



### 5 x Academic staff



**Prof. Steven Ratuva**  
Director MBC  
College of Arts



**Yvonne Crichton-Hill**  
HOD/Senior Lecturer  
College of Arts



**Tara Ross**  
Senior Lecturer  
College of Arts



**Moka Ritchie**  
Lecturer  
School of Law



**Jo Togiaso**  
Senior Tutor  
College of Education



### Pacific Development Team

### 23 x General staff



**Siale Faitotonu**  
College of  
Engineering



**Tufulasi Taleni**  
College of  
Education



**Mosese Fifita**  
College of  
Engineering



**Abby Suszko**  
Kaiaarahia  
AVC Maori



**Selai Nakaroti**  
College of  
Education



**Gemma Keren**  
College of  
Education



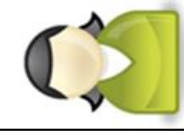
**Bernie Aulavmai**  
College of  
Education



**Katinia Makaanui**  
Student Success



**Lesieli Tongati'o**  
College of  
Education



**Jennyfer Jenkins**  
School of Law



**Tupe Leota**



**Sia Evala**  
Liaison  
Office (Auck)



**Sofia Daly**  
Bridging  
Programmes



**Shonam Ram**  
HR



**Lynsey Talagi**  
Scholarships Office



**Kevin Moni**  
Facilities  
Management



**Alana Batchelor**  
Pacific Liaison Officer:  
Liaison

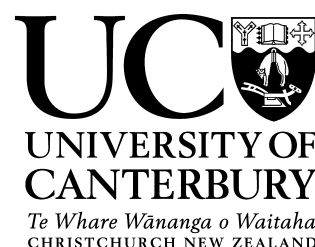


**Ioteba Ioteba**  
Security



# TE POARI AKORANGA

## ACADEMIC BOARD



### REPORT TO THE COUNCIL FROM A MEETING OF THE ACADEMIC BOARD

HELD ON WEDNESDAY 20 JULY 2016

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The Board recommends:

1. Qualification proposals

***That:*** Council approve the following qualification proposals, which may require further approval from or noting by CUAP:

***From the Faculty of Arts***

1. ***To replace the current four-year Bachelor of Fine Arts and the separate one-year Bachelor of Fine Arts with Honours degrees (a five-year programme in total) with three new qualifications:***
    - (i) ***A four-year Bachelor of Fine Arts (NZQF Level 7)***
    - (ii) ***A four-year Bachelor of Fine Arts with Honours (NZQF Level 8)***
    - (iii) ***A one-year Postgraduate Diploma in Fine Arts (NZQF Level 8)***
  2. ***To revise the Master of Social Work (Applied) degree.***
  3. ***To enable minors, as defined under the regulations to the Bachelor of Commerce, to also be minors for the Bachelor of Arts and additionally to update the entry for the minor in Economics to reflect current course offerings.***
  4. ***To standardise the entry grade requirement for the Bachelor of Arts with Honours, and the Master of Arts (Part I) degrees.***
  5. ***To semesterise the 100, 200 and 300 level Chinese language courses and to alter the language courses in the majoring requirements as a consequence of semesterisation.***
  6. ***To update the schedules to the Certificate and Diplomas in Languages, to reflect changes in the courses offered.***
  7. ***To indicate the minimum amount of Greek and/or Latin necessary for undertaking Master's study in Classics.***
  8. ***To amend the requirements for the postgraduate qualifications in Psychology.***
  9. ***To convert ARTS395 and ARTS495 to PACE395 and PACE495 (Professional and Community Engagement).***
  10. ***To change the required 100 level course from PHIL137/DIGI102 to COSC101/DIGI101, and to amend the acronym for the minor used in the UC Calendar from 'DASH' to 'DIGI'***
-

11. *To disestablish Diplomacy and International Relations (DIPL) as a subject for the PG Cert Arts, PG Dip Arts, and the 120 point BA(Hons).*

**From the Faculty of Commerce**

12. *To introduce a Master of Financial Management and a new subject of Financial Management.*

**From the Faculty of Education**

13. *To add a new endorsement Health and Community to the existing endorsements for the Postgraduate Diploma in Health Sciences, Master of Health Sciences Professional Practice, and Master of Health Science awards.*
14. *To introduce an endorsement in Positive Behaviour Support to the Postgraduate Diploma in Education and Master of Education.*
15. *To change the name of one endorsement under the Postgraduate Diploma in Specialist Teaching and the Master of Specialist Teaching from “Deaf and Hearing Impaired” to “Deaf and Hard of Hearing”.*
16. *To amend the schedule for the Leadership endorsement within the Med and PGDipEd deleting three courses (EDEM634, EDEM635 and EDEM639) and replacing with three new courses (EDEM652, EDEM654 and EDEM655).*
17. *To amend the various endorsements comprising the PGDipHealSc and MHealSc.*
18. *To amend the schedule for the Med and PGDipEd qualifications.*
19. *To change the Regulations of the Bachelor of Health Sciences*
20. *To amend the schedule for the programme of the Degree of Master of Computer-Assisted Language Learning*
21. *To allow entry to the Specialist Education qualifications to those who hold a degree plus a professional teaching qualification.*
22. *To discontinue the Physical Activity Promotion major in the Bachelor of Health Sciences.*

**From the Faculty of Engineering and Forestry**

23. *To introduce a Bachelor of Product Design (BProdDesign) degree from 2018, with majors in Industrial Product Design, Applied Immersive Game Design, and Chemical & Healthcare Product Formulation.*
24. *To create Minor in Power Engineering as part of the BE(Hons) Electrical & Electronic Engineering degree.*
25. *To create a Minor in Energy Processing Technologies as part of the BE(Hons) Chemical & Process Engineering degree.*
26. *To reorganize course content and learning outcomes within compulsory courses of the BE(Hons) Mechanical Engineering programme.*
27. *Change the credit requirements for the minor in Bioprocess Engineering from 105 points to 75 points by having only one 30 point project associated with the minor instead of two 30-point projects.*
28. *To make 600-level courses available as optional courses within the BE(Hons) degree in Electrical & Electronic Engineering.*
29. *To remove one course (ENCE462 Advanced Computer Architecture) from those offered at 400 level as part of the BE (Hons) programmes in Computer Engineering (CE), Electrical & Electronic Engineering (EEE), Mechatronics Engineering (MT) and Software Engineering (SE).*

**From the Faculty of Law**

30. *To introduce a Graduate Diploma in Criminal Justice*

**From the Faculty of Science**

31. *To introduce a Master of Financial Engineering.*
32. *To introduce Antarctic Studies as a subject in the Master of Science*
33. *To introduce Environmental Science as a major in the Bachelor of Science*
34. *To semesterise the 400-level offerings in Biological Sciences in the Bachelor of Science with Honours, the Postgraduate Diploma in Science and the Master of Science and introduce two new courses.*
35. *To change the name of the subject from Freshwater Management to Water Resource Management.*
36. *To make COSC469 compulsory for BSc(Hons) and MSc students in Computer Science, and to add it to the Schedule C for the ME.*
37. *To: (1) retain CMDS 490 in the BSLP(Hons) degree and (2) offer it as an alternative to CMDS491.*
38. *To indicate “No new Enrolments” in the following subjects- Plant Biology (PBIO) (BSc(Hons), PGDipSc, MSc, Ph.D) and Zoology (ZOO) (BSc(Hons), PGDipSc, MSc, Ph.D) and Evolutionary Biology (EVOL) (BSc(Hons), PGDipSc, MSc, Ph.D)*

**From the Board of Studies for Transition Programmes**

39. *To amend Regulation 4 of the Certificate in University Preparation.*

Dr Hamish Cochrane  
Chair  
Te Poari Akoranga – Academic Board

20 July 2016

**UNIVERSITY OF CANTERBURY**  
**REPORT OF THE ACADEMIC BOARD MEETING HELD ON**  
**WEDNESDAY 20 JULY 2016**  
**TE POARI AKORANGA**

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The Academic Board reports for information the following matters that have been considered since the June 2016 meeting of the Board:

**1. THE VICE-CHANCELLOR'S REPORT**

The Vice-Chancellor presented his report as read and highlighted the following:

- Council will not likely consider the future development of the Rutherford building for another two years;
- Council approval for the budget plans for the NEB project, with a planned occupancy of August 2017;
- Thanks and acknowledgement of the recent Open Day event with some 4700 visitors, this was up from about 2500 in 2015;
- The Productive Commission is likely to report on schedule and that Universities New Zealand will meet with the Commission on their draft report; he also indicated that the Commission has signalled some thoughts on barriers to student mobility through the wider tertiary sector via credit recognition and recognition of prior learning.

Questions and comments from the floor included:

- There was a question on the recent announcement of continued “Financial Measures”, specifically on general staffing numbers; the Vice-Chancellor responded that as student numbers recovered he expected academic staff numbers to recover leading to a reduction in the ratio of general staff to academic staff.

**2. REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE**

Thirty-nine CUAP proposals were presented by the relevant Faculty Deans and endorsed by the Board for forwarding to Council for approval and then distribution to CUAP. Only those receiving significant commentary are noted here.

**From the Faculty of Arts**

1. A major redevelopment of the Bachelor of Fine Arts and Bachelor of Fine Arts (Honours). Both degree proposals are 4-year programmes, rather than the current 4+1 model, with excellent candidates transferring at the end of year-3 into the Honours programme. These changes, in part, come from major reviews of the qualifications and brings the proposal into line with other institutions notable the Elam School at Auckland
2. – 11. A number of relatively minor changes introduced to improve student mobility into programmes, or clarity on entry standards, or marketability of qualifications.

**From the Faculty of Commerce**

12. The introduction of a new 180pt Masters of Financial Management. A conversion masters aimed at a broad market of recent graduates to prepare them for the financial management advisory market. Questions were asked on the coverage of professional ethics and preparation of general graduates into specialized postgraduate courses.

### **From the Faculty of Education**

13. – 21. A number of relatively minor changes introduced to improve student choice into programmes, or new endorsements within programmes.
22. To discontinue the endorsement of Physical Activity Promotion in Health Sciences. No new enrolments have been permitted since 2014.

### **From the Faculty of Engineering and Forestry**

23. To introduce a new Bachelors programme in Product Design from 2018. This is a major development from the College of Engineering as it aims to increase its EFTS from approximately 3300 to 4450 as part of the commitment to Government for “Canterbury Engineering the Future”. The 3-year programme is aimed at a different cohort of students than Engineering or Forestry. This cohort will not typically have the required mathematics or physical sciences background. The programme aims to blend technical, business and practical/aesthetic skills. Its nearest comparative examples in New Zealand do not take such a strong technical focus. However, it is likely to strongly compete against the ITP market. The proposal was developed with the assistance of high quality market research provided by consultants. Not all of the courses have been designed, this will be completed with the appointment of a Head of School and Programme Director. There is a 5-year staffing plan. Finally, Professor Evans-Freeman talked about de-risking the proposal through the potential use of conjoint degrees.

From the floor:

- A question asked about ethics in design and testing?
  - How will IP be handled?
  - Both the Faculties of Commerce and Science welcomed the development and requested to be involved in its further development
  - Fine Arts looked forward to further discussions on the question of “creativity” and their further involvement in the proposal.
  - This is the first new programme developed since the adoption of the University wide graduate attributes, but struggling to see that they have been mapped or incorporated.
24. – 29. A number of relatively minor changes introduced to improve student choice into programmes, or new minors within programmes, or to respond to staffing pressures from reduced student numbers in Electrical and Computer Engineering.

### **From the Faculty of Law**

30. The introduction of a Graduate Diploma in Criminal Justice. This is a natural progression for qualifications supporting the criminal justice sector. The diploma is particular aimed at current staff working in the sector.

### **From the Faculty of Science**

31. The introduction of a new 180pt Master of Financial Engineering. This Masters follows on from a BSc in Financial Engineering, but is available to a wider group of students. There were questions on the title; standard of ethics delivery in the programme; and the requisite background to undertake the programme particular postgraduate finance and mathematics with only a 200-level background.
32. – 38. (except 33.) A number of relatively minor changes introduced to improve student choice into programmes, or change names of majors, or rationalise majors in the area of

biological sciences.

33. To introduce a new major in the BSc in Environmental Science. This is a result of removing the endorsement in environmental science and the confusion around endorsements. The programme has a strong alignment with geography and other physical and biological sciences.

#### **From the Board of Studies in Transition Programmes**

39. To ensure that students undertaking the Certificate in University Preparation (NZQF4 Certificate) must pass 60pt within 3 study periods in order to meet the requirements of the qualification and to seek entry to the University.

### **3. ACADEMIC PROMOTIONS 2016 GUIDELINES**

The Academic Promotions 2016 Criteria Guidelines was provided to Board for its information. By request this was brought forward by a member for discussion. The Vice-Chancellor introduced the discussion by stating that he does not personally engage in the academic promotions process, but has always delegated this to one of the Deputy Vice-Chancellors: Professor I. Town and more recently Professor S. Weaver. He indicated that at the end of each round a review is conducted of the guidelines to ensure that they remain fit-for-purpose. The Vice-Chancellor indicated that in 2015 there were two appeals and while the guidelines were useful in documenting process on what and how to appeal, they were less useful in describing the process of hearing the appeal; who should investigate and what process they should follow - this being the major change in the new guidelines.

Dr McChesney, who asked for the guidelines to be discussed, acknowledged the changes made for the 2016 promotion guidelines as being worthy and thanked the Vice-Chancellor in seeking feedback. The member and others then outlined further improvements that could be considered for 2017:

- clarification on accepted but not-yet published work;
- re-inclusion of the equity statement on the composition of promotion committees;
- acceptance of extensive University service within the criteria;
- Section 1.4 should reflect the official University wording for the graduate attributes;
- HoDs should consult others on an applicant before writing their recommendation, rather than this being optional.

The Vice-Chancellor summarised the discussion and reiterated that as usual a review will occur at the end of this promotion round.

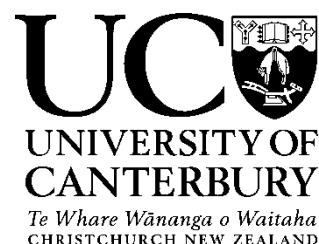
### **4. THE LIBRARY REPORT**

The Chair of the Library committee, Associate Professor M. Grimshaw, spoke briefly to the Library report asking members to consider the Library funding for article processing charges, targeted at new researchers, and recent surveys on library resources in the UK and USA.

Dr Andrew Bainbridge-Smith  
**Secretary**  
**Te Poari Akoranga – Academic Board**

20 July 2016

**NEW QUALIFICATION  
2016**



**DETAILS**

<b>Title of qualifications</b>	<b>(i) Bachelor of Fine Arts; (ii) Bachelor of Fine Arts with Honours; (iii) Postgraduate Diploma in Fine Arts</b>		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	School of Fine Arts		
<b>Faculty or College</b>	College of Arts		
<b>Contact person</b>	Aaron Kreisler	<b>Phone number</b>	Ext. 6161

**EXECUTIVE SUMMARY**

This proposal seeks to replace the current four-year Bachelor of Fine Arts and the separate one-year Bachelor of Fine Arts with Honours degrees with three new qualifications: a four-year Bachelor of Fine Arts (NZQF Level 7); a four-year Bachelor of Fine Arts with Honours (NZQF Level 8); a one-year Postgraduate Diploma in Fine Arts (NZQF Level 8). The new fine arts degrees in this proposal seeks to implement a series of changes to the undergraduate programme, while retaining the studio major system and elective model, which represent an important point of difference in the New Zealand art schools network. This proposal seeks to maintain, hone and develop the unique studio cultures that exist across the five majors (Film, Graphic Design, Painting, Photography and Sculpture), while building an academic coherency between these disciplines as students move through the degree.

The new Bachelor of Fine Arts programme will be 'rolled out' over four years with the first year of the programme becoming available to students in 2017. The estimates below are based on the staffing expectation outlined in this proposal. The maximum number of fine arts students is limited by the studio space currently available.

**Note:** The courses of the current BFA will continued to be offered to students who enrolled for the first time this year. Students who enrol for the first time in 2017 will graduate under the new regulations at the end of 2020.

	<b>Course</b>	<b>Predicted Enrolments</b>	<b>EFTS</b>
<b>2020</b>	FINA 101,102,103	68	51.00 EFTS
	Second year	60	45 EFTS

	studio courses (2 x 45 pts)		
	Third year studio course (90 pts)	60	45 EFTS
	Fourth Year BFA studio course (90pts)	30	22.5 EFTS
	Honours programme (120 pts)	25	25 EFTS
<b>Total</b>			188.5 EFTS

## 2016 Calendar Proposed new regulations

### (i) The Degree of Bachelor of Fine Arts (BFA)

See also the General Course and Examination Regulations.

#### 1. Admission to the Bachelor of Fine Arts

Admission to the Bachelor of Fine Arts is at the discretion of the Dean of Arts.

*Note: To be admitted to the first year of the Bachelor of Fine Arts a student must meet University entry criteria and submit a portfolio of recently completed art and/or design work, to demonstrate the artistic and creative skills and knowledge required for the programme. Applicants may be required to attend an interview.*

#### 2. Limitation of Entry to Fine Arts Courses

A maximum of 60 students will be admitted to FINA 101, FINA 102 and FINA 103.

A maximum of 12 students will be admitted to each studio course in second, third and fourth years of the degree.

#### 3. Requirements of the Degree

To qualify for the Bachelor of Fine Arts a candidate must pass courses having a minimum value of 480 points comprising:

- (a) FINA 101, FINA 102, FINA 103 and 30 points of 100-level ARTH courses; and
- (b) The requirements for a Major as specified in Schedule A to the Regulations for this Degree.

*Note: Students who have completed the first three years of the degree and also (a) passed one of DESI 311, FILM 311, PAIN 311, PHOT 311, or SCUL 311 with a B grade or better and (b) passed 30 points of 300-level ARTH with a B grade or better will be eligible to apply for admission to the Bachelor of Fine Arts (Honours).*

#### 4. Admission to the Second Year and Third Years of the Bachelor of the Fine Arts Degree



Students must pass FINA 101, FINA 102, FINA 103 and 30 points of 100-level Art History courses to gain admission to the second year of the Degree.

To enter the third year students must pass their both 200-level studio courses, a 200-level ARTH course or, in the case of Film or Photography students, a 200-level ARTH or CINE course, and one further course at any level from the Arts Schedule.

#### **5. Admission for Students Transferring from Other Programmes**

The Dean of Arts may grant credit towards the Degree for courses from any other tertiary qualification where the content and standard of study are considered appropriate to the Degree. Credit may be specified or unspecified. Transferred credit from an incomplete degree will not exceed 240 points and will only be for 100-level and 200-level courses. Transferring students may be required to complete coursework as specified by the Head of the School of Fine Arts.

#### **6. Cross-Credit Between the BFA and the BA Degrees**

A student who is enrolled for the Bachelor of Fine Arts degree concurrently with a Bachelor of Arts Degree, or has completed one of these degrees and is proceeding with the other, may cross credit courses at 100-level and 200-level up to a maximum of 150 points.

#### **7. Transition Arrangements for Students Enrolled for the degree of Bachelor of Fine Arts prior to 2017**

A student, who enrolled in the degree of Bachelor of Fine Arts for the first time before 1 January 2017, may graduate, providing they pass courses having a minimum value of 480 points, including:

- (a) *Either* FINT 103 and 30 points of 100-level ARTH courses *or* FINT 103 and 30 points of courses at 100-level or above approved by the Head of School *or* (for transferring Film and Graphic Design students) a course or study approved under Regulation 4 in the 2016 *Calendar*; and
- (b) 270 points from Section B of the Schedule as specified in the 2015 *Calendar*, including 90 points from DESI 401, FILM 401, PAIN 401, PHOT 401 or SCUL 401; and
- (c) A minimum of 90 points from the schedule of any other undergraduate degree, including at least 15 points of 200-level ARTH and an at least a further 15 points at 200-level or above.

Students, who wish to graduate under these transitional regulations, must complete their course of study before 31 December, 2021. Current students who do not complete within this time-frame may apply to the Dean of Arts for permission to graduate under the 2016 regulations or to transfer to the new degree.

### **Schedule A to the Regulations for the Degree of Bachelor of Fine Arts:**

#### **Majoring Requirements**

##### Film

- (a) FILM 211, FILM 212, FILM 311, FILM 411; and
- (b) *Either* 15 points of ARTH at 200-level or above *or* 15 points of CINE at 200-level or above; and
- (c) a further 15 points at 200-level from the Arts Schedule; and
- (d) 60 points at any level from Schedule B for the Bachelor of Arts.

##### Graphic Design

- (a) DESI 211, DESI 212, DESI 311, DESI 411; and
- (b) 15 points of ARTH at 200-level or above; and

- (c) a further 15 points at 200-level from the B.A. Schedule; and
- (d) 60 points at any level from Schedule B for the Bachelor of Arts.

#### Painting

- (a) PAIN 211, PAIN 212, PAIN 311, PAIN 411; and
- (b) 15 points of ARTH at 200-level or above; and
- (c) a further 15 points at 200-level from the B.A. Schedule; and
- (d) 60 points at any level from Schedule B for the Bachelor of Arts.

#### Photography

- (a) PHOT 211, PHOT 212, PHOT 311, PHOT 411; and
- (b) *Either* 15 points of ARTH at 200-level or above *or* 15 points of CINE at 200-level or above; and
- (c) a further 15 points at 200-level from the B.A. Schedule; and
- (d) 60 points at any level from Schedule B for the Bachelor of Arts.

#### Sculpture

- (a) SCUL 211, SCUL 212, SCUL 311, SCUL 411; and
- (b) 15 points of ARTH at 200-level or above; and
- (c) a further 15 points at 200-level from the B.A. Schedule; and
- (d) 60 points at any level from Schedule B for the Bachelor of Arts.

### Schedule B to the Regulations for the Degree of Bachelor of Fine Arts

For full course information, go [www.canterbury.ac.nz/courses](http://www.canterbury.ac.nz/courses).

FINA 101	What is Practice?	30	S1	P: Approval of the Head of School of Fine Arts. R. FINT 103
FINA 102	Communities of Practice	15	S1	P: Approval of the Head of School of Fine Arts. R. FINT 103
FINA 103	Studio Practice	45	S2	P: Approval of the Head of School of Fine Arts. R. FINT 103

DESI 211	Graphic Design 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH @ 100-level and the approval of the Head of School of Fine Arts. R. DESI 201
DESI 212	Graphic Design 2B	45	S2	P: DESI 211 R. DESI 201
DESI 311	Graphic Design 3	90	W	P: DESI 212 R. DESI 301
DESI 411	Graphic Design 4	90	W	P: DESI 311 R. DESI 401
FILM 211	Film 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH at 100-level and the approval of the Head of School of Fine Arts. R. FILM 201
FILM 212	Film 2B	45	S2	P: FILM 211 R. FILM 201
FILM 311	Film 3	90	W	P: FILM 212 R. FILM 301

FILM 411	Film 4	90	W	P: FILM 311 R. FILM 401
PAIN 211	Painting 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH at 100-level and the approval of the Head of School of Fine Arts. R. PAIN 201
PAIN 212	Painting 2B	45	S2	P: PAIN 221 R. PAIN 201
PAIN 311	Painting 3	90	W	P: PAIN 222 R. PAIN 301
PAIN 411	Painting 4	90	W	P: PAIN 320 R. PAIN 401
PHOT 211	Photography 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH at 100-level and the approval of the Head of School of Fine Arts. R. PHOT 201
PHOT 212	Photography 2B	45	S2	P: PHOT 221 R. PHOT 201
PHOT 311	Photography 3	90	W	P: PHOT 222 R. PHOT 301
PHOT 411	Photography 4	90	W	P: PHOT 320 R. PHOT 401
SCUL 211	Sculpture 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH at 100-level and the approval of the Head of School of Fine Arts. R. SCUL 201
SCUL 212	Sculpture 2B	45	S2	P: SCUL 211 R. SCUL 201
SCUL 311	Sculpture 3	90	W	P: SCUL 212 R. SCUL 301
SCUL 411	Sculpture 4	90	W	P: SCUL 311 R. SCUL 401

## (ii) The Degree of Bachelor of Fine Arts with Honours (BFA(Hons))

### 1. Admission to the Bachelor of Fine Arts with Honours

(a)

At the discretion of the Dean of Arts, a student may be granted admission to the Degree of Bachelor of Fine Arts with Honours, if they have:

- (i) Completed 360 points in courses at 100-level, 200-level and 300-level as prescribed for the Bachelor of Fine Arts degree; and
- (ii) Gained a B pass or better in one of DESI 311, FILM 311, PAIN 311, PHOT 311 or SCUL 311; and
- (iii) Gained a B pass or better in *either* 30 points of 300-level ARTH *or*, in the case of students majoring in Film or Photography, 30 points of 300-level CINE or ARTH.

(b) No student who has already graduated with a Bachelor of Fine Arts from this University or a similar Fine Arts degree from any other tertiary institution will be permitted to enrol for this Degree.

(c) In cases where the Dean of Arts approves the student's admission to the Degree, the courses previously passed for the Degree of Bachelor of Fine Arts, will be credited to the Degree of Bachelor of Fine Arts with Honours.

## **2. Requirements of the Degree**

To qualify for the Bachelor of Fine Arts with Honours a candidate must pass courses having a value of 480 points:

1. FINA 101, FINA 102, FINA 103; and
2. 30 points of 100-level ARTH courses; and
3. 180 points of either DESI, FILM, PAIN, PHOT or SCUL courses at 200-level and 300-level; and
4. At least 15 points of 200-level ARTH or, in the case of students in Photography and Film, either 15 points of 200-level ARTH or 15 points of either 200-level ARTH or 200-level CINE;
5. At least 30 points of 300-level ARTH for students majoring in Design, Painting, Photography or Sculpture or at least 30 points of 300-level CINE or ARTH for students majoring in Film or Photography; and
6. 15 points at any level from the Arts Schedule; and
7. FINA 450.

## **3. Award of Honours**

The Degree will be awarded with First Class Honours or Second Class Honours (Division 1 or 2). The class of Honours to be awarded will be based on the performance of the candidate in FINA 450. Candidates who do not qualify for the award of Honours may, at the discretion of the Dean of Arts be permitted to graduate with a Bachelor of Fine Arts.

## **4. Time Limits and Withdrawal from the BFA(Hons)**

(i)

The fourth year of the BFA(Hons) is normally completed in a single year. Students who do not complete within this time-frame will be withdrawn from the BFA(Hons). Any courses already credited to the BFA(Hons) may be reassigned to the Bachelor of Fine Arts.

(ii)

A student who has been admitted to the BFA(Hons) may, with the permission of the Head of the School of Fine Arts, transfer from this Degree to a fourth year studio course for the Bachelor of Fine Arts degree. Any courses already passed for or credited to the Bachelor of Fine Arts(Hons) may be reassigned to the Bachelor of Fine Arts.

(iii)

A student who fails FINA 450 may not re-enrol in the course, but may apply to the Dean of Arts for permission to enter the relevant fourth year course for the Bachelor of Fine Arts in a subsequent Year.

## **5. Cross Credit Between the BFA (Hons) and the BA Degrees**

A student who is enrolled for the Degree of Bachelor of Fine Arts with Honours concurrently with a Bachelor of Arts Degree, or has completed one of these degrees and is proceeding with the other, may cross credit courses at 100-level and 200-level to a maximum of 150 points.

## **6. Excessive Work Load**

Students who wish to enrol in an additional course or courses must first gain the approval of the Head of the School of Fine Arts.

## Schedule A to the Regulations for the Degree of Bachelor of Fine Arts with Honours

For full course information, go [www.canterbury.ac.nz/courses](http://www.canterbury.ac.nz/courses).

FINA 101	What is Practice?	30	S1	P: Approval of the Head of School of Fine Arts. R. FINT 103
FINA 102	Communities of Practice	15	S1	P: Approval of the Head of School of Fine Arts. R. FINT 103
FINA 103	Studio Practice	45	S2	P: Approval of the Head of School of Fine Arts. R. FINT 103

DESI 211	Graphic Design 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH @ 100-level and the approval of the Head of School of Fine Arts. R. DESI 201
DESI 212	Graphic Design 2B	45	S2	P: DESI 211 R. DESI 201
DESI 311	Graphic Design 3	90	W	P: DESI 212 R. DESI 301
DESI 411	Graphic Design 4	90	W	P: DESI 311 R. DESI 401
FILM 211	Film 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH at 100-level and the approval of the Head of School of Fine Arts. R. FILM 201
FILM 212	Film 2B	45	S2	P: FILM 211 R. FILM 201
FILM 311	Film 3	90	W	P: FILM 212 R. FILM 301
PAIN 211	Painting 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH at 100-level and the approval of the Head of School of Fine Arts. R. PAIN 201
PAIN 212	Painting 2B	45	S2	P: PAIN 221 R. PAIN 201
PAIN 311	Painting 3	90	W	P: PAIN 222 R. PAIN 301
PHOT 211	Photography 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH at 100-level and the approval of the Head of School of Fine Arts. R. PHOT 201
PHOT 212	Photography 2B	45	S2	P: PHOT 221 R. PHOT 201
PHOT 311	Photography 3	90	W	P: PHOT 222 R. PHOT 301
SCUL 211	Sculpture 2A	45	S1	P: FINA 101,102, 103, 30 points of ARTH at 100-level and the approval of the Head of School of Fine Arts/ R. SCUL 201
SCUL 212	Sculpture 2B	45	S2	P: SCUL 211

				R. SCUL 201
SCUL 311	Sculpture 3	90	W	P: SCUL 212 R. SCUL 301
FINA 450	Honours Research	120	W	P. Approval of the Head of the School of Fine Arts.

### (iii) The Postgraduate Diploma in Fine Arts (PGDipFine Arts)

#### 1. Admission to the Postgraduate Diploma in Fine Arts

To be admitted to this Diploma a student must have:

- (i) *Either* qualified for a Bachelor of Fine Arts degree at a New Zealand university or other tertiary institution with a B average in their final year courses;  
*Or* been admitted ad eundem statum as the holder of such a degree;  
*Or* qualified for either a degree or a three-year diploma in fine arts and produced evidence of extensive professional experience approved by the Head of the School of Fine Arts; and
- (ii) Been accepted by the Head of the School of Fine Arts as meeting the requirements for admission to the subject selected for the Postgraduate Diploma; and
- (iii) Been approved as a candidate for the Diploma by the Dean of Arts.

#### 2. Requirements of the Diploma

To qualify for the Postgraduate Diploma in Fine Arts a student must pass either FINA 450, or FINA 451 and FINA 452.

#### 3. Award of Merit or Distinction

The Diploma may be awarded with Merit or Distinction.

#### 4. Time Limits and Workload Limitations

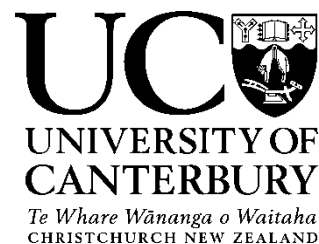
The Diploma will normally be studied over one year. At the discretion of the Dean of Arts, students may be permitted to enrol part-time over two years. Students who do not complete within this time-frame will be withdrawn from the Postgraduate Diploma.

Students who wish to enrol in an additional course or courses must first gain the approval of the Head of the School of Fine Arts.

#### Schedule A to the Regulations for the Postgraduate Diploma in Fine Arts

FINA 450	Honours Research	120	W	P: Approval of the Head of School of Fine Arts.
FINA 451	Honours Research A	60	W	P: Approval of the Head of School of Fine Arts.
FINA 452	Honours Research B	60	W	P: Approval of the Head of School of Fine Arts.

**TEMPLATE 2**  
**MAJOR QUALIFICATION CHANGES**  
**2016**



**DETAILS**

<b>Title of qualifications</b>	Master of Social Work (Applied)		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	Department of Human Services and Social Work, School of Languages, Social and Political Sciences		
<b>Faculty or College</b>	Arts		
<b>Contact person</b>	Nikki Evans	<b>Phone number</b>	4958

**EXECUTIVE SUMMARY**

The Master of Social Work (Applied) degree is revised to offer a programme with more flexible entry and delivery. Specifically:

- the entry criteria are expanded to provide pathways into the programme for students with relevant professional, practical or academic experience;
- the structure of the degree is changed to remove the optional course schedule and instead require a suite of compulsory courses;
- the degree delivery is changed to blended learning (a combination of distance and on-campus teaching);
- a semester two intake is added; and
- a more flexible part-time study programme is permitted

Additionally the regulations are streamlined to provide clarity and remove repetition.

**1. Proposed new regulations**

**UC 2016 Calendar, p 22 Schedule to the Limitations of Entry Regulations**

*Amend the entry for Social Work read (changes highlighted in yellow):*

SOWK 624 SOWK 671 SOWK 672	Special application to the department by 30 September for semester one start in the following year; special application to the department by 31 May for semester two start in the same year. Late applications may be accepted on a case by case basis.	40 total
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**UC 2016 Calendar, p 23 Schedule to the Limitations of Entry Regulations**

*Amend the entry for the MSW (App) to read (changes highlighted in yellow):*

MSW (App)	Special application to the programmes by 30 September for semester one start in the following year; special application to the programmes by 31 May for semester two start in the same year. Late applications may be accepted on a case by case basis.	30 September 31 May
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**UC 2016 Calendar, p 214 Regulations for the Master of Social Work (Applied)**

*Delete the entry for the MSW (App), and replace with the following:*

## The Degree of Master of Social Work (Applied) (MSW(App))

*See also General Course and Examination Regulations*

### 1. Qualifications Required to Enrol in the Degree

1. Every candidate for the Degree of Master of Social Work (Applied), before enrolling in a programme of study for the degree, shall have:
  - a) either
    - i. qualified for a Bachelor's degree in a relevant subject, with a B average or above in their 300-level courses and satisfied the Head of the Department that they have sufficient background to benefit from the course; and either
      - I. successfully completed relevant undergraduate courses preferably in the fields of social research and human development; or
      - II. completed a qualifying programme prescribed by the Programme Coordinator and approved by the Dean of Arts of a standard equivalent to the prerequisite courses; or
      - III. demonstrated relevant professional experience; or
    - ii. been admitted under the Regulations for admission ad eundem statum as entitled to enrol for the Degree of Master of Social Work (Applied) and satisfied the Head of the Department that they have sufficient background to benefit from the course; or
  - b) Where requirements in a) i) above are not met, been approved as a candidate for the degree by the Dean of Arts on the basis of the demonstration of extensive practical, professional and scholarly experience of an appropriate kind, and
  - c) Been approved as a candidate for the degree by the Head of Department and the Dean of Arts.
2. Students for whom English or Māori or New Zealand Sign is not their first language, must provide evidence of their English language ability as follows:
  - i. IELTS (Academic) 6.5, with no individual score below 6.5. Preference will be given to students with a score of 7; or
  - ii. At least two years of successful study in a New Zealand secondary school, with at least ten Level 2 NCEA credits in Literacy (five reading and five writing) or equivalent.



Note:

*Students who have already obtained a professional qualification in social work that includes a fieldwork practice component will not normally be permitted to enrol in the MSW(App).*

### **3. Additional Requirements for entry to the degree**

- a) Applications for entry to the MSW (Applied) degree must be made by 30 September in the year prior to enrolment for a semester one start, and by 31 May for a semester two start in the same year. Late applications may be accepted on a case by case basis.
- b) Applications for entry to SOWK 624, 671 and 672 are limited in accordance with the Limitation of Entry Regulations.
- c) Candidates must meet criteria in relation to suitability including:
  - i. criteria identified in application documentation; and
  - ii. the New Zealand Social Workers Registration Board's Entitlement to registration fit and proper person policy statement; and
  - iii. the Aotearoa New Zealand Association of Social Workers' Code of Ethics; and
  - iv. a satisfactory Police vetting; and
  - v. any such other processes deemed necessary by the Head of Department to determine suitability.
- d) For candidates who meet these criteria, selection for entry to the MSW (Applied) will be based on a review of documentation provided by the candidate, and an interview.
- e) Prior to being recommended to agencies by the Fieldwork Coordinator for SOWK 671 and 672, candidates must also:
  - i. provide attestations as to character and suitability for beginning practice; and
  - ii. agree to practise in accordance with and be bound by the Code of Ethics of the Aotearoa New Zealand Association of Social Workers (Inc.) and the Code of Conduct of the New Zealand Social Workers' Registration Board

Notes:

1. *Social Service agencies may also impose additional criteria for fieldwork acceptance.*
2. *Instruction in skills competencies and Code of Ethics is provided in SOWK 614 and 615.*

### **4. Continued Enrolment in the degree**

Candidates enrolled in any course in the degree whose circumstances change in regard to character or suitability must inform the MSW (Applied) Coordinator immediately. Changes in circumstances, whether notified by the candidate or others, may result in the candidate being required to undergo a reassessment of suitability arranged by the Programme Coordinator.

### **4. Structure of the Degree**

The candidate must be credited with all the courses listed in the Schedule to these Regulations.

The degree programme may be taken full-time or part-time.

A full-time programme is normally completed in two consecutive years, and consists of two parts. Part I comprises six courses: SOWK 611, 612, 614, 615, 616, and 617; SOWK 614 and SOWK 615 must be taken concurrently. Part I must be completed before the candidate can be credited with any course in Part II, unless special approval is given by the Programme Coordinator. Part II consists of four courses: SOWK 624,

670, 671, and 672 which must be taken concurrently.

A part-time programme must be completed within six years from first enrolment in the degree, and shall consist of such courses as determined by the Head of Department. SOWK 614 and 615 must be completed in the year immediately prior to enrolment in SOWK 671.

### 5. MSW(App) with Distinction or Merit

The degree may be awarded with Distinction or Merit. Eligibility for Distinction or Merit will be based on completion within the specified timeframe, and Grade Point Average over the degree (40% from SOWK 611, 612, 614, 615, 616 and 617; 60% from SOWK 624, 670, 671 and 672).

*Note: Distinction is equivalent to First Class Honours; the award of Merit is equivalent to Second Class Honours Division 1.*

## Schedule to the Regulations for the Degree of Master of Social Work (Applied)

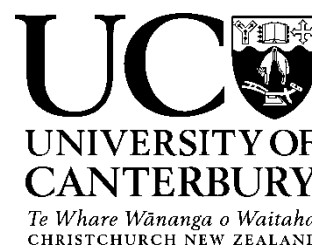
For full course information, refer to the Course Catalogue or go to [www.canterbury.ac.nz/courses](http://www.canterbury.ac.nz/courses)

The MSW (Applied) is a distance programme taught by a combination of distance, and on-campus block courses which students are required to attend. Candidates should refer to the department and course materials for further information on these requirements. For SOWK 671 and 672 candidates are required to undertake assessed fieldwork practice under the supervision of approved Fieldwork Educators, and as determined by the Fieldwork Coordinator.

Course code	Course Title	EFTS	2017	P/C/R/RP/EQ
SOWK 611	Human Behaviour and Mental Health	0.1250	S2	P: Subject to approval of the Head of Department R: SOWK 303
SOWK 612	Mana Motuhake, a Bicultural Analysis	0.1250	S1	P: Subject to approval of the Head of Department R: SOWK 512
SOWK 614	Social Work Theory, Research and Practice	0.2500	W	P: Subject to the approval of the Head of Department C: SOWK 615 R: SOWK 514/301
SOWK 615	Social Work Principles and Skills	0.2500	W	P: Subject to approval of the Head of Department. R: SOWK 308; SOWK 515
SOWK 616	Welfare and the Law	0.1250	S2	P: Subject to the approval of the Head of Department R: SOWK309, SOWK517
SOWK 617	Qualitative Research and Programme Evaluation Strategies	0.1250	S1	P: Subject to the approval of the Head of Department R: SOWK621, HSRV421

SOWK 624	Policy Theory and Practice Integration	0.1250	W	P: Subject to approval of the Head of Department C: SOWK 671 R: SOWK 451, SOWK 655
SOWK 670	Research Project	0.1250	S2	P: SOWK617 and approval of the Head of Department R: SOWK526; SOWK456
SOWK 671	Fieldwork Practicum 1	0.3750	A S1	P: SOWK 614 and 615, and approval of the Head of Department C: SOWK 624 R: SOWK 471/571
SOWK 672	Fieldwork Practicum II	0.3750	A S2	P: SOWK 672 and approval of the Head of Department C: SOWK 624 R: SOWK 472/572

TEMPLATE 2  
MAJOR QUALIFICATION CHANGES  
2016



**DETAILS**

<b>Title of qualifications</b>	Bachelor of Arts		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	College of Arts		
<b>Faculty or College</b>	Faculty of Arts, College of Arts		
<b>Contact person</b>	Liz Bond	<b>Phone number</b>	8996

**EXECUTIVE SUMMARY**

This proposal is to enable minors, as defined in the regulations to the Bachelor of Commerce (Accounting, Business and Sustainability, Economics, Finance, Human Resource Management, Information Systems, International Business, Marketing, Operations and Supply Chain Management, Entrepreneurship, and Taxation), to also be available as minors for the Bachelor of Arts. Additionally the entry for the minor in Economics is updated, to reflect current course offerings.

Minors, including minors from the BA, are now being introduced to the B Com degree as a response to student demand and interest, and following a recommendation from the 2014 BCom review report. The Faculty of Arts welcomes the initiative to make minors available to both degrees.

The move to include minors from the BCom, within a student's 105 non-arts points, allows for Arts students to broaden their degrees while providing a focus for the non-arts points. The proposal encourages students to complete a degree that is more multidisciplinary, a trait that employers increasingly recognise as important in the current business environment, and therefore a trait that increases students' employability. This option is already available in several other New Zealand universities including Otago, Victoria and Massey.

**1. Proposed new regulations**

UC Calendar 2016 Page 72 Regulations for the BA (*Highlighted text indicates changes to the Regulations*)

## The Degree of Bachelor of Arts (BA)

See also General Course and Examinations Regulations.

**1. Requirements of the Degree**

Every candidate for the Degree of Bachelor of Arts shall follow a course of study as laid down in these

Regulations consisting of not fewer than 3 EFTS (360 points).

## 2. Structure of the Degree

To qualify for the Degree of Bachelor of Arts:

(a) a candidate must pass courses having a minimum total value of 360 points and;

i. at least 255 of the 360 points must be from courses listed in Schedule B to the Regulations for the Bachelor of Arts degree;

ii. the remaining 105 points may be for courses from any degree of the University. (These courses will be subject to the Regulations for the other degree.)

(b) within the structure outlined in clause 2(a) a candidate must pass courses to the value of;

i. at least 225 points above 100-level and;

ii. at least 90 points at 300-level.

(c) within the provisions outlined above a candidate shall satisfy the requirements for either a major and a minor, or two majors. Majors for the Bachelor of Arts degree are listed in Schedule A to these regulations. Minors for the Bachelor of Arts degree are listed in Schedule A of the Bachelor of Arts degree and Schedule B of the Bachelor of Commerce regulations.

*Notes:*

1. A major consists of a minimum of 135 points from a single subject area. Of these 135 points, at least 60 points must be at 300-level and at least a further 45 points at 200-level or above. The requirements for the major in each subject area are listed in Schedule A to the Regulations for the Bachelor of Arts degree.

2. A minor consists of a minimum of 75 points from a single subject area, including at least 45 points above 100-level. The requirements for a minor in each subject area are listed in Schedule A to the Regulations for the Bachelor of Arts degree or Schedule B to the Regulations for the Bachelor of Commerce degree.

3. All majors and minors must be in separate subject areas.

4. Any given course may contribute to only one major or minor. Where the same course is required for more than one major or minor, a substitute course, approved by the Dean of Arts, will be required.

UC Calendar 2016 Page 75 Minor in Economics (*Delete the current entry for the minor in Economics and insert the highlighted text*)

### **Minor**

Students intending to minor in Economics are required to be credited with the following:

- i. ECON 104 and ECON 105; and
- ii. ECON 207 or ECON 208; and
- iii. A further 15 points of Economics at 200-level or above; and
- iv. A further 15 points of Economics at 300-level.

## TEMPLATE 3 – REGULATION CHANGES

### DETAILS

<b>Title of qualification</b>	Bachelor of Arts with Honours, Master of Arts Part I		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>			
<b>Faculty or College</b>	Faculty of Arts, College of Arts		
<b>Contact person</b>	Liz Bond	<b>Phone number</b>	8996

#### 1. Purpose of the proposal

To standardise the entry grade requirement for the Bachelor of Arts with Honours, and the Master of Arts (Part I) degrees.

#### 2. Justification

The 2015 review of postgraduate qualifications in the Faculty of Arts recommended entry grades be standardised across qualifications in the Faculty. This proposal also responds to an aim of the UC internal improvement process for more standardisation across qualifications.

The review recommended that the Faculty adopt the national standard of a “B” grade as the usual minimal entry level from an undergraduate bachelor’s degree into an Honours or Masters (Part I) degrees.

All subjects / programmes for these two qualifications currently have entry grades of either a “B” or “B+” grade. With the introduction of the Postgraduate Certificate and Postgraduate Diploma in Arts in 2016, the Faculty of Arts discussed the appropriate grade entry requirements and agreed to a grade of “B”. The majority of subjects have a “B” entry grade, and this proposal brings the minority into line.

The graduate profile for both qualifications is unchanged.

#### 3. Proposed new regulations

2016 UC Calendar page 175

##### **Schedule to the Regulations for the Degree of Bachelor of Arts with Honours**

*Amend the entry grade requirement from “B+” to “B” for the following subjects (as highlighted):*

### Anthropology

Four courses, comprising the compulsory core courses for the programme, ANTH 401 and ANTH 402, and two other courses chosen from ANTH 403–411, or from other subjects approved by the Anthropology Programme Coordinator and the appropriate Head of School.

P: For admission to the BA(Hons) programme, students will normally be required to achieve a **B** average in 60 points in 300-level Anthropology courses.

### Art History

ARTH 480 and three other courses from ARTH 401–420 or ARTT 410–425. Enrolment in any course is subject to the approval of the Programme Coordinator.

P: 135 points in Art History and Theory, including 60 points at 300-level. Candidates should normally have a **B** average in their 300-level courses.

### Art Theory

ARTT 480 (or ARTT 481) and three other courses from ARTH 401–420 or ARTT 410–425. Enrolment in any course is subject to the approval of the Head of School.

P: 135 points in Art History and Theory, Philosophy and/or Cultural Studies, including 30 points at 300-level, and 30 other points in Art History and Theory at 300-level. Candidates should normally have a **B** average in their 300-level courses.

### Classics

Four courses, comprising the compulsory courses CLAS 460 and CLAS 480, and two other courses chosen from CLAS 401–414.

P: Students will normally be required to have a Major in Classics with an average of **B** or above in 60 points of Classics at 300-level.

### Economics

ECON 680 and six courses or their equivalent from ECON 601–679. 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.

Candidates can normally attempt each course on offer only once. All full-time candidates shall normally take ECON 680 and three other courses, or their equivalent, in each semester.

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

60 points in ECON 300-level courses, including at least 15 points from ECON 321, 324, 326 (or equivalent as approved by the Head of Department). Note: Normally a **B** average or better is required in 300-level courses.

Alternatively a student may apply to enter with a Graduate Diploma in Economics or a Graduate Diploma in Science, normally including ECON 321, 324 and 326.

### European Studies

Courses equivalent to 1.0 EFTS with approval of the Head of Department. Enrolment in EURO 401 and EURO 480 is compulsory.

P: Either:

- (1) a major in European Union Studies, with a **B** average or better; or
- (2) a **B** average or better in approved subject majors.

Students may enrol in up to 0.25 EFTS in relevant courses outside the EURO programme with HOD approval.

### Geography

Courses equivalent to 1.0 EFTS or 120 points from GEOG 401–420 and GISC 403–413 and GISC 416, with approval of the Head of Department. Enrolment in GEOG 420 Research Project is compulsory.

P: Students will normally be expected to have either:

- (1) passed 90 points, with at least a **B** average, 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
- (2) completed 120 points at 300-level, with at least a **B** average, of which 60 are in Geography and 60 are in subjects approved by the Head of Department.



### Political Science

POLS 480 (or POLS 481 and POLS 482) and six courses from POLS 401-479. The selection of courses is subject to the approval of the Programme Coordinator.

P: 60 points at **B** average in courses from POLS 301-349. Students without this prerequisite may be considered on a case-by-case basis approved by the Programme Coordinator.

### Sociology

SOCI 402 and SOCI 470, and any two courses from SOCI 401–481, with the approval of the Coordinator of the Honours programme. One course may be taken outside the Programme, again with the approval of the Coordinator of the Honours programme.

P: For admission to the BA(Hons) programme students will normally be required to achieve a **B** grade average in 60 points in 300-level Sociology courses and at least one of SOCI 313, 340, 341 or equivalent courses as approved by the Programme Coordinator.

### Te Reo Māori

TREO 401, TREO 480, and two courses chosen from TREO 402-440. With the permission of the Head of School, one course may be chosen from the Honours schedule for Māori and Indigenous Studies or another subject.

P: Candidates will normally be expected to have a major in Te Reo with at least a **B** average in the 300 level courses and the approval of the Head of School. Students who do not have 56 points in 300 level Te Reo but do have 60 points at 300 level with an average of **B** or above in a related subject and are fluent in Te Reo may be admitted at the discretion of the Head of School.

2016 UC Calendar page 185

### Schedule to the Regulations for the Degree of Master of Arts

*Amend the entry grade requirement from “B+” to “B” for the following subjects (as highlighted):*

#### Classics

Part I: Four courses, comprising the compulsory courses CLAS 460 and CLAS 480, and two other courses chosen from CLAS 401–414.

Part II: A thesis (CLAS 690).

P: Part I: Students will normally be required to:

- (1) have a Major in Classics with an average of **B** or above in 60 points of Classics at 300-level, and
- (2) have either completed six semesters of Greek and/or Latin, or have an equivalent competence in ancient languages approved by the Programme Co-ordinator.

Part II: Students may progress to Part II if they have:

- (1) EITHER completed Part I with an average mark of B+ or above;
- (2) OR completed a BA (Hons) in Ancient History, Classical Studies or Classics with at least Second Class Honours, Division 1 and have either six semesters of Greek and/or Latin or an equivalent competence in ancient languages approved by the Programme Co-ordinator.

#### Māori and Indigenous Studies

Part I: One of MAOR 401, MAOR 402 or MAOR 403; two courses chosen from MAOR 401–480. With the permission of the Head of School one course may be chosen from the Honours schedule from TREO or another subject.

Part II: A thesis (MAOR 690)

P: Part I: Candidates will normally be expected to have a major in Māori and Indigenous Studies or Te Reo, with at least a **B** average in the 300 level courses and the approval of the Head of School.  
*Note: Students who do not have a major in Māori and Indigenous Studies or Te Reo but do have 60 points at 300 level with an average of **B** or above in a related subject may be admitted at the discretion of the Head of School.*

Part II: Completion of Part I. Candidates without this prerequisite who have either graduated BA(Hons) in Māori and Indigenous Studies with at least Second Class Honours Division I or have (a) graduated with a Postgraduate Diploma in Māori and Indigenous Studies with Merit or Distinction and (b) completed MAOR 480 or an equivalent research project approved by the Head of School, may be admitted to the MA in Māori and Indigenous Studies for a course of study comprising a thesis only. Other candidates may be admitted on a case by case basis with the approval of the Head of School and the Dean of Arts.

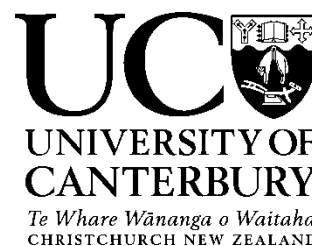
### **Te Reo Māori**

Part 1: TREO 401, and three courses chosen from TREO 402-480. With the permission of the Head of School, one course may be chosen from the Honours schedule for Māori and Indigenous Studies or another subject.

Part II: A thesis (TREO 690)

- P: Part I: Candidates will normally be expected to have a major in Te Reo, with at least a **B** average in the 300 level courses and the approval of the Head of School. Students who do not have a major in Te Reo Māori but do have 60 points at 300 level with an average of **B** or above in a related subject may be admitted at the discretion of the Head of School.
- Part II: Completion of Part I. Candidates without this prerequisite who have either graduated BA(Hons) in Te Reo Māori with at least Second Class Honours Division I or have (a) graduated with a Postgraduate Diploma in Te Reo Māori with Merit or Distinction and (b) completed TREO 480 or an equivalent research project approved by the Head of School, may be admitted to the MA in Te Reo Māori for a course of study comprising a thesis only. Other candidates may be admitted on a case by case basis with the approval of the Head of School and the Dean of Arts.

## TEMPLATE 3 – REGULATION CHANGES



### DETAILS

<b>Title of qualification</b>	Bachelor of Arts		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	<b>Department of Global, Cultural and Language Studies.</b> <b>School of Language, Social and Political Studies</b>		
<b>Faculty or College</b>	College of Arts		
<b>Contact person</b>	Xiaoming Wu	<b>Phone number</b>	#8530

#### 1. Purpose of the proposal

To semesterise the 100, 200 and 300 level Chinese language courses,

To alter the language courses in the majoring requirements as a consequence of semesterisation.

#### 2. Justification

- The existing 100 level language courses CHIN 101 (whole year) and CHIN 105 (s2) will be discontinued from 2017.
- CHIN 101 and 105 will be replaced by CHIN 151 (semester 1, 15 points) and CHIN 152 (semester 2, 15 points) from 2017
- CHIN 151 and CHIN152 will be redesigned so that their workloads are more appropriate to 15-point courses.
- The existing 200 level language courses CHIN 201 (whole year) will be discontinued from 2018.
- CHIN 201 will be replaced by CHIN 251 (semester 1, 15 points) and CHIN 252 (semester 2, 15 points) from 2018
- CHIN 251 and CHIN252 will be redesigned so that their workloads are more appropriate to 15-point courses.
- The existing 300 level language course CHIN 301 (whole year) will be discontinued and will be replaced by CHIN 351 (s1) [30 points] and CHIN 352 (s2) [30 points] from 2019.
- The majoring requirements will be amended to reflect these changes. The major will be 135 CHIN points, with at least 105 at 200 level or above, 60 at 300 level, and with new compulsory course CHIN 155. The language entry point for complete beginners is CHIN 151. The entry point for those with NCEA level 2 is CHIN 152 and CHIN 251 for NCEA level 3. For those with language ability above this, the entry point is CHIN 252 or CHIN 351, as determined by placement test. Thus, there are multiple entry points for those with different language expertise.

An overview of existing courses, discontinued courses and new courses in the next three years during the rolling out of the new core language courses:

Year	Existing Courses	New Courses	Discontinued Courses
2017	CHIN201 (w 45pt) Chinese Language 2	CHIN151 (s1 15pt) Chinese Language 1-A	CHIN101 (w 45pt) Elementary Chinese Language
	CHIN301 (w 60pt) Chinese Language 3	CHIN152 (s2 15pt) Chinese Language 1-B	CHIN105 (s2 30pt) Chinese Language 1
	CHIN211/311 (SU2 15pt) Study Chinese in China	CHIN155 (s1 15 pt) Understanding China	
2018	CHIN151 (s1 15pt) Chinese Language 1A	CHIN251 (s1 pt) Chinese Language 2-A	CHIN201 (w 45pt) Chinese Language 2
	CHIN152 (s2 15pt) Chinese Language 1B	CHIN252 (s2 pt) Chinese Language 2-B	
	CHIN155 (s1 15pt) Understanding China		
	CHIN301 (w 60pt) Chinese Language 3		
	CHIN206/306 (s2 15pt/30pt) Chinese Cinema		
	CHIN211/311 (SU2 15pt) Study Chinese in China		
2019	CHIN151 (s1 15pt) Chinese Language 1A	CHIN351 (s1 30pt) Chinese Language 3-A	CHIN301 (w 60pt) Chinese Language 3
	CHIN152 (s2 15pt) Chinese Language 1B	CHIN351 (s2 30pt) Chinese Language 3-B	
	CHIN155 (s1 15pt) Understanding China		
	CHIN251 (s1 15pt) Chinese Language 2A		
	CHIN252 (s2 15pt) Chinese Language 2B		
	CHIN206/306 (s2 15pt/30pt) Chinese Cinema		
	CHIN211/311 (SU2 15pt) Study Chinese in China		

**NB**

All course are listed by COURSE CODE (semester offered and credit point) Course Name;  
Above existing and new courses in each year are the for the minimum to offer in order to allow students to take all required credits for completing Chinese major in each year as the new semesterised courses roll out;

Other CHIN courses maintained in the Calendar but not included in listed above can be offered in any year subject to student demand (minimum number) are

CHIN102 Introduction to Chinese Civilization

CHIN110 Oral Chinese

CHIN115 Business Chinese

### 3. Proposed new regulations

2016 UC Calendar page

## Calendar Form

### New Regulations

**Delete the current entry for the major in CHIN and insert:**

Chinese

Major

Students intending to complete the BA with a major in Chinese must be credited with at least 135 points in Chinese, including at least 105 points at 200-level or above, and the following:

100-level

Required: CHIN 155.

300-level

Required: CHIN 352 or equivalent. Required for Honours: B or above in CHIN 352 or equivalent.

**The minoring requirements will stay the same as in 2016.**

### Requirements for the Diploma in Chinese

The regulations will stay the same, but the schedule course list should be amended to:

Course code	Course Title	Points	2017	P/C/R/RP/EQ
CHIN 155	Understanding China	15	S1	
CHIN 151	Chinese Language 1-A	15	S1	R: CHIN 101 RP: This course is designed for students with little or no previous knowledge of the Chinese language
CHIN 152	Chinese Language 1-B	15	S2	P: NCEA Level 2 Chinese with at least 14 credits (but not NCEA Level 3) or CHIN 151 or with approval of the Programme Director. R: CHIN 101, CHIN 105

Course code	Course Title	Points	2017	P/C/R/RP/EQ
CHIN 251	Chinese Language 2-A	15	S1	P: CHIN 152 or NCEA Level 3 Chinese with at least 14 credits or equivalent or with approval of the Programme Director. R: CHIN 201
CHIN 252	Chinese Language 1-B	15	S2	P: CHIN 251 or equivalent or with approval of the Programme Director. R: CHIN 201

Course code	Course Title	Points	2017	P/C/R/RP/EQ
CHIN 351	Chinese Language 3-A	30	S1	P: CHIN 252 or equivalent or with approval of the Programme Director. R: CHIN 301
CHIN 352	Chinese Language 3-B	30	S2	P: CHIN 351 or equivalent or with approval of the Programme Director. R: CHIN 301

**Delete** entries of CHIN 101 and CHIN 105

**Add to CHIN 201:** *cease to offer from 31/12/2017*

**Add to CHIN301:** *cease to offer from 31/12/2018*

## **UC CALENDAR pp540-542**

### **Delete:**

the whole entry for CHIN 101, CHIN105 in 2017 Calendar

Add "*cease to offer from 31/12/2017*" for CHIN 201, and "*cease to offer from 31 12/2018*" for CHIN301

### **Add (in 2017 Calendar):**

CHIN 151      Chinese Language 1-A      15 points

This course is designed for students with little or no previous knowledge of the Chinese language. Teaching will focus on the four basic language skills of reading, writing, speaking and listening. At the end of the course, students should be able to read and write 250 Chinese characters, know a range of Chinese vocabulary, and understand and actively use some elements of basic modern grammar. They will be able to conduct simple conversations in Chinese and will be familiar with key cultural aspects.

R: CHIN 101

CHIN 152      Chinese Language 1-B      15 points

This course follows on from CHIN 151, and is the entry point for students with NCEA level 2 Chinese or equivalent. Teaching will focus on the four basic language skills of reading, writing, speaking and listening. At the end of the course, students should be able to read and write 500 Chinese characters, know a comparatively wider range of Chinese vocabulary, and understand and actively use some elements of basic modern grammar. They will be able to conduct simple conversations in Chinese and will be familiar with key cultural aspects.

P: CHIN 151 or NCEA Level 2 Chinese with at least 14 credits or with approval of the Programme Director.

R: CHIN 101, CHIN 105

CHIN155      Understanding China      15 points

A survey course introducing China, its people, geography, society, culture, institutions, history and thought. A broad understanding of China and its culture is vital for those seeking to master the language and graduate with a CHIN Major. China is one of NZ's major trading partners and growing power in the international arena, this course offers students from many other disciplines an introduction to the country and people.

CHIN 251      Chinese Language 2-A      15 points

This course is designed for students who have completed CHIN152 or equivalent. Teaching will focus on the four basic language skills of reading, writing, speaking and listening. At the end of the course, students should be able to read and write 750 Chinese characters, know an extended range of Chinese vocabulary, and understand and actively use more elements of basic modern grammar. They will be able to conduct simple conversations in Chinese and will be familiar with key cultural aspects.

*To be offered from 2018*

P: CHIN 152 or NCEA Level 3 Chinese with at least 14 credits or with approval of the Programme Director.

R: CHIN 201

CHIN 252      Chinese Language 2-B      15 points

This course is designed for students who have completed CHIN251 or equivalent. Teaching will focus on the four basic language skills of reading, writing, speaking and listening. At the end of the course, students should be able to read and write 1000 Chinese characters, know a further enlarged range of Chinese vocabulary, and understand and actively use some elements of relatively sophisticated modern grammar. They will be able to conduct simple conversations in Chinese and will be more familiar with key cultural aspects.

*To be offered from 2018*

P: CHIN 251 or equivalent or with approval of the Programme Director.

R: CHIN 201

CHIN 351      Chinese Language 3-A      30 points

This course builds upon CHIN252. Teaching will focus on the four basic language skills of reading, writing, speaking and listening. By the end of the course students will have acquired a knowledge of upper intermediate / advanced level Chinese and be familiar with complex socio-cultural issues in modern China. As well as text-based learning, there will be a focus on task- and project-based learning, which will equip students better to apply their language abilities in the workforce or in postgraduate-level learning.

*To be offered from 2019*

P: CHIN 252 or equivalent or with approval of the Programme Director.

R: CHIN 301

CHIN 352      Chinese Language 3-B      30 points

This course builds upon CHIN351. Teaching will focus on the four basic language skills of reading, writing, speaking and listening. By the end of the course students will have acquired a knowledge of upper intermediate / advanced level Chinese and be familiar with complex socio-cultural issues in modern China. As well as text-based learning, there will be a focus on task- and project-based learning, which will equip students better to apply their language abilities in the workforce or in postgraduate-level learning.

*To be offered from 2019*

P: CHIN 351 or equivalent or with approval of the Programme Director.

R: CHIN 301

**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	Certificate in Languages; Diploma in Chinese Language; Diploma in French Language; Diploma in German Language		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Global, Cultural and Languages Studies, School of Language, Social and Political Sciences		
<b>Faculty or College</b>	Faculty and College of Arts		
<b>Contact person</b>	Natalia Chaban	<b>Phone number</b>	

**1. Purpose of the proposal**

To update the schedules to the Certificate and Diplomas in Languages, to reflect changes in the courses offered.

The Chinese, French and German language programmes have undergone changes in recent years. All language programmes have now semesterised their language courses: year-long language courses have been divided into two single-semester courses. New teaching arrangements, including distance teaching and joint teaching with other universities for some programmes have been put in place. In addition there have been changes in staffing, with retirements and new appointments. This proposal updates the schedules to the Certificate in Languages and the Diplomas in Languages to reflect those changes and include the current suite of courses.

**2. Proposed new regulations****2016 UC Calendar page 158, schedule to the Certificate in Languages:**

*Add the following course to the Schedule:*

FREN120 French Language Acquisition: Beginners (Summer)

**2016 UC Calendar page 164, schedule to the Diploma in Chinese Language:**

*Add the following courses to the Schedule of language courses\*:*

CHIN 151 Chinese Language 1-A

CHIN 152 Chinese Language 1-B

CHIN 251 Chinese Language 2-A

CHIN 252 Chinese Language 1-B

CHIN 351 Chinese Language 3-A



CHIN 352 Chinese Language 3-B

*Add the following course to the Schedule of non-language courses\*:*

CHIN 155 Introduction to Chinese Culture

*\* Note: These courses are the subject of another proposal.*

*Move from non-language courses to language courses sections of the schedule:*

CHIN211 Study Chinese in China Summer Programme 1

CHIN311 Study Chinese in China Summer Programme 2

**2016 UC Calendar page 166, schedule to the Diploma in French Language:**

*Add the following courses to the Schedule of language courses:*

FREN120 French Language Acquisition: Beginners (Summer)

FREN221 French Language Acquisition: Intermediate A

FREN222 French Language Acquisition: Intermediate B

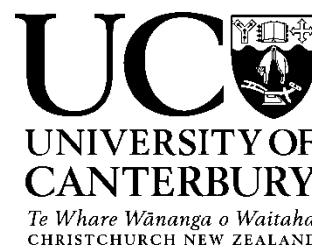
FREN321 French Language Acquisition: Advanced A

FREN323 Introduction to French Linguistics

**2016 UC Calendar page 167, schedule to the Diploma in German Language:**

*Move from Language Courses to Non-Language Courses sections of the schedule:*

GRMN324 Directed Reading and Research

**TEMPLATE 3 – REGULATION CHANGES**

DETAILS			
<b>Title of qualification</b>	M.A. Classics		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Dept. of Classics; School of Humanities and Creative Arts		
<b>Faculty or College</b>	Arts		
<b>Contact person</b>	Victor Parker	<b>Phone number</b>	8598

**1. Purpose of the proposal**

To indicate the minimum amount of Greek and/or Latin necessary for undertaking Master's study in Classics.

**2. Justification**

Consequent upon the reduction of Classics from seven to five continuing positions, the department has been engaged in a process of rethinking its offerings to make more efficient use of the limited time of those five remaining members of staff. Up until now the department has offered a full six semesters of instruction both in Greek and in Latin. The prerequisite for undertaking master's study in Classics is currently the completion of six semesters of instruction in Greek or in Latin or in both (any combination of courses, so long as there are six semesters in total: i.e. four semesters of Greek and two or Latin would be as good as three of Greek and three of Latin, etc).

Given that the stage-3 courses, CLAS 334 and 335 (Greek) and CLAS 344 and 345 (Latin), currently have very low enrolments and that twice in the recent past one of them has had to be cancelled owing to no enrolments at all, the department proposes to discontinue the first semester stage-3 courses in Greek and Latin (CLAS 334 and 344 respectively). After a lengthy discussion within the department, there was consensus that a student who took, say, the first four semesters of Greek and then CLAS 335 (or the equivalent in Latin) should still be allowed to continue into an M.A., despite not having met the requirement of six semesters -- i.e. five semesters in just one of the two languages in the department's judgement still met the minimum amount of knowledge of an ancient language necessary for undertaking master's study.

To this end the department proposes to add two ways of meeting the language prerequisite for postgraduate study: completion of CLAS 335 or of CLAS 345.

**3. Proposed new regulations**

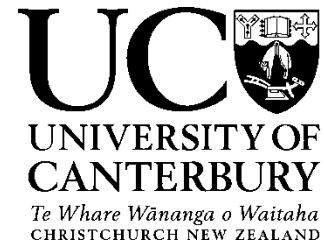
2016 UC Calendar page 186.

Under Classics, replace:

both "have either completed six semesters of Greek and/or Latin" and "have completed six semesters of Greek and/or Latin"

with

"have completed CLAS 335 or 345 or six semesters of Greek and/or Latin"

**TEMPLATE 3 – REGULATION CHANGES**

DETAILS			
<b>Title of qualification</b>	BSc(Hons), MA, MSc, PGDipSci		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Psychology		
<b>Faculty or College</b>	Faculty of Arts/Faculty of Science; College of Science		
<b>Contact person</b>	Neville M Blampied	<b>Phone number</b>	6199

**1. Purpose of the proposal**

To make PSYC 460 - one of the research methods courses offered in Psychology at postgraduate level - a required course, leaving other research methods courses as optional courses. We are also taking the opportunity to tidy up some wording in the regulations (removing references to 'half courses').

**2. Proposed new regulations****2016 UC Calendar page**

P190: (MA)

**Psychology**

Delete the entry for Part 1: and replace by:

Part 1: Courses totalling 120 points (1 EFT) from any 400-level courses in Psychology, including PSYC 460.

P422 (BSc(Hons))

**Psychology**

Delete the words between "Psychology" and " P:" and replace by:

Courses totalling 150 points (1.25 EFT) selected from any 400-level courses in Psychology, and including PSYC 460 and PSYC 470 (Project).

P434 (MSc)

**Applied Psychology**

In the entry for Part 1 delete "and must include either PSYC 460 or PSYC 464."

Replace by: “and must include PSYC 460.”

P439 (MSc)

**Psychology**

Delete the entry for Part 1 and replace by:

Part 1: Courses totalling 120 points (1 EFT) from any 400-level courses in Psychology, including PSYC 460.

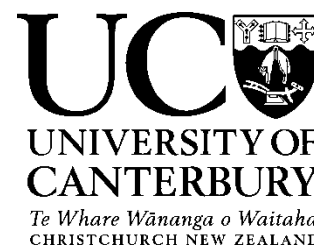
P456 (Post-graduate Diploma in Science).

**Psychology**

Delete the entry before “P:” and replace by:

Courses totalling 120 points (1 EFT) selected with the approval of the Head of Department from any 400-level courses in Psychology. One 300-level course may be substituted for a 400-level course of equivalent points value with the approval of the HoD.

## TEMPLATE 3 – REGULATION CHANGES



### DETAILS

<b>Title of qualification</b>	Bachelor of Arts, Bachelor of Art with Honours – ARTS subject		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	N/A		
<b>Faculty or College</b>	College of Arts		
<b>Contact person</b>	Stephen Hardman	<b>Phone number</b>	6562

#### 1. Purpose of the proposal

To convert ARTS395 and ARTS495 to PACE395 and PACE495 (Professional and Community Engagement).

#### 2. Justification

When ARTS395 was introduced it existed as a single course outside of any department and not part of any Major or Minor. With the introduction of the new Professional and Community Engagement Minor and the existence of PACE195 and PACE295 as part of the Minor it makes sense to have all internship courses under the PACE code. This is being introduced to clearly identify how the PACE Minor and the internship programme align with UC's Graduate Profile in the areas of community engagement and employability.

#### 3. Proposed new regulations

**P.19:** 'ARTS 295/ PACE 295 ARTS 395 ARTS 495 Special application with permission of the Internship Director. Students should attend UC Careers CV writing and interview skills workshops prior to submitting internship application.' **Change to**

'PACE 295 PACE 395 PACE 495 Special application with permission of the Internship Director.'

**P.72 - 83,** Degree of Bachelor of Arts. Delete mention of '(not including ARTS 395)' from every Major and Minor at 300 level.

**P83 – 145,** Delete ARTS395 Internship from every subject **except:**

Arts:

p. 87. Change ARTS295 to PACE 295 and delete 'R: PACE 295'

Change ARTS395 to PACE 395

**p.97.** In Digital Arts, change ARTS295 to PACE295

**P.137.** Professional and Community Engagement **change** ARTS395 to PACE395

**P.152** Change ARTS395 to PACE 395 in Degree of Bachelor of Music

P.195. ARTS495 to PACE495 in Optional Course Group A

P.205. ARTS495 to PACE495 in PGCertArts b)

p.206. ARTS495 to PACE495 in PGCertDigi

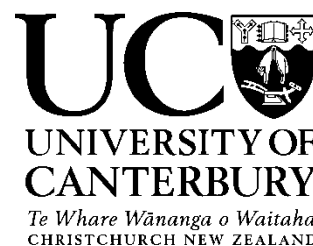
p.206. ARTS495 to PACE495 in PGDipARTS

p.490 onwards, delete ARTS395 from every Arts subject

Except

P.510 ARTS delete this entry

P.789. Add PACE395 and PACE495

**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	BA Minor in Digital Arts, Social Sciences and Humanities		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Digital Arts, Social Sciences and Humanities		
<b>Faculty or College</b>	Arts		
<b>Contact person</b>	Christopher Thomson	<b>Phone number</b>	3642896

**1. Purpose of the proposal**

To change the required 100 level course from PHIL137/DIGI102 to COSC101/DIGI101, and to amend the acronym for the minor used in the UC Calendar from 'DASH' to 'DIGI'.

**2. Proposed new regulations**

2016 UC Calendar page 75

### Digital Arts, Social Sciences and Humanities

#### Minor

Students intending to complete the BA with a minor in Digital Arts, Social Sciences, and Humanities (DIGI) must be credited with at least 75 points, including at least 45 points at 200-level or above from the Digital Arts, Social Sciences, and Humanities (DIGI) schedule. DIGI 101 and DIGI 201 are required courses.

Note: Students may include only one Arts internship course in their minor. Internship courses that are to be credited to the Digital Arts, Social Sciences, and Humanities (DIGI) minor must be approved in advance by the Programme Coordinator.

100-level

Required: DIGI 101

200-level

Required: DIGI 201



## TEMPLATE 5 – REPORT TO CUAP

<Academic Services inserts URL>

### PROPOSAL DESCRIPTION

#### 1. CUAP Unique Identifier (Academic Services to provide)

UC /16 BA(Hons), PGDip,PGCert /1

#### 2. Name of Qualification(s)

Diplomacy and International Relations (DIPL) as subject for the BA(Hons), PG Dip Arts, PG Cert Arts.

#### 3. Rationale

The BA(Hons) Diplomacy and International Relations (DIPL) is being disestablished and replaced with the 180 point Master of International Relations and Diplomacy (MIRAD). The new MIRAD will have a broader appeal as it is open to those who have completed a 3-year undergraduate degree, which also brings it into line with taught Master's programmes internationally. The introduction of the MIRAD effectively renders the BA(Hons) Diplomacy and International Relations (DIPL) superfluous. Consequent on the deletion of the DIPL courses, the PG Cert Arts and PG Dip Arts in DIPL will be deleted.

Students enrolling in the DIPL programme in 2016 mid-year or on a part-time basis will be taught out utilising courses currently on the DIPL schedule that will remain in operation for other degree programmes (POLS404-408, EURO457-458, HIST449).

#### 4. Proposed new regulations

Delete the Diplomacy and International Relations (DIPL) entry from the following pages in the UC Calendar 2016:

P 176 BA (Hons) DIPL

P 205 PG Cert Arts DIPL

P 206 PG Dip Arts DIPL

P 576 Course Catalogue

**Details**

<b>Title of qualifications</b>	Master of Financial Management		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	Executive Development Programme		
<b>Faculty or College</b>	Faculty of Commerce / College of Business and Law		
<b>Contact person</b>	Neil Crombie	<b>Phone number</b>	7359

**Executive summary**

The Master of Financial Management (MFM) is a conversion Master's degree in accounting and finance. It aims to provide students with the knowledge and skills needed to be able to undertake analyst and decision-making support roles in business, such as business analyst, investment analyst and management accountant. The MFM is 180 points with nine 15-point courses and one 45-point course of applied research. The associated early exit qualification is the existing Postgraduate Diploma in Business, consisting of eight 15-point courses.

The target market for the MFM is domestic and international students who have completed a bachelor's degree, but not in the subjects of accounting and/or finance. Graduates of any discipline outside of accounting and finance will be attracted to the MFM because it is a taught Master's degree, the courses focus on application of theory to practice, the connections to business with guest speakers in courses and 'real world' experience with organisations (via the applied research projects), and direct line of sight to the employment market. Further, UC's Director of International Growth Strategies and international recruitment agents have indicated that the MFM is likely to have high appeal to international students in a range of countries such as China and India.

The MFM addresses a gap in the UC's current offerings, between the Master of Business Management (MBM) and Master of Professional Accounting (MPA). The MFM has an emphasis on analysing and interpreting financial and non-financial information for decision-making in business. This is different to the MBM's focus on management, leadership and entrepreneurship, and different to the MPA's focus on technical accounting for financial reporting, auditing and taxation. However, there is still a crossover

between these programmes. Some of the MFM's courses will be common to the MBM and MPA.

The MFM is also different to the Master of Applied Finance and Economics (MAFE) because of its emphasis on accounting, instead of economics.

The MFM programme fits with UC's and the College of Business and Law's Strategic plans by:

- Teaching and learning: Using flexible and innovative delivery methods.
- Students: Providing a programme that meets the needs of domestic and international students.
- Community engagement: Having guest speakers in courses and providing students with the opportunity to engage with local organisations.

The MFM's graduate profile is aligned with UC's graduate profile:

- Critically competent in a core academic discipline of their degree: MFM graduates will be competent in the discipline of financial management and be able to apply relevant concepts and theories to practice.
- Employable, innovative and enterprising: MFM graduates will have demonstrated the ability to work with an organisation as they carried out independent research in the discipline of financial management.
- Biculturally competent and confident: MFM graduates will understand the nature of biculturalism in Aotearoa New Zealand and its relevance to the discipline of financial management.
- Engaged with the community: MFM graduates will have demonstrated the role of financial management within the business community and reflected upon their own experience within that community.
- Globally aware: MFM graduates will understand the influence of global conditions on the discipline of financial management, and be competent in engaging with global and multi-cultural contexts.

The MFM is being developed in consultation with a range of stakeholders. These include local and national firms that are likely to employ MFM graduates, MBM and MPA students and graduates, UC's School of Business and Economics' Associate Dean Māori, UC's Office of the Assistant Vice-Chancellor Māori, and others.

The following is a conservative estimate of EFTS for the MFM Programme:

New EFTS to the University	2017 (Term 4 only)	2018	2019	2020	2021
Domestic	1	10	12	14	15
International	2	10	15	20	25
TOTAL	3	20	27	34	40

The estimated EFTS for 2017 is based on past intakes into taught Master programmes at UC. The estimated EFTS for 2018 onwards are based on a conservative growth trend, taking into account an international

marketing campaign and a likely ceiling to domestic enrolments.

## Calendar Form

New Qualification Regulations

UC Calendar 2016 Page 234

### ADD THIS LINE TO THE TIME LIMIT TABLE:

	Full-time		Part-time	
	Min (mths)	Max (mths)	Min (mths)	Max (mths)
MFM	12	15	24	48

UC Calendar 2016 Page 250

### ADD THIS SECTION:

## The Degree of Master of Financial Management (MFM)

See also General Course and Examination Regulations.

### 1. Qualifications Required to Enrol in the Degree

Every candidate for the Degree of Master of Financial Management, before enrolling in the course of study for this degree, shall have:

- (a) qualified for a New Zealand university degree with at least a B grade average in 300-level courses, or equivalent, or been admitted ad eundem statum as the holder of such a degree,
- (b) at least 16 credits in NCEA Level 2 Mathematics (or equivalent), and
- (c) been approved as a candidate for the degree by the Dean of Commerce.

### 2. Degree Requirements and Structure

To qualify for the degree a candidate must:

pass courses totalling 135 points that are listed in Group A of the schedule to the degree; and pass courses totalling 45 points that are listed in Group B of the schedule to the degree.

### 3. Credit Based Upon Previous Studies

A candidate may, on the basis of previous studies, be exempt from courses in the Schedule to the Regulations for the Degree of Master of Financial Management and will replace these courses with other appropriate postgraduate courses as approved by the Director of Executive Development Programmes.

#### 4. Repeating of Courses

A candidate is permitted to repeat a maximum of two courses. No Group B course can be repeated.

#### 5. Approval of Course of Study

The personal course of study of a candidate shall be approved by the Dean of Commerce.

#### 6. Time Limits

A candidate shall complete the programme of study in accordance with the time limits set out in the Commerce Graduate and Postgraduate Qualifications Time Limit Schedule starting from the date of first enrolment for the Master of Financial Management.

#### 7. MFM with Distinction

The degree may be awarded with Distinction.

#### 8. Award of PGDipBus instead of MFM

A candidate for the degree who has satisfied all requirements for the Postgraduate Diploma in Business may apply to withdraw from the degree and be awarded the diploma.

#### Schedule to the Regulations for the Degree of Master of Financial Management

For full course information, go to [www.canterbury.ac.nz/courses](http://www.canterbury.ac.nz/courses)

##### Group A

Course Code	Course Title	EFTS	2017	P/C/R/RP/EQ
MBAZ 601	Managerial Accounting	0.1250	T1, T4	P: Subject to approval of the Director of Executive Development Programmes  R: MBUS 611, MBAD 601
MBAZ 602	Business Economics	0.1250	T1	P: Subject to approval of the Director of Executive Development Programmes  R: MBAD 604, MBUS 614
MBAZ 603	Managerial Finance	0.1250	T1	P: Subject to approval of the Director of Executive Development Programmes  R: MBUS 621, MBAD 611
MBAZ 604	Business Research Methods	0.1250	T2	P: Subject to approval of the Director of Executive Development Programmes  R: MBUS 642, MBAD 679
MBAZ 605	Business Law	0.1250	T4	P: Subject to approval of the Director of

				Executive Development Programmes R: MBUS 634, MBAD 658
MFIN 601	Corporate Finance	0.1250	NO	P: MBAZ603; Subject to approval of the Director of Executive Development Programmes
MFIN 602	Investment Analysis and Portfolio Management	0.1250	NO	P: MBAZ603; Subject to approval of the Director of Executive Development Programmes
MFIN 603	Financial Management	0.1250	NO	P: MBAZ601; Subject to approval of the Director of Executive Development Programmes
MPAC 603	Advanced Management Accounting	0.1250	NO	P: Subject to approval of the Director of Executive Development Programmes

#### Group B

Course Code	Course Title	EFTS	2017	P/C/R/RP/EQ
MFIN 670	Applied Research in Financial Management	0.3750	NO	P: Subject to approval of the Director of Executive Development Programmes R: FIEC675

UC Calendar 2016 Page 253

**REPLACE SECTION 2 of the Postgraduate Diploma in Business with THIS SECTION:**

#### **2. Diploma Requirements**

To qualify for the degree a candidate must have passed courses totalling 1.000 EFTS (120 points) that are listed in Group A of the schedule to the Master of Business Management degree, Group A of the schedule to the Master of Financial Management or Group A of the schedule to the Master of Professional Accounting.

**Details**

<b>Title of qualifications</b>	<u>New endorsement in Health and Community for the following qualifications:</u> Postgraduate Diploma (PGDipHSc), Master of Health Sciences Professional Practice (MHealScProfPr) and Master of Health Sciences (MHSc)	
<b>Year of introduction</b>	2017	
<b>Department or School</b>	School of Health Sciences	
<b>Faculty or College</b>	College of Education, Health and Human Development	
<b>Contact person</b>	Assoc Prof Kathleen Liberty	Extn: 6545

**Executive summary**

This proposal is to introduce an endorsement in *Health and Community* to the suite of endorsements in the Postgraduate Diploma (PGDipHSc), Master of Health Sciences Professional Practice (MHealScProfPr) and Master of Health Sciences (MHSc).

As a result of the 2014 review of the postgraduate offerings in Health Sciences, a recommendation was made to evaluate the various endorsements comprising the PGDipHSc and MHealSc. The School decided to discontinue the endorsements in Men's Health and Early Intervention. Existing endorsements include Health information Management, Environment and Health, Health Behaviour Change and Palliative Care. There is also a specific endorsement pathway for Nursing.

An endorsed postgraduate Health degree is particularly attractive to international students, who find that the endorsement area is helpful in understanding different pathways and in relationship to their current professional affiliations. Members of the School feel that a particular unmet area of knowledge/skill is in Health and Community. This endorsement helps students understand the intersections between individual health, medicine, and population health. The endorsement is recognised internationally. For example, the University of New Mexico (SA) offers an endorsement in "Community Health" as part of a MSc in Health Education. The proposed endorsement would likewise provide an option for Health Education majors who complete the BHSc degree. This endorsement also aligns well with the public health focus of the school

without overlapping with existing degrees/endorsements or competing with other NZ offerings.

As part of the delivery of this new endorsement, one new course will be required HTLH469 “Health Issues in the Community.” Existing courses offered within the School of Health Sciences will satisfy the remaining requirements for the endorsement.

We anticipate a minimum of 10 students per year for the endorsement.

### 1. Proposed new regulations

2016 UC Calendar **PGDipHealSc Regulations page 316:**

Add: ii. Health and Community

**Page 319:** In the endorsement requirements table add:

Health and Community

Endorsed Option	Courses Required
Health and Community	30 points from HLTH469 30 points from HLTH463 60 points from Postgraduate Diploma in Health Sciences Schedule or other relevant course approved by the Head of School or 30 points from GEOG401 and 30 points from the Schedule to the Postgraduate Diploma in Health Sciences

**MHealSc Regulations page 290**

1a add:

ii. Health and Community

**Page 292:** In the endorsement requirements table

Add: Health and Community

Endorsed Option	Courses Required
Health and Community	30 points from HLTH469 30 points from HLTH463 60 points from Master of Health Sciences Schedule B or other relevant course approved by the Head of School or 30 points from GEOG401 and 30 points from the Schedule to the Postgraduate Diploma in Health Sciences

**MHealScProfPr Regulations page 294:**

1a Add:



ii. Health and Community

**Page 296:** In the endorsement requirements table

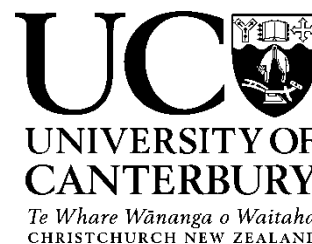
Add: Health and Community

Endorsed Option	Courses Required
Health and Community	30 points from HLTH469  30 points from HLTH463  60 points from Master of Health Sciences Schedule B or other relevant course approved by the Head of School or 30 points from GEOG401 and 30 points from the Schedule to the Postgraduate Diploma in Health Sciences

## TEMPLATE 1

### NEW QUALIFICATION/SUBJECT

2016



#### DETAILS

<b>Title of qualifications</b>	Postgraduate Diploma in Education and Master of Education (endorsed in Positive Behaviour Support)		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	School of Health Sciences		
<b>Faculty or College</b>	College of Education, Health and Human Development		
<b>Contact person</b>	Gaye Tyler-Merrick	<b>Phone number</b>	Extn 93508

#### EXECUTIVE SUMMARY

This proposal is to introduce an endorsement in Positive Behaviour Support to the Postgraduate Diploma in Education and Master of Education. Educators and those working in community settings are reporting they require additional professional learning opportunities to respond to the increasing number of students (including those with developmental disabilities) who engage in challenging behaviour in a timely, positive and effective manner. There is also a need to provide knowledge and skills in Positive Behaviour Support for those schools and early childhood settings that are involved with the Ministry of Education's School-Wide Positive Behaviour for Learning (SW-PB4L) policy roll-out and for those schools and early childhood education settings that are not part of this initiative. This evidence-based endorsement develops and builds on the theory and foundation of positive behaviour support and teaches and extends students by providing a balance between theory and applied practice in a culturally responsive manner.

**Challenge:** This endorsement responds to the current challenge of the wider education, health and social welfare sectors/communities nationally and internationally by providing a focused programme which reflects scholarship and societal need as well as improving student recruitment.

**Concentrate:** This endorsement responds to the growth and promotion of academic excellence in teaching and learning in this speciality area which will benefit the students/schools/early childhood settings/community they work in.

**Connect:** This endorsement is designed to develop and build on existing connections within the wider education, health and social welfare sectors nationally and internationally. The endorsement will further promote partnerships and relationships to develop between the College of Education, Health and Human Development and wider community groups and government agencies. Across department teaching is planned with the Psychology Department and guest speakers from government and community groups. It is expected that the knowledge, skills and attributes associated with this endorsement will have wide appeal to many schools, early childhood settings and community settings across New Zealand as no other

university currently provides an endorsement in this area of speciality. The proposed endorsement relates to the University's Investment Plan by attracting new Postgraduate students who will graduate as work-ready and who will enhance the quality, and impact, of research outputs as well as maintain strong collaborative and mutually beneficial relationships with stakeholders.

Approximately ten students per year are expected to enrol in the endorsement, with other students taking the compulsory courses as their options for other endorsements.

### **1. Proposed new regulations**

#### **Postgraduate Diploma in Education:**

Calendar Page 314:

#### **2 Structure of the Degree** ADD

(f) The course of study for the Diploma endorsed in Positive Behaviour Support shall comprise the courses set out in the Schedule to these Regulations.

Re-number existing (f) as (g)

Page 316:

Schedule to the Regulations table add:

#### **Positive and Behaviour Support**

EDEM666 and EDEM667

30 points from EDEM685, EDEM663/CFPY603/EDUC421, EDEM661/CFPY601/EDUC412, EDEM638

30 points from the Master of Education Schedule A

#### **Master of Education:**

Calendar Page 283: 1 Degree programmes (b)

ADD

#### **vii. Positive Behaviour Support**

re-number existing vii as viii.

Schedule to the Regulations endorsement table add:

#### **Positive and Behaviour Support**

For completion by coursework:

EDEM666 and EDEM667

30 points from EDEM685, EDEM663/CFPY603/EDUC421, EDEM661/CFPY601/EDUC412, EDEM638

90 points from the Master of Education Schedule A

For completion by thesis:

EDEM666 and EDEM667

30 points from EDEM685, EDEM663/CFPY603/EDUC421, EDEM661/CFPY601/EDUC412, EDEM638

EDEM690 thesis in the area of endorsement

## TEMPLATE 3 – REGULATION CHANGES



DETAILS			
<b>Title of qualification</b>	Postgraduate Diploma in Specialist Teaching and Master of Specialist Teaching		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	School of Health Sciences		
<b>Faculty or College</b>	College of Education, Health and Human Development		
<b>Contact person</b>	Denise Powell (or Elizabeth Doell, Programme Co-ordinator)	<b>Phone number</b>	0274136371

### 1. Purpose of the proposal

To change the name of one endorsement under the Postgraduate Diploma in Specialist Teaching and the Master of Specialist Teaching from “Deaf and Hearing Impaired” to “Deaf and Hard of Hearing”.

### 2. Justification

Last year the Deaf Education Centres’ Combined Board of Trustees meeting passed a motion that “Hard of Hearing be used instead of Hearing-Impaired, effective immediately”

[http://www.vanasch.school.nz/pdfs/BOT\\_May\\_2015.pdf](http://www.vanasch.school.nz/pdfs/BOT_May_2015.pdf)

This move brings New Zealand’s deaf education centres’ practice into line with an agreement (1991) between the World Federation of the Deaf (WFD) and the International Federation of the Hard of Hearing (IFHOH) in which Hard of Hearing was endorsed as the preferred terminology when referring to people with hearing loss who communicate using spoken language mainly.

### 3. Proposed new regulations

2016 UC Calendar Page 320

Under Regulation 2. Structure, clause (d), change “Deaf and Hearing Impairment” to “Deaf and Hard of Hearing”.

In the Schedule to the Regulations, in the endorsement column, second row of table, change “Deaf and Hearing Impairment” to “Deaf and Hard of Hearing”.

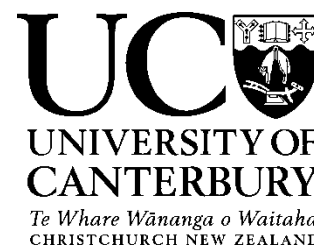
2015 UC Calendar Page 300

Under Regulation 2. Course of Study Requirements, clause (d) ii, change “Deaf and Hearing Impairment” to “Deaf and Hard of Hearing”.

Under Regulation 7. Recognition of previous Qualification, clause (a) iii, change “Deaf and Hearing Impairment” to “Deaf and Hard of Hearing”.

In the Schedule to the Regulations, in the endorsement title (second table), change “Deaf and Hearing Impairment” to “Deaf and Hard of Hearing”.

## TEMPLATE 3 – REGULATION CHANGES



DETAILS			
<b>Title of qualification</b>	Postgraduate Diploma in Education (Leadership) MEd (Leadership)		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	Educational Studies and Leadership (EDSL)		
<b>Faculty or College</b>	Education, Health & Human Development		
<b>Contact person</b>	Associate Professor Susan Lovett	<b>Phone number</b>	44108

### 1. Purpose of the proposal

To amend the schedule for the Leadership endorsement within the MEd and PGDipEd by deleting three courses (EDEM634, EDEM635 and EDEM639) and replacing with three new courses (EDEM668, EDEM669 and EDEM670).

### 2. Justification

Changes to the Leadership endorsements in the MEd and PGDipEd are deemed necessary to capitalise on the existing high demand for qualifications in educational leadership. We cater for current, aspiring and experienced educational leaders from the schooling and early childhood sectors. At the same time we see potential for increasing enrolments from leaders working in a range of work place learning settings e.g. industry training and health and community who may or may not work closely with those in early childhood or schools. This proposal recognises that there are other professionals beyond schools who share concerns of youth at risk from disengagement in learning, and who work with teams to improve their health, well-being, achievement and transitions. We have reshaped our existing programme to cater for leaders in both schooling and other education and community agencies.

This re-development of the existing programme is timely because we have made a recent appointment to our existing team. The proposal recognises that educational leadership programmes are in high demand, have a loyal following from the schooling sector (typically attracting 15-30 enrolments per course), and, the potential to gain further enrolments if the content and language were adjusted to attract a broader variety of educational leaders from a range of other settings.

The programme revision addresses the University's statement of intent in three ways.

The *challenge* component is addressed because the programme changes require students to engage in critical reflection that links leadership theory, policy and practice to their professional contexts in order to

understand and design improvements to practice which will benefit diverse learners. Academic staff are similarly challenged to cater for a diverse student intake comprising schooling, health and community agencies and those working in international settings.

The *concentrate* component is addressed through attention to aspects which make these qualifications unique amongst programmes of a similar type, namely a focus on leaders' responsibility to grow the next generation of leaders. Our intention is to graduate leaders who recognise leadership work as a collective rather than sole activity. We pay attention to the intersection between leadership practice and the law. We also help students to develop a repertoire of change leadership and management tools including decision making models and professional learning support for colleagues. Furthermore, the inclusion of coaching and mentoring strategies will appeal to the target audiences. These programme revisions will provide multiple career pathways for educational leaders, emerging leaders and leaders who mentor other staff.

The *connect* component is a recognition that leaders need connections with community, other cultural groups and not-for-profit agencies to support their work. This connection needs to be seen as a dynamic and invitational space in which collaborative strategies are practised. The majority of the courses require a strong engagement in professional practice. Assessments link theory, policy and practice thus providing ongoing opportunities for UC staff to engage in research and teaching that is highly relevant to, and supportive of, current educational leadership practice.

### 3. Proposed new regulations

2016 UC Calendar page 285 (note MEd endorsement schedule omitted in 2016 – to be added) & 316

In the schedules to the regulations:

*MEd (Leadership)*

*For completion by coursework:*

90 points from EDEM668, EDEM669, EDEM670, EDEM637, EDEM638 or EDEM641; 90 points from Schedule A.

*For completion by thesis:*

60 points from EDEM668, EDEM669, EDEM670, EDEM637, EDEM638 or EDEM641; 30 points from Schedule C; 90 point thesis in the area of endorsement.

*Postgraduate Diploma in Education (Leadership)*

90 points from EDEM668, EDEM669, EDEM670, EDEM637, EDEM638 or EDEM641; 30 points from Schedule A.

### 4. Prescriptions for courses (included for information)

#### Leadership Courses

##### **EDEM668 The learning leader (NEW, Schedule A)**

Participants will critically examine leadership theories in the research literature in order to justify their own approaches to leadership practice including the key features of Māori and Pasifika leadership practice. The course includes strategies for identifying learning needs as a leader and helping others see potential for engaging in leadership work.

##### **EDEM669 Leading and Managing Decision-Making in organisations (NEW, Schedule B)**

Participants will engage with current thinking and practice around decision-making in organizations and will develop skill in identifying, critically evaluating and using diverse decision-making models. In the second half of the course, participants will undertake an organisational culture audit to identify current strengths and areas for development. Drawing on theories of organizational psychology, culture and change management, participants will solve an organizational problem. This includes negotiating the dynamics of planned and unplanned change, and change resistance.

**EDEM670 Leadership as partnering: Moving beyond boundaries (NEW, Schedule A)**

This course begins by exploring national and global policy agendas on partnership in order to understand the role of leadership in creating and extending connections beyond the workplace. Opportunities and challenges for, and consequences of, collaborative practices will be examined through policy, research and scholarly lenses and applied to participants' work contexts. The dynamic between networking and learning will be emphasised to support the potential of learning communities.



**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	Postgraduate Diploma (PGDipHealSc), Master of Health Sciences Professional Practice (MHealScProfPr) and Master of Health Sciences (MHealSc)		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	School of Health Sciences		
<b>Faculty or College</b>	College of Education, Health and Human Development		
<b>Contact person</b>	Assoc Prof Kathleen Liberty	<b>Phone number</b>	6545

**1. Purpose of the proposal**

As a result of the 2014 and 2015 reviews of the postgraduate offerings in Health Sciences, a recommendation was made to evaluate the various endorsements comprising the PGDipHealSc and MHealSc. The School decided to discontinue the endorsements in Men's Health and Early Intervention. Existing endorsements include Health information Management, Environment and Health, Health Behaviour Change and Palliative Care. There is also a specific endorsement pathway for Nursing.

This proposal is to amend the PGDipHealSc, MHealSc and MHealScProfPrac regulations for the endorsement in (1) Health Information Management and (2) Environment and Health and to discontinue the endorsements in [3] Men's Health and [4] Early Intervention. This proposal is also to add three new courses to the schedules of these qualifications; HLTH403 Environmental Health; HLTH469 Health Issues in the Community; and HLTH489 Health Sciences Professional Practice.

**2. Proposed new regulations**

2016 UC Calendar

**PGDipHealSc Regulations page 316:**

- 1a Remove
- ii Early intervention and
- v Men's Health

Renumber list

[Add:

- ii. Health and Community; see Template 1 for this new endorsement.]

**page 317/18/19:**

Add HLTH403, HLTH469, HLTH489

**Page 319:**

In the endorsement requirements table

Remove:

Early Intervention, and associated courses

Men's Health, and associated courses

[Add:

Health and Community; see Template 1 for this new endorsement]

Endorsed Option	Courses Required
Early Intervention	<del>0.50 EFTS (60 points) from HLTH 420 and HLTH 421</del> <del>0.50 EFTS (60 points) from Postgraduate Diploma in Health Sciences Schedule</del>
Environment and Health	30 points from HLTH403 30 points from HLTH460 60 points from Postgraduate Diploma in Health Sciences Schedule or 30 points from GEOG401 and 30 points from the Schedule to the Postgraduate Diploma in Health Sciences
[Health and Community	30 points from HLTH469 30 points from HLTH463 60 points from Postgraduate Diploma in Health Sciences Schedule]
Health Behaviour Change	60 points from HLTH 430, HLTH 431 60 points from Postgraduate Diploma in Health Sciences Schedule
Health Information Management	30 points from HLTH 402 30 points HLTH 410 or HLTH 489 or MBIS601, MBIS623, INFO620, INFO633 or 30 points from approved, relevant subjects. 60 points from courses listed in the Schedule to the Master in Health Sciences.
Men's Health	<del>0.25 EFTS (30 points) from HLTH 451</del> <del>0.25 EFTS (30 points) from HLTH 405 in area of endorsement</del> <del>0.50 EFTS (60 points) from Postgraduate Diploma in Health Sciences Schedule</del>
Palliative Care	30 points from HLTH 450 60 points from HLTH 448 and HLTH 449* 30 points from Postgraduate Diploma in Health Sciences Schedule * A candidate who holds a PGCertHPC from Whitireia Community Polytechnic may be exempt 60 points in replacement of HLTH448 and HLTH 449 on application to the Dean of Education.

**MHealSc Regulations page 290**

1a Remove

ii Early intervention and

v Men's Health

Renumber list

[Add:

ii. Health and Community); see Template 1, New Endorsement]

**page 293/4:**

Add HLTH403, HLTH469, HLTH489

**Page 292:**

In the endorsement requirements table

Remove:

Early Intervention, and associated courses

Men's Health, and associated courses

[Add:

Health and Community; see Template 1 for this new endorsement]

Endorsed Option	Courses Required
Early Intervention	<del>0.50 EFTS (60 points) from HLTH 420 and HLTH 421</del> <del>0.50 EFTS (60 points) from Master of Health Sciences Schedule B</del>
Environment and Health	30 points from HLTH 403 30 points from HLTH 460 60 points from the Master of Health Sciences Schedule or 30 points from GEOG 401 and 30 points from the Schedule to the Masters in Health Sciences.
[Health and Community	30 points from HLTH469 30 points from HLTH463 60 points from Master of Health Sciences Schedule B]
Health Behaviour Change	60 points from HLTH 430, HLTH 431 60 points from Master of Health Sciences Schedule B
Health Information Management	30 points from HLTH 402 30 points HLTH 410 or HLTH 489 or MBIS601, MBIS623, INFO620, INFO633 or 30 points from approved, relevant subjects. 60 points from courses listed in the Schedule to the Master in Health Sciences.
Men's Health	<del>0.25 EFTS (30 points) from HLTH 451</del> <del>0.25 EFTS (30 points) from HLTH 405 in area of endorsement</del> <del>0.50 EFTS (60 points) from Master of Health Sciences Schedule B</del>
Nursing	150 points from HLTH 465, HLTH 466, HLTH 467, HLTH 468 and HLTH 463 Note: The Nursing endorsement must be completed in conjunction with the Bachelor of Nursing qualification through Ara Institute of Canterbury (Ara) to meet Nursing Council requirements for registration.
Palliative Care	30 points from HLTH 450 60 points from HLTH 448 and HLTH 449* 30 points from Master of Health Sciences Schedule B * A candidate who holds a PGCertHPC from Whitireia Community Polytechnic may be exempt 60 points in replacement of HLTH 448 and HLTH 449 on application to the Dean of Education.

**MHealScProfPr Regulations page 294:**

1a Remove

ii Early intervention and

v Men's Health

Renumber list

[Add:

ii. Health and Community; see Template 1for this new endorsement]

**page 297-8:**

Add HLTH403, HLTH469, HLTH489

**Page 296:**

In the endorsement requirements table

Remove:

Early Intervention, and associated courses

Men's Health, and associated courses

[Add:

Health and Community; see Template 1 for this new endorsement]

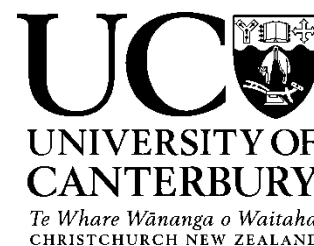
Endorsed Option	Courses Required
<del>Early Intervention</del>	<del>0.50 EFTS (60 points) from HLTH 420 and HLTH 421</del> <del>0.50 EFTS (60 points) from Master of Health Sciences Schedule B</del>
Environment and Health	30 points from HLTH 403 30 points from HLTH 460 60 points from the Master of Health Sciences Schedule or 30 points from GEOG401 and 30 points from the Schedule to the Masters in Health Sciences.
[Health and Community	30 points from HLTH469 30 points from HLTH463 60 points from Master of Health Sciences Schedule B]
Health Behaviour Change	60 points from HLTH430, HLTH431 60 points from Master of Health Sciences Schedule B
Health Information Management	30 points from HLTH 402 30 points HLTH 410 or HLTH 489 or MBIS601, MBIS623, INFO620, INFO633 or 30 points from approved, relevant subjects. 60 points from courses listed in the Schedule to the Master in Health Sciences.
<del>Men's Health</del>	<del>0.25 EFTS (30 points) from HLTH 451</del> <del>0.25 EFTS (30 points) from HLTH 405 in area of endorsement</del> <del>0.50 EFTS (60 points) from Master of Health Sciences Schedule B</del>
Nursing	150 points from HLTH465, HLTH466, HLTH467, HLTH468 and HLT 463 Note: The Nursing endorsement must be completed in conjunction with the Bachelor of Nursing qualification through Ara Institute of Canterbury (Ara) to meet Nursing Council requirements for registration.
Palliative Care	30 points from HLTH 450 60 points from HLTH 448 and HLTH 449* 30 points from Master of Health Sciences Schedule B * A candidate who holds a PGCertHPC from Whitireia Community Polytechnic may be exempt 0.5 EFTS in replacement of HLTH 448 and HLTH 449 on application to the Dean of Education.

**Page 668-671**

Add HLTH403, HLTH469, HLTH489

Consequential Changes: Discontinue HLTH421 and HLTH422

## TEMPLATE 3 – REGULATION CHANGES



### DETAILS

<b>Title of qualification</b>	MEd and PGDipED		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	School of Educational Studies and Leadership		
<b>Faculty or College</b>	Education, Health and Human Development		
<b>Contact person</b>	Julie Mackey	<b>Phone number</b>	93419

#### 1. Purpose of the proposal

1.1 To amend the schedule for the MEd and PGDipEd programmes:

- a) For the endorsement in Special and Inclusive Education, removing EDEM625 and replacing with EDEM666;
- b) For the endorsement in e-Learning and Digital Technologies, removing EDEM627 and EDEM629 and replacing them with EDEM626 and EDEM682.

1.2 To amend Schedule B (Level 9) by:

- a) removing EDEM683 Special Topic: Future Focused Education in Action
- b) adding EDEM685 Culturally Responsive Pedagogies: Motivating Diverse Learners.

1.3 To amend the regulations for the MEd to allow students who have completed an **equivalent** to the PGCertEd a 60 point exemption from 180 pt MEd.

#### 2. Proposed new regulations

##### Replacing EDEM 625 with EDEM666

2016 UC Calendar Page 286

Schedule to the Regulations for the Degree of Master of Education

Endorsement Requirements

Inclusive and Special Education

*For completion by coursework:*

- Remove EDEM625 and replace with EDEM666

*For completion by thesis*

- Remove EDEM625 and replace with EDEM666

Inclusive and Special Education

- Remove EDEM625 and replace with EDEM666

E-Learning and Digital Technologies

2016 UC Calendar Page 286

Endorsement requirements

E-Learning and Digital Technologies

*For completion by coursework*

- Remove EDEM627 and EDEM629 , and add EDEM626 and EDEM682

*For completion by thesis*

- Remove EDEM627 and EDEM629 , and add EDEM626 and EDEM682

Page 315

Endorsement Requirements

E-Learning and Digital Technologies in Education

- Remove EDEM627 and EDEM629 , and add EDEM626 and EDEM682

Page 289

Remove EDEM683

Add to Schedule B (Level 9 Requirements):

EDEM685	Culturally Responsive Pedagogies: Motivating Diverse Learners	0.2500	S1	P: Subject to the approval of the Head of School
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60 point exemption from MEd

UC Calendar 2016

MEd Regulations page 284

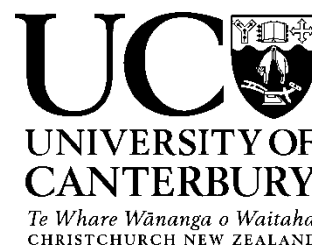
Transfer from PGCertEd

Amend the following sentence:

- “A candidate with a completed PGCertEd may be exempt 60 points (0.5 EFTS) from either: i. PGDipEd; or ii. MEd.”

With:

- “A candidate with a completed PGCertEd **or equivalent** may be exempt 60 points (0.5 EFTS).”

**TEMPLATE 3 – REGULATION CHANGES**

DETAILS			
<b>Title of qualifications</b>	Bachelor of Health Sciences		
<b>Year of introduction</b>	2013		
<b>Department or School</b>	School of Health Sciences		
<b>Faculty or College</b>	College of Education Health and Human Development		
<b>Contact person</b>	Dr Sarah Lovell	<b>Phone number</b>	Ext. 93576

**1. Purpose of the proposal**

- To enhance the relevance of core knowledge within the Bachelor of Health Sciences (BHSc) by incorporating HLTH110: Epidemiology as a core (compulsory) course and removing STAT101: Statistics as a compulsory course.
- Improve scaffolding of knowledge for students and reduce duplication within two majors by:
  - a. Removing MAOR165 and TEO110 as required courses in the Maori and Indigenous Health major. Instead, students will need to complete MAOR108 and EITHER MAOR107 OR MAOR172. We also seek to replace MAOR370 with MAOR390.
  - b. Introducing HLTH111: Global Health as a required first year course in the public health major.
- To introduce a time limit for completing the Bachelor of Health Sciences.

**2. Proposed new regulations**

2016 UC Calendar page 258

*To the Degree of Bachelor of Health Sciences add the following section:*

**3. Time Limits**

- (a) The usual period of enrolment for a full-time candidate is three years. Part-time study may be undertaken.
- (b) The maximum period for satisfying the requirements for completion of the BHSc is six years. This period refers to the lapsed calendar year starting from the year in which credit was first achieved in the programme.
- (c) On application a candidate may be granted an extension of the maximum period for completion where it has been determined that the candidate has an expectation of completing the qualification within a reasonable

time period. The period of extension will be specified in each case and the candidate may be required to undertake additional work to comply with current course requirements.

*Amend the following section:*

### **3. 4. Subject Majors of the Degree**

The degree of Bachelor of Health Sciences may be awarded in the following subjects:

Environmental Health

Health Education

Māori and Indigenous Health

~~Physical Activity Promotion (Not open to new enrolments in 2014 and 2015)~~

Psychology

Public Health

Society and Policy

Add note:

Students who enrolled in the Physical Activity Promotion major prior to 2017 may complete the degree under the regulations of the year in which they enrolled.

*To the regulations for the Bachelor of Health Sciences (BHSc), amend Schedule A to read:*

100-level

BIOL116 Human Biology

HLTH101 Introduction to Health Studies

HLTH106 Nga Take, Te Wero – Māori Health Issues and Opportunities

~~STAT101 Statistics 101~~

HLTH110 Epidemiology

*Amend Schedule B (Majors\*) to read:*

#### **Physical Activity Promotion**

~~Required Courses~~

~~100-level~~

<del>HLPA131</del>	<del>Physical Activity in Health Across the Lifespan</del>	<del>15 pts</del>
<del>HLPA132</del>	<del>Human Responses to Physical Activity</del>	<del>15 pts</del>

~~200-level~~

<del>BIOL251</del>	<del>Exercise and Health</del>	<del>15 pts</del>
<del>HLPA231</del>	<del>Pedagogies for Active Lifestyles</del>	<del>15 pts</del>
<del>HLPA232</del>	<del>Human Adaptation through Physical Activity</del>	<del>15 pts</del>

~~300-level~~

<del>HLPA331</del>	<del>Promoting Physical Activity for Diverse Populations</del>	<del>15 pts</del>
<del>HLPA332</del>	<del>Physical Activity Health and Human Embodiment</del>	<del>15 pts</del>

#### **Recommended courses**

~~HLPA 233 Professional Inquiry~~



HLPA 333 Physical Activity Promotion Internship  
Total: 105 points

### Public Health

Required Courses

100-level

HLTH 111	Global Health	15 pts
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200-level

HLTH 213	Health Systems and Policy	15 pts
HLTH 214	Environmental Health	15 pts

300-level

HLTH 312	Health Program Planning and Evaluation	15 pts
HLTH 322	Geography of Health	30 pts

### Māori and Indigenous Health

Required Courses

100-level

MAOR 108	Aotearoa: Introduction to New Zealand Treaty Society	15 pts
MAOR 107	Aotearoa: Introduction to Traditional Māori Society	15pts

*Or*

MAOR 172	Science, Māori and Indigenous Knowledge	15pts
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200-level

HSRV 201	Communication in Human Services	15 pts
MAOR 212	Māori and Indigenous Development	15 pts

300-level

HLTH 306	Te Kete Hauora – Māori Health Knowledge and Understandings	15 pts
MAOR370	Special Topic: Te Whaiora: Māori Health Promotion, Policy and Practice	15 pts

- Calendar Entries for Health Education, Environmental Health, Psychology, and Society and Policy will remain the same.

**TEMPLATE 3 – REGULATION CHANGES**

DETAILS			
<b>Title of qualification</b>	Master of Computer-Assisted Language Learning		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Teaching and Learning Languages		
<b>Faculty or College</b>	Education, Health and Human Development		
<b>Contact person</b>	Una Cunningham	<b>Phone number</b>	44192

**1. Purpose of the proposal**

To amend the schedule for the programme of the Degree of Master of Computer-Assisted Language Learning by removing EDEM627 and adding EDEM628.

**2. Justification**

The course EDEM627 is no longer offered but minor changes to the course EDEM628 Effective practices with e-learning will ensure that this course is a suitable replacement for students in the MCALL.

**3. Proposed new regulations**

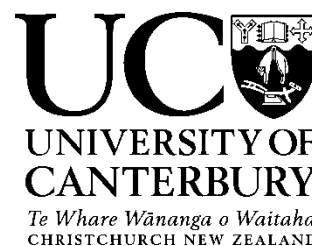
2016 UC Calendar page 280

Schedule to the Regulations

Remove EDEM627 and add EDEM628 Effective practices with e-learning.

EDEM 628 Effective practices with e-learning 30 points

This course will help participants to structure a blended learning environment that delivers content successfully, fosters online collaboration and supports the learner. The course will provide participants with an opportunity to carry out an independent project in education or training, and to enhance both their professional practice and the theoretical understandings by undertaking research which investigates blended practices. Designed for educators in all phases of education and training, including early childhood and industry related training.

**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	MSpecTch & PGDipSpecTch & PGCertSpecTch		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Health Sciences		
<b>Faculty or College</b>	Education, Health & Human Development		
<b>Contact person</b>	Julie Mackey	<b>Phone number</b>	44230

**1. Purpose of the proposal**

To allow entry to those who hold a degree plus a professional teaching qualification

**2. Justification**

Current regulations allow entry to those with a teaching degree or three year diploma. Due to an oversight it does not allow entry to those who hold a degree plus a teaching qualification. Such applicants are equally qualified to enter these awards.

**3. Proposed new regulations**

2016 UC Calendar page 299, 310 and 319

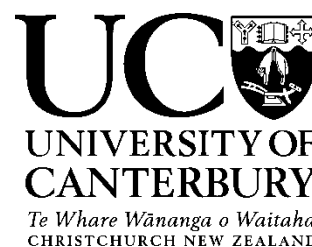
1. Qualifications Required to Enrol in the Degree/ Certificate/ Diploma

(a) i. b. change the final “and” to “or”

add “c. qualified for a New Zealand degree and a New Zealand Teacher Education qualification; and”

**TEMPLATE 5 – REPORT TO CUAP**

&lt;Academic Services inserts URL&gt;

**PROPOSAL DESCRIPTION****1. Name of Qualification(s)**

Bachelor of Health Sciences

**2. Rationale**

Discontinuing the Physical Activity Promotion major aligns the structure of the degree with the decision to discontinue enrolments in the major. The major ceased taking enrolments in 2014 due to a decision by the School of Sport and Physical Education. Those students enrolled in the degree were shifted to other programmes of study with the exception of one student who graduated with the major in 2015. Discontinuing the major will update the regulations to align with the decision to cease enrolments.

**3. Proposed new regulations**

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*To the Degree of Bachelor of Health Sciences amend the following section to read:***Subject Majors of the Degree**

The degree of Bachelor of Health Sciences may be awarded in the following subjects:

Environmental Health

Health Education

Māori and Indigenous Health

~~Physical Activity Promotion (Not open to new enrolments in 2014 and 2015)~~

Psychology

Public Health

Society and Policy

*Amend Schedule B (Majors\*) to read:***~~Physical Activity Promotion~~**~~Required Courses~~~~100-level~~

<del>HLPA131</del>	<del>Physical Activity in Health Across the Lifespan</del>	<del>15 pts</del>
<del>HLPA132</del>	<del>Human Responses to Physical Activity</del>	<del>15 pts</del>

~~200-level~~

BIOL251	Exercise and Health	15 pts
HLP231	Pedagogies for Active Lifestyles	15 pts
HLP232	Human Adaptation through Physical Activity	15 pts

## 300-level

HLP331	Promoting Physical Activity for Diverse Populations	15 pts
HLP332	Physical Activity Health and Human Embodiment	15 pts

**Recommended courses**

HLP 233 Professional Inquiry

HLP 333 Physical Activity Promotion Internship

Total: 105 points

**Details**

<b>Title of qualifications</b>	Bachelor of Product Design		
<b>Year of introduction</b>	2018		
<b>Department or School</b>	School of Product Design (new unit)		
<b>Faculty or College</b>	College of Engineering		
<b>Contact person</b>	Professor Conan Fee	<b>Phone number</b>	Ext 6202

**Executive summary**

This proposal is to introduce a new 3-year, Level 7 qualification, the Bachelor of Product Design (BProdDesign) in 2018, with the following three majors: *Industrial Product Design*; *Applied Immersive Game Design*; and *Chemical and Healthcare Product Formulation*. The majors within the degree have a consistent structure that comprises 165 points of science and/or engineering courses, 135 points of design courses and 60 points of commerce courses. The degree will be offered in a new School of Product Design within the College of Engineering.

The Business Case to the New Zealand Government for financial support for the Canterbury Engineering the Future (CETF) project projected a growth in student numbers (EFTS) from 2681 in 2013 to 3381 in 2022. In 2015, the target was re-set to grow to 4483 EFTS by 2022, an additional 1100 EFTS. This proposal aims to add (conservatively) 420 EFTS and is a key part of the College of Engineering Growth Strategy.

The University of Canterbury already has an “open-door” policy for intake to the Engineering Intermediate i.e. we attract both students who are well-prepared in maths and science and some who need an introductory pathway as well as international students and students with prior-learning from the polytechnic institutes. However, other universities are increasingly offering engineering programmes e.g. Waikato University is now offering Civil and Environmental Engineering degrees in addition to several other established disciplines; Auckland University of Technology (AUT) added Construction Engineering in 2014, so the competition for students from the other six campuses in NZ offering 4-year engineering degrees (Victoria University of Wellington, Massey University at Palmerston North, Waikato University, Auckland University, AUT, and Massey University at Albany) is increasing. At the same time, the number of high school students who are capable and/or willing to undertake the high level of mathematics and physical

sciences required to complete an Honours degree in engineering is relatively static (7% growth from 2010 to 2014). Thus, there is limited opportunity to achieve step changes in the number of mainstream engineering students at UC.

On the other hand, there has been a 36% growth from 2010 to 2014 in the number of students taking Level 3 NCEA Design or Technology (Construction and Mechanical Technologies, Design and Visual Communication, Digital Technologies and Processing Technologies), from 5736 to 7777 students, now matching the numbers taking Level 3 Calculus, Chemistry or Physics. Such students currently have few choices to pursue Design and Technology at university level in combination with related interests in science or engineering. No university in the South Island currently offers a Bachelors degree in Product Design and no other Bachelors degrees in product design offered by universities or polytechnics in New Zealand offer the unique, consistent blend of science, engineering, design and business courses that characterise the BProdDesign proposed herein. In Christchurch, Ara Institute of Canterbury offers a Bachelor of Design that is firmly aligned with fashion, media and the creative arts, rather than science, engineering and business and it does not offer any of the majors proposed here. The University of Canterbury offers a major in Graphic Design through its Bachelor of Fine Arts, a four-year degree based on a 90-point per year design studio programme. A large proportion of elective courses is available in the Bachelor of Design Innovation at Victoria University and the Bachelor of Creative Enterprise at the Unitec Institute of Technology that enables students to combine design with other disciplines, including science, business or engineering, but there is no minimum points requirement across all of these areas. Massey University offers a Bachelor of Design in their College of Creative Arts centred around a design studio approach. Several polytechnic design qualifications offer graphics, animation and game design, including the Media Design School in Auckland, which offers a 420-point degree in gaming software engineering. However, none currently specialise in the rapidly growing area of immersive (virtual and augmented reality) game design, which is closely aligned with the strengths of the HITLabNZ at the University of Canterbury. No qualification in New Zealand offers a specialisation in Chemical and Healthcare Product Formulation (i.e. functional solid and liquid products for industrial or human use).

At the same time, the New Zealand Government is increasingly focused on productivity in the tertiary sector and the desire to have universities prepare students for careers in science, technology, engineering and business. There is a desire to increase New Zealand's export earnings through the export of high-tech products and a recognition in National Science Challenge 10 that the country needs more innovative businesses. In the 2016 Budget announcement, the Minister of Business, Innovation and Employment (the Hon Steven Joyce) stated that an investment of an additional \$761.4M in science, skills, tertiary education and regional development projects demonstrates how important the work of scientists and innovators is in strengthening and future-proofing the New Zealand economy, saying "We need more skilled people in disciplines like science, engineering, agriculture and the key trades if we are to continue to grow a high-value, diversified New Zealand economy".

In light of the above, we believe the best way forward is to attract an entirely new cohort of students who do not currently come to UC, while providing a new pathway to meet what we perceive as an increasing demand in the design area. We would also seek to improve retention of students at Canterbury who are not successful in the Engineering Intermediate but who nevertheless maintain an interest in both design and applied science.

Our vision is to align the BProdDesign outcomes with the Government's emphasis on increasing graduates

in Science, Technology, Engineering and Mathematics (STEM) and aspirations for the growth of a high-tech, innovative economy. The BProdDesign graduate profile aims to produce graduates who can develop creative ideas that are informed by knowledge of related science or engineering disciplines as well as the practical business skills required to see new product ideas through to commercialisation.

In terms of the University's Statement of Strategic Intent, this proposal seeks to:

- *Challenge*
  - Build on the existing reputation of Engineering at UC for producing work-ready graduates with skills that are aligned with industry needs
  - Increase our first-year intake to the STEM areas
  - Extend UC's offerings to produce graduates with creative design skills
- *Concentrate*
  - By bringing expertise in various disciplines together to deliver a new set of major streams for the new degree
  - Offer a new specialisation that meets student and employer demand for a qualification that prepares them for careers in an innovative, high-tech economy
- *Connect*
  - Produce graduates who are ready to engage with NZ industry
  - Produce graduates who are capable of taking the first steps in creating business start-ups around innovative ideas
  - Bring together courses from the areas of engineering, science, business and the newly created design areas to provide a comprehensive set of graduate outcomes

A steady-state first-year intake by 2022 of 180 EFTS per year, giving a steady-state total enrolment of 540 EFTS. Attrition is neglected, as are repeating students.

### **Proposed new regulations**

## **The Degree of Bachelor of Product Design (BProdDesign)**

*See also General Course and Examination Regulations.*

### **1. Requirements of the Degree**

Every candidate for the Degree of Bachelor of Product Design shall follow a course of study as laid down in these Regulations consisting of not fewer than 360 points (3 EFTS).

### **2. Structure of the Degree**



To qualify for the Degree of Bachelor of Product Design a candidate must *either*:

- a) pass courses having a minimum total value of 360 points from a list of specified courses approved for a major requirement from Schedule A to the Regulations for the Degree of Bachelor of Product Design, with
- b) at least 225 points from courses above 100-level and
- c) at least 75 points from courses at 300-level;

### **3. Subject Majors of the Degree**

1. (a) Subject Majors: the degree of Bachelor of Product Design may be awarded in the following subjects: Industrial Product Design; Applied Immersive Game Design; and Chemical and Healthcare Product Formulation.

*Note: The course and programme requirements are given in the Schedule for the Award elsewhere in the degree regulations.*

### **4. Workload**

Candidates who wish to enrol for a course of study whose total points exceed 150 points for a full year or 75 points for a single semester must first obtain the approval of the Dean of Engineering and Forestry.

*Note: Students should seek advice from the College office as to the recommended GPA for such a course of study.*

### **5. Direct Entry into 200-level Courses**

Subject to the approval of the Dean of Engineering and Forestry, a student who has achieved a sufficient standard in a subject or subjects in the National Certificate in Educational Achievement (NCEA) or another comparable examination may be enrolled in one or more courses listed in the Schedule with Prescription numbers from 201 to 299 without having passed the appropriate prerequisite to that course provided that:

- (a) if the candidate is credited with the course he or she shall not thereafter be credited with any prerequisite in the subject of which that course forms a part, and
- (b) if the candidate fails the course but in the opinion of the examiners attains the standard of a pass in a course at 100 or 200-level he or she shall be credited with a pass in such course or courses as the Dean of Engineering and Forestry may decide.

### **6. Transfer from other degrees**

A candidate who discontinues with a BE or BE(Hons) degree, a BA, a BSc or a BCom and enrolls in a BProdDesign may make an application to the Dean of Engineering and Forestry to transfer credit from the corresponding discontinued degree(s) to the BProdDesign.

### **7. Credit for Other Tertiary Level or Non-University Courses**

- a) The Academic Board may grant credit towards the degree from any other tertiary qualification where the content and standard of such study are considered appropriate to the degree. Credit may be specified or unspecified, and will be at an appropriate level. Credit from a completed degree will not exceed a maximum of 120 points. Credit from an incomplete degree, diploma or other tertiary qualification will not exceed 240 points.
- b) National qualifications registered on the New Zealand Qualifications Framework which could properly be taught at university degree level may be considered for credit on the following basis: National Diploma of Science or New Zealand Diploma of Engineering, at Levels 5 and 6, or equivalent science or engineering qualifications, and courses for incomplete qualifications: points will be assigned on the basis of the courses credited gained at Levels 5, 6 and 7. Completed qualifications at Level 7 will be credited as a maximum of 120 points.

*Note: The maximum of 120 points must be consistent with credit under Regulation K: Cross Crediting and Double Degrees.*

## **Schedule A to the Regulations for the Degree of Bachelor of Product Design**

### **Industrial Product Design**

#### Year 1

*One of* MATH101 Introduction to Mathematics *or* EMTH118 Engineering Mathematics 1A

*One of* PHYS111 Introductory Physics for Physical Sciences and Engineering *or* PHYS101 Engineering Physics A

ENGR101 Foundations of Engineering

PROD111 Materials Science for Design

PROD101 Product Design 1

MGMT100 Fundamentals of Management

15 points at 100-level or above from courses in the Engineering Intermediate or the Degrees of BE(Hons) or BSc, subject to approval by the Dean of Engineering and Forestry

#### Year 2

PROD211 Materials Engineering and Selection

PROD212 Thermofluids

ENME201 Design Communication

ENME221 Engineering Design and Manufacture

PROD213 Industrial Product Design 1A

PROD214 Industrial Product Design 1B

*One of*

MKTG100 Principles of Marketing,

ECON104 Introduction to Microeconomics *or*

ACCT102 Accounting and Financial Information

Year 3

PROD311 Solid CAD

PROD313 Industrial Product Design 2A

PROD314 Industrial Product Design 2B

15 points above 100-level from courses in the Degrees of BE(Hons) or BSc, subject to approval by the Dean of Engineering and Forestry

15 points above 200-level from courses in the Degrees of BE(Hons) or BSc, subject to approval by the Dean of Engineering and Forestry

30 points above 100-level from MGMT, MKTG, ECON, FINC or ACCT, of which at least 15 points must be from MKTG if MKTG100 has not been completed

### **Applied Immersive Game Design**

Year 1

*One of* MATH101 Introduction to Mathematics *or* EMTH118 Engineering Mathematics 1A

COSC121 Introduction to Computer Programming

COSC122 Introduction to Computer Science

ENGR101 Foundations of Engineering

PROD101 Product Design 1

PROD121 The Game Development Process

MGMT100 Fundamentals of Management

Year 2

SENG201 Software Engineering I

COSC262 Algorithms

PROD221 Game Design in Context

PROD222 Gaming Project Studio I

PROD223 Immersive Interface Design

PROD224 Gaming Mathematics and Statistics

*One of*

MKTG100 Principles of Marketing,

ECON104 Introduction to Microeconomics *or*

ACCT102 Accounting and Financial Information

Year 3

SENG301 Software Engineering II

PROD321 Interactive Computer Graphics and Animation

PROD322 Gaming Project Studio II

PROD323 Game Engines and Artificial Intelligence

15 points above 100-level of courses from any degree of the University

30 points above 100-level from MGMT, MKTG, ECON, FINC or ACCT, of which at least 15 points must be from MKTG if MKTG100 has not been completed

### **Chemical and Healthcare Product Formulation**

Year 1

*One of* MATH101 Introduction to Mathematics *or* EMTH118 Engineering Mathematics 1A

BIOL111 Cellular Biology and Biochemistry

CHEM111 Chemical Principles and Processes

ENGR101 Foundations of Engineering

PROD101 Product Design 1

MGMT100 Fundamentals of Management

15 points at 100-level or above from courses in the Engineering Intermediate or the Degrees of BE(Hons) or BSc, subject to approval by the Dean of Engineering and Forestry

Year 2

ENCH241 Engineering Chemistry

PROD231 Product Formulation 1

ENCH291 Chemical Process Technology

PROD232 Natural Products Properties and Production

PROD233 Chemical & Healthcare Product Design 1A

PROD234 Chemical & Healthcare Product Design 1B

*One of*

MKTG100 Principles of Marketing,

ECON104 Introduction to Microeconomics *or*

ACCT102 Accounting and Financial Information

Year 3

PROD331 Product Formulation 2

PROD333 Chemical & Healthcare Product Design 2A

PROD334 Chemical & Healthcare Product Design 2B

15 points above 100-level from courses in the Degrees of BE(Hons) or BSc, subject to approval by the Dean of Engineering and Forestry

15 points above 200-level from courses in the Degrees of BE(Hons) or BSc, subject to approval by the Dean of Engineering and Forestry

30 points above 100-level from MGMT, MKTG, ECON, FINC or ACCT, of which at least 15 points must be from MKTG if MKTG100 has not been completed

### **PROD101      Product Design 1**

An introduction to the methods of systematic product design and specification, illustrated by case studies of successful commercial product designs. Analysis of existing products. History of design and influential designers. Team-based open-ended product design and prototyping projects on nominated topics. Students will form teams and work on specifying and making a product prototype related to their degree major, using techniques such as 3D printing and hand-tool operations (Industrial Product Design), simple animation software and game engines (Applied Immersive Game Design) or mixing, blending and grinding operations (Chemical and Healthcare Product Formulation).

### **PROD111      Materials Science for Design**

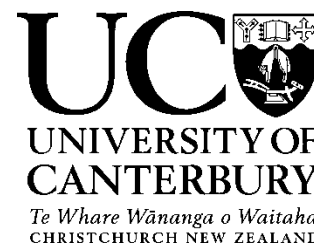
Classes of materials and their properties in terms of strength, chemical stability, corrosion, elasticity, hardness, and applications. Stress-strain behaviour, Young's modulus, elastic deformation and failure modes.

### **PROD121      The Game Development Process**

This course takes students through the process of going from a game idea to a playable prototype. Students learn about the various roles, skills, technologies, and processes that need to come together to deliver a working game. Projects will be done in teams, and will mimic as closely as possible the processes used in commercial game studios.

## TEMPLATE 2 – MAJOR CHANGES TO QUALIFICATIONS

<Academic Services inserts URL>



### 1. Executive Summary

To create a Minor in Power Engineering as part of the BE(Hons) Electrical & Electronic Engineering degree. Power engineering is an important sub-discipline in electrical engineering and the Electrical & Computer Engineering (ECE) department has had a long tradition of being the premier place for Power engineering in this country. This culminated in the establishment of Centre of Excellence in Electric Power Engineering (EPECentre) in 2002. Power engineering is still a strength of the Department, supported by the EPECentre, and the creation of this minor is to recognize this and make it clear to employers that students have been well trained in this field. At present there are four out of fourteen research-active academics who teach into the Power engineering related courses so resources are currently available.

This minor supports employment in many areas in New Zealand, including generation companies, transmission companies, distribution companies, consultants, contractors, energy retailers, equipment suppliers, and Government agencies. There are strong employment opportunities in this area overseas, with past graduates gaining employment all around the world. We draw a portion of our undergraduate students from overseas and many return after graduation. A strong demand has been identified by our International Relations Office from international students who wish to see “Power Engineering” named specifically in their qualification. There may also be benefits to students who intend to pursue postgraduate research in power engineering overseas.

Students have always had the ability to focus on this specialty and over 50% choose it. It is expected that this Minor will attract at least four additional full fee-paying international students.

### 2. Proposed new regulations

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### 3. Engineering Disciplines and Minors

(b) The degree may also be completed with a Minor that denotes sub-specialisation within an engineering discipline

#### Electrical and Electronic Engineering

#### 28. Minor in Power Engineering

- (a) ENEL480 Power Systems
- (b) ENEL371 Power Electronics 1
- (c) ENEL382 Electric Power and Machines

Plus any two of the following

- (d) ENEL 481 Electrical Machines
- (e) ENEL 471 Power Electronics
- (f) ENEL 667 Renewable Energy System Design

**TEMPLATE 2**  
**MAJOR QUALIFICATION CHANGES**  
**2016**

details			
<b>Title of qualifications</b>	Minor in Energy Processing Technologies in BE(Hons) Chemical & Process Engineering		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	Chemical and Process Engineering (CAPE)		
<b>Faculty or College</b>	College of Engineering		
<b>Contact person</b>	Alex Yip	<b>Phone number</b>	X6534
<b>Executive summary</b>			
Chemical and Process Engineering (CAPE) will create a Minor in Energy Processing Technologies as part of the BE(Hons) Chemical & Process Engineering degree. To be eligible for this Minor, the students need to complete relevant courses with a total of 75 points at 300 and 400 levels, including both taught-courses and a process design (ENCH 494) or a research project (ENCH 495) that focuses on energy technologies.			

**Calendar Form**

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**3. Engineering Disciplines and Minors**

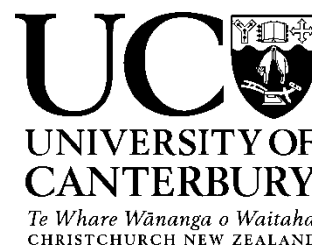
(b) The degree may also be completed with a Minor that denotes sub-specialisation within an engineering discipline

**Chemical and Process Engineering**

**18. Minor in Energy Processing Technologies**

ENCH 392 Thermodynamics and Chemical Reaction Engineering  
 ENGR 404 Emerging Energy Technologies and Management  
 ENCH 483 Advanced Energy Processing Technologies and Systems  
 ENCH 494 Process Engineering Design 3\* **OR** ENCH 495 Research Project\*

\*Note: ENCH494 Process Engineering Design 3 OR ENCH495 Research Project must be taken with an approved energy processing technologies focus as approved by the Director of Studies. The Minor will only be awarded upon completion of all other normal requirements of BE(Hons) Chemical and Process Engineering.

**TEMPLATE 3 – REGULATION CHANGES**

DETAILS			
<b>Title of qualification</b>	BE(Hons) Mechanical Engineering and BE(Hons) Mechatronics Engineering		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Department of Mechanical Engineering		
<b>Faculty or College</b>	Faculty of Engineering and Forestry		
<b>Contact person</b>	Sid Becker or Catherine Bishop	<b>Phone number</b>	x7233 or x7231

**1. Purpose of the proposal**

This proposal is for a reorganization of course content and learning outcomes within compulsory courses of the BE(Hons) Mechanical Engineering programme. These changes do not change the entry or exit point of the degree, and are largely a rationalisation of courses resulting from feedback and reflection following the 15 point curriculum changes.

Specifically, three current 15 point courses (ENME204: Introduction to Thermo-fluids Engineering, ENME304: Engineering Fluid Mechanics and ENME305: Thermodynamics and Heat Transfer) will be discontinued and three new 15 point courses (ENME215: Thermodynamics, ENME314: Fluid Mechanics and ENME315: Heat Transfer) will be introduced in their place.

**2. Proposed new regulations**

Changes 2016 UC Calendar page 332.

Mechanical Engineering

**31. First Professional Examination**

- (1) [ENME 199](#) Workshop Training Course for Mechanical and Mechatronics Engineering
- (2) [EMTH 210](#) Engineering Mathematics 2
- (3) [EMTH 271](#) Mathematical Modelling and Computation 2
- (4) [ENME 201](#) Design Communication
- (5) [ENME 202](#) Stress, Strain and Deformation in Machine Elements
- (6) [ENME 203](#) Dynamics and Vibrations
- (7) [ENME 207](#) Materials Science and Engineering
- (8) **ENME 215 Thermodynamics**
- (9) [ENME 221](#) Engineering Design and Manufacture



**32. Second Professional Examination**

- (1) [ENME 301](#) Engineering Design and Production Quality
- (2) [ENME 302](#) Computational and Applied Mechanical Analysis
- (3) [ENME 303](#) Controls and Vibrations
- (4) [ENME 307](#) Performance of Engineering Materials
- (5) [ENME 311](#) Engineering Design and Production Management
- (6) [ENME 313](#) Electro Technology for Mechanical Engineers
- (7) **ENME 314 Fluid Mechanics**
- (8) **ENME 315 Heat Transfer**

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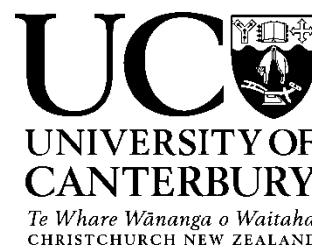
Mechatronics Engineering

**35. Second Professional Examination**

- (1) [ENCE 361](#) Embedded Systems 1
- (2) [ENEL 301](#) Fundamentals of Engineering Economics and Management
- (3) [ENEL 372](#) Power and Analogue Electronics
- (4) [ENME 302](#) Computational and Applied Mechanical Analysis
- (5) [ENME 303](#) Controls and Vibrations
- (6) [ENMT 301](#) Mechatronics System Design
- (7) Sufficient courses selected from:
  - (a) **ENME 215 Thermodynamics**
  - (b) **ENME 314 Fluid Mechanics**
  - (c) [ENEL 373](#) Digital Electronics and Devices
  - (d) Any 15 point 300-level option to be approved by the Director of Studies

**36. Third Professional Examination**

- (1) [ENMT 401](#) Mechatronics Honours Research and Development Project
- (2) [ENCE 461](#) Embedded Systems 2
- (3) [ENME 403](#) Linear Systems Control and System Identification
- (4) Sufficient courses selected from:
  - (a) [ENMT 482](#) Robotics
  - (b) [COSC 428](#) Computer Vision
  - (c) [ENCE 462](#) Advanced Computer Architecture
  - (d) [ENCE 463](#) Embedded Software Engineering
  - (e) [ENEL 471](#) Power Electronics 2
  - (f) [ENME 402](#) Advanced Vibrations and Acoustics
  - (g) [ENME 406](#) Engineering Product Design and Analysis
  - (h) [ENME 423](#) Instrumentation and Sensors
  - (i) **ENME 404 Aerodynamics and Ground Vehicle Dynamics**
  - (j) Any 15 point 400-level option to be approved by the Director of Studies

**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	Minor in Bioprocessing Engineering		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Chemical & Process Engineering		
<b>Faculty or College</b>	Engineering		
<b>Contact person</b>	Peter Gostomski	<b>Phone number</b>	03 364 2141

**1. Purpose of the proposal**

Change the credit requirements for the minor in Bioprocess Engineering from 105 points to 75 points by having only one 30 point project associated with the minor instead of two 30-point projects.

**2. Proposed new regulations**

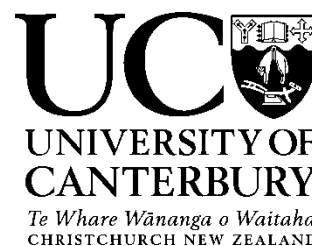
UC Calendar 2016 Page 330

**17. Minor in Bioprocess Engineering**

- (a) ENCH 281 Principles of Biology for Engineers
- (b) ENGR 407 Bioprocess Engineering 1
- (c) ENCH 482 Bioprocess Engineering 2
- (d) ENCH 494 Process Engineering Design 3\*
- (e) ENCH 495 Research Project\*

\*Note: ENCH 494 Process Engineering Design 3 ~~and~~ **or** ENCH 495 Research Project must be taken with an approved bioprocess engineering focus as approved by the Director of Studies.

## TEMPLATE 3 – REGULATION CHANGES



### DETAILS

<b>Title of qualification</b>	Bachelor of Engineering (Honours)		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Electrical and Electronic Engineering		
<b>Faculty or College</b>	College of Engineering		
<b>Contact person</b>	Dr Neville Watson	<b>Phone number</b>	Ext7277

#### 1. Purpose of the proposal

To make 600-level courses available as optional courses within the BE(Hons) degree in Electrical & Electronic Engineering.

#### 2. Justification

The new Minor in Power Engineering defines a suite of courses that cover relevant content, including an optional 600-level course, ENEL667 – Renewable Energy System Design. However, the current Regulations currently state that a student in Electrical & Electronic Engineering may take “Any 15 point 400-level option to be approved by the Director of Studies”, which, strictly speaking, precludes them taking a 600-level course. ENEL667 appears to be a highly relevant option for some students and we wish to amend the Regulations so that taking a 600-level course such as this will be allowed. Note that approval by the Director of Studies will be required, which will prevent ill-prepared students taking such courses.

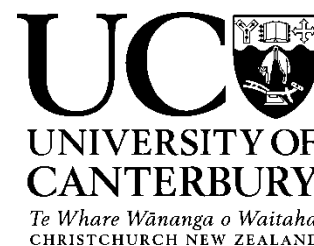
#### 3. Proposed new regulations

2016 UC Calendar page 332

*Replace the current wording under 27. Third Professional Examination “(n) Any 15 point 400-level option to be approved by the Director of Studies”*

*with (new wording underlined for emphasis):*

“(n) Any 15 point 400-level or higher option to be approved by the Director of Studies”

**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	BE(Hons) Electrical and Electronic Engineering; BE(Hons) Mechatronics Engineering; BE(Hons) Computer Engineering; BE(Hons) Software Engineering.		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Electrical and Computer Engineering		
<b>Faculty or College</b>	Faculty of Engineering and Forestry		
<b>Contact person</b>	Dr Steve Weddell	<b>Phone number</b>	x8072

**1. Executive Summary**

The Department of Electrical and Computer Engineering is reducing by one the number of ENCE courses offered at 400-level. This takes advantage of new course offerings that have been made available by the ECE and CSSE Departments and provides CE students with more choice in their final year. Currently, the 15-pt course, ENCE462, is one of four compulsory 400-level courses required by CE students in order to graduate, where one of these, ENEL400, is a 30-pt course. This high compulsory requirement for CE students severely restricts course choices in their final year. For example, currently only a single 15-pt course option is available to Computer Engineering students who take the Minor in Communications and Networking, while other CE students currently may take three 15-point electives.

The ECE Department has suffered lower student numbers in recent years which has led to a reduction in academic FTEs. Removing one course does allow some rationalisation of teaching loads and ensures that the high quality of the remaining courses can be maintained.

**2. Proposed new regulations**

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**Award Regulations****Computer Engineering****23. Third Professional Examination**

- (1) ENEL 400 Electrical and Computer Engineering Research Project
- (2) ENCE 461 Embedded Systems 2
- (3) ENCE 463 Embedded Software Engineering

- (4) Sufficient courses selected from:
- (a) COSC 411 Advanced Topics in HCI
  - (b) COSC 418 Wireless Ad-hoc and Sensor Networks
  - (c) COSC 422 Advanced Computer Graphics
  - (d) COSC 428 Computer Vision
  - (e) ENEL 420 Advanced Signals
  - (f) ENEL 422 Communications Engineering
  - (g) ENEL 470 Electronics 2
  - (h) ENEL 490 Electromagnetics
  - (i) ENME 403 Linear Systems Control and System Identification
  - (j) ENMT 482 Robotics
  - (k) Any 15 point 400-level option to be approved by the Director of Studies

### **Electrical and Electronic Engineering page 332**

#### **27. Third Professional Examination**

- (1) ENEL 400 Electrical and Computer Research Project
- (2) Sufficient courses selected from:
  - (a) ENCE 461 Embedded Systems 2
  - (b) ENCE 463 Embedded Software Engineering
  - (c) ENEL 420 Advanced Signals
  - (d) ENEL 422 Communications Engineering
  - (e) ENEL 470 Electronics 2
  - (f) ENEL 471 Power Electronics 2
  - (g) ENEL 480 Electrical Power Systems
  - (h) ENEL 481 Electrical Machines
  - (i) ENEL 490 Electromagnetics
  - (j) ENEL 491 Nano Engineered Electronics
  - (k) ENME 403 Linear Systems Control and System Identification
  - (l) ENMT 482 Robotics
  - (m) Any 15 point 400-level option to be approved by the Director of Studies

### **Mechatronics Engineering page 333**

#### **36. Third Professional Examination**

- (1) ENMT 401 Mechatronics Honours Research and Development Project
- (2) ENCE 461 Embedded Systems 2
- (3) ENME 403 Linear Systems Control and System Identification

(4) Sufficient courses selected from:

- (a) ENMT 482 Robotics
- (b) COSC 428 Computer Vision
- (c) ENCE 463 Embedded Software Engineering
- (d) ENEL 471 Power Electronics 2
- (e) ENME 402 Advanced Vibrations and Acoustics
- (f) ENME 406 Engineering Product Design and Analysis
- (g) ENME 423 Instrumentation and Sensors
- (h) Any 15 point 400-level option to be approved by the Director of Studies

Note: Any 15 point 400-level option to be approved by the Director of Studies.

### Course Catalogue

ENCE462 and ENCE463 are removed from the Course Catalogue under Computer Engineering.

The course description for ENCE464 is added in the Course Catalogue under Computer Engineering as follows:

**ENCE464          Embedded Software Engineering**

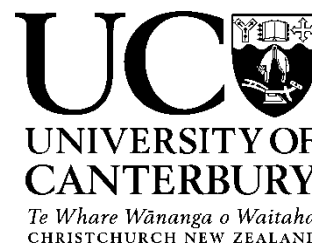
15 Points

0.1250 EFTS

This course combines software engineering practice for embedded systems with advanced computer architectures and memory systems. State machines form a unifying mechanism to understand hardware and software. Software design procedures and methodologies are used to develop reliable coding practices used on high-performance concurrent systems with real-time constraints. Testing and debugging on high-performance concurrent systems, where inter-task communication support is required, and is analysed using industry standard metrics and test platforms.

## TEMPLATE 1

### NEW QUALIFICATION/SUBJECT 2016



#### DETAILS

<b>Title of qualifications</b>	Graduate Diploma in Criminal Justice		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	Law		
<b>Faculty or College</b>	Law & Business		
<b>Contact person</b>	Lyndon Fraser	<b>Phone number</b>	0211331200

#### EXECUTIVE SUMMARY

The proposal is to create a Graduate Diploma in Criminal Justice, which can be undertaken by students with a completed, relevant, degree of reasonable standard who wish to further their study with a vocationally oriented qualification in criminal justice. The GradDipCJ is anticipated to be a relevant and desirable qualification for those seeking employment in a range of criminal justice sector occupations and professions, including Police, Corrections, the Ministry of Justice, and in policy development and social services roles. It also has the potential to accelerate the career progression of early and mid-career professionals working in these fields by providing a professionally relevant graduate qualification.

It is anticipated that the: the programme will develop to 12-15EFTS per year new to UC and there is the potential to recruit/retain 10-15 UC graduates per year.

#### 1. Proposed new regulations

2016 Calendar page 368 add

##### **Proposed new regulations**

### **Graduate Diploma in Criminal Justice (GradDipCJ)**

#### 1. Qualifications Required to Enrol in the Diploma

(a) Every candidate for the Graduate Diploma in Criminal Justice shall, before enrolling for the Diploma, fulfil one of the following conditions:

- i. either qualify for a Bachelor's degree ; or
- ii. be admitted ad eundem statum as entitled to enrol for the Graduate Diploma in Criminal Justice.

(b) Every candidate for the Diploma shall have been approved as a candidate by the Dean of Law.

## **2. Structure of the Diploma**

To qualify for the Diploma a candidate must pass 120 points above 100 level from Schedules A and B to the Bachelor of Criminal Justice Degree, including:

- (i) all of the following: CRJU 201 *Crime and Justice* (15 points), CRJU 202 *Criminal Law and Procedure* (15 points) ; CRJU 301 *Sentencing Theory and Practice* (15 points) and CRJU 302 *Prisons and Corrections* (30 points).
- (ii) MAOR 219 *Te Tiriti: The Treaty of Waitangi*, except that if this course or its equivalent has been credited to a previous degree, then 15 points at 200 level or 300 level from Schedule A or B.
- (iii) A further 30 points from the 300 level courses in Schedule B or 15 points from Schedule B plus HSRV303, *Women Offending and Victimisation Perspectives* (15 points)

## **3. Course of Study**

A candidate's course of study shall be approved by the Dean of Law.

## **4. Award of the Diploma with Distinction**

The Graduate Diploma in Criminal Justice may be awarded with Distinction.

## **5. Prerequisites**

Normal prerequisites for any course may be exempted at the discretion of the Dean of Law.

## **6. Full-time and Part-time Study**

### **(a) Full-time study**

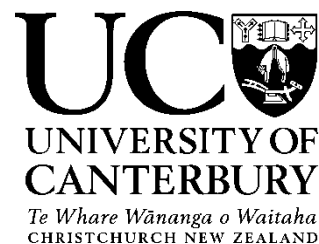
- i. A candidate shall normally be enrolled as a full-time candidate.
- ii. The maximum period of enrolment for a full-time candidate is two years.

### **(b) Part-time study**

- i. A candidate may be enrolled part-time.
- ii. The maximum period of enrolment for a part-time candidate is four years.



**TEMPLATE 1**  
**NEW QUALIFICATION/SUBJECT**  
**2016**



**DETAILS**

<b>Title of qualifications</b>	Master of Financial Engineering		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	School of Maths & Stats and Department of Economics & Finance		
<b>Faculty or College</b>	Science		
<b>Contact person</b>	Marco Reale & Jędrzej Białkowski	<b>Phone number</b>	7681

**EXECUTIVE SUMMARY**

Financial engineering is a well-defined and high calibre career in the international finance industry, with a focus on developing and designing financial products, markets and investment strategies. Financial engineers are also involved in the development of the regulatory framework for the industry. Graduates are highly technically trained, with an inherent multidisciplinary focus across finance and economics theory, statistics and applied mathematics and computer science.

This proposal creates a tailored cross-disciplinary pathway through existing courses to commence the training of postgraduates for the international workplace in financial engineering, or more generally as quantitative analysts (“Quants”) in the finance industry. Key employers from a range of industries (e.g. ANZ Bank, Macquarie Bank, Reserve Bank, The Treasury and Vero Insurance) have confirmed interest in graduates with such training. Past students now working with relevant companies (e.g. Macquarie Capital, Wynyard Security, AMI Insurance, Data Analysis Australia) have confirmed the breadth of career opportunities (investments, actuaries, statisticians/data scientists) open to graduates with such cross-disciplinary knowledge and skills.

In 2014, the Departments of Maths and Stats and Economics and Finance introduced a major in Financial Engineering in the Bachelor of Science. At the time the major was proposed, it was predicted that it would attract approximately 20 students. The programme attracted 33 students and averages 30 students in the major. The proposed Master of Science in Financial Engineering degree builds on the undergraduate degree and prescribes a set of advanced courses to provide the broad cross-disciplinary and highly technical background that all financial engineers require. The programme consists of courses across the disciplines of finance & economics, mathematics & statistics and computer science & software engineering.

Given the growth in the major at UC as well as the growth of such programmes overseas, particularly in the USA, UK and Europe, and the confirmed interest from New Zealand and Australian employers (such as ANZ Bank New Zealand and Macquarie Bank) it is expected that such an offering will draw new students to UC.

## **1. Proposed new regulations**

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### **The Degree of Master of Financial Engineering (MFeng)**

#### **1. Qualifications Required to Enrol in the Degree**

Every candidate for the Degree of Master in Financial Engineering (MFEng), before enrolling in the course of study for this degree, shall have:

- (a) i. qualified for a degree in a New Zealand university with a B+ average or  
ii. been approved as a candidate for the degree by the Dean of Science, and

(b)

i. STAT 101 or equivalent.

ii. FINC 201 or equivalent.

iii. Any two of MATH201, MATH202, MATH203, STAT213, or equivalent.

Note: Relevance and standard of undergraduate studies are the main criteria for approval.

#### **2. Course of Study**

Students are required to take 180 points as follows:

1. 135 points comprising :

(i) STAT 456 and MATH 412 and at least a further 30 points from MATH and STAT 400-level.

(ii) FINC 612 and FINC 623 plus at least a further 15 points from FINC624, FINC628, FINC629 or other FINC 600-level courses as approved by the HOD of Economics and Finance.

(ii) COSC 480.

(b) FENG 601 (Applications of Financial Engineering) (45 points)

#### *Notes:*

(i) Students who have completed any of STAT 456, MATH 412, FINC312, FINC 612, FINC 623 or COSC 480 prior to enrolling in the MFeng will be required to take an approved substitute courses approved by the Director of Financial Engineering.

(ii) Students who have only the minimum statistics and finance backgrounds (i and ii above) may be required to successfully complete FIEC 601 (offered in January-February each year) prior to enrolling in the MFEng.

Enrolment in any combination of courses is subject to the approval of the Head of Department.

Candidates can normally attempt each course on offer only once.

**details**

<b>Title of qualifications</b>	MSc major in Antarctic Studies		
<b>Year of introduction</b>	2017		
<b>Department or School</b>	Gateway Antarctica		
<b>Faculty or College</b>	Science		
<b>Contact person</b>	Bryan Storey	<b>Phone number</b>	3642368

**Executive summary**

The aim of this proposal is to introduce Antarctic Studies as a major subject within the current University of Canterbury MSc programme. Following a restructure of our post graduate programme at Master's level in 2015 and the introduction of a 180 point multidisciplinary Master's degree, Gateway Antarctica has identified a gap that can be filled by introducing a 120 point major in Antarctic Studies within the MSc programme. This will enable students to complete a 120 point Master's thesis on a specific science topic related to Antarctica alongside the existing PhD programme in Antarctic Studies. The introduction of Antarctic Studies as a major subject at Master's level supports the recent National Science Challenge government initiative "The Deep South" which highlights the importance of understanding the role of Antarctica and the Southern Ocean in determining New Zealand's future climate and environment.

No additional courses or resources are required with this proposal. It is expected that up to five students may enrol each year. Participants will complete a one year Master's thesis within the current University of Canterbury MSc programme in accordance with the current regulations for a Master's thesis (equivalent to Part 2 of a MSc degree). The thesis will focus on an Antarctic Science topic that will be discussed and agreed with an appropriate supervisor within Gateway Antarctica. Participants will be expected to have a BSc Honours degree or completed Part 1 of a Master's degree (PgDipSc) or completed equivalent courses to gain appropriate discipline knowledge to undertake a thesis on an Antarctic research topic within their chosen discipline. Graduates will be able to plan and undertake research projects in Antarctica and will have a broad understanding of the current scientific issues and challenges within their discipline area. They will be able to position their future research and interests within a contextual understanding of the

Antarctic Treaty System with particular focus on the Protocol on Environmental protection to the Antarctic Treaty. They will be able to apply the knowledge and skills gained to future Antarctic research projects and within different national and cultural contexts.

It is predicted that 3-5 students per annum will chose this pathway.

Page 434 add entry

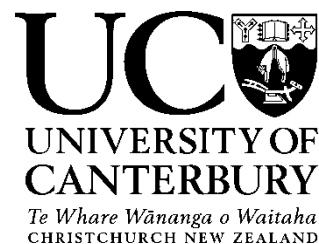
**Antarctic Studies.**

The Antarctic Studies programme is MSc Part II only and consists of a thesis totalling 120 points.

Page 500 add

ANTA 692 Thesis 1.000 EFTS

**TEMPLATE 1**  
**NEW QUALIFICATION/SUBJECT**  
**2016**



**DETAILS**

<b>Title of qualifications</b>	BSc (Environmental Science)		
<b>Year of introduction</b>	2017		
<b>Department or School</b>			
<b>Faculty or College</b>	College of Science		
<b>Contact person</b>	Catherine Moran	<b>Phone number</b>	8968

**EXECUTIVE SUMMARY**

The aim of this proposal is to add a major in Environmental Science to the Bachelor of Science. While Environmental Science is currently offered across several other New Zealand Universities, at University of Canterbury, Environmental Science is offered as an endorsement as opposed to a major. The Endorsements were identified in the 2013 BSc review as lacking clarity for students. Feedback from the Liaison team has suggested that there is student interest in a full major in Environmental Science.

The major is designed to be offered as a double-major. The proposal maintains core disciplinary study along with the multidisciplinary focus of environmental science. The dual-base of knowledge was identified by employers as desirable and preserves a range of postgraduate pathways for students.

In terms of the University of Canterbury's Statement of Strategic Intent, this proposal seeks to :

*Challenge*

Build on the existing strengths of UC Science to produce interdisciplinary graduates sought after in the workforce

Increase intake in Science

*Concentrate*

By bringing expertise across Science and other disciplines to develop a new major for the degree

Offer a new specialisation that meets student and employer demand in a topic that is of national and international relevance

*Connect*

Produce graduates who can engage in a bicultural society in areas of high impact to NZ

Produce graduates who can engage with stakeholders (employers and communities) to work in environmental science.

It is expected that there will be at least 20 new to UC students. This information is based on feedback at

regional information evenings, liaison reports and direct contact with students.

### 1. Proposed new regulations

2016 UC Calendar

Schedule A to the Regulations for the Degree of Bachelor of Science p 378 add:

Environmental Science

#### 100-level

Required:

ENVR101, GEOG 106, STAT 101 or MATH102 or equivalent, plus a minimum of 30 points in a second major or as required by that major.

Highly Recommended:

SCIM 101

#### 200-level

Required:

ENVR201, GEOG 206, BIOL209 or equivalent , plus a minimum of 30 points in a second major or as required by that major

#### 300-level

Required: ENVR 301, GEOG 309, plus a minimum of 60 points in a second major or as required by that major

In Schedule B to the Regulations for the Degree of Bachelor of Science p389 add:

Environmental Science

ENVR 101	Introduction to Environmental Science	15	S2	
ENVR 201	Field and Laboratory Skills for Environmental Science	15	S1 (To be introduced in 2018)	
ENVR 301	Professional Studies in Environmental Science	30	S1 (To be introduced in 2019)	

#### ENVR101 (New 2017) Introduction to Environmental Science

This course offers a general introduction to environmental science in an interdisciplinary context.

The ENVR 101 course aims to build a knowledge platform and exposes students to the environmental problems and solutions of the modern era. Using an integrated approach across the chemical, biological, cultural and values/ethics aspects of environmental science, students will consider the problems and solutions across key topics including: Feeding the planet (Kai whenua and Kai Moana), Sustainable resource use and waste management, powering the planet, human health and environment, sustainable cities, and sustainable tourism. Students will learn through a combination of lectures and tutorials/workshops. Assessment will be via assignment, on-line quizzes and an exam.

#### ENVR201 (New 2018) – Field and Laboratory Skills for Environmental Scientists

The ENVR 201 course, proposed for introduction in 2018, will provide students with field and laboratory skills relevant to Environmental Science. Field activities may include collecting climate data, measuring basic water quality parameters, collecting water and sediment samples, sediment

analysis, landform surveys, beach profiles, bird or plant counts, soil profiles or transects for rubbish. Laboratory components will include planning and analysis of samples and data collected during the fieldtrip. Examples include determining particle size of sediment, analysis of nutrients in water, metals in soil, mapping, extraction and analysis of DNA. The field and laboratory components will be designed to ensure students gain a multidisciplinary experience that minimises duplication with their complementary major. Lecture topics will include: working in teams, health and safety, ethics, designing sampling programmes, and presentation of data.

### **ENVR301 (New 2019) Professional Practice in Environmental Science**

This course gives students the skills to work professionally as an environmental scientist across a variety of sectors. Specific content to be covered includes: Information management (record keeping, confidentiality, legal requirements for data management, and official information act), Working with communities (values, bicultural competency and confidence, consultation, and ethics), Communicating Science (on-line resources including blogs, community meetings, developing resources for communities), Legal requirements (permits for sample collection, animal and human ethics, health and safety), and Project management.

**TEMPLATE 3 – REGULATION CHANGES**

DETAILS			
<b>Title of qualification</b>	BSc (Hons), PGDipSci, MSc		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Biological Sciences		
<b>Faculty or College</b>	Science		
<b>Contact person</b>	Jack Heinemann	<b>Phone number</b>	6926

**1. Purpose of the proposal**

To semesterise the 400-level offerings in Biological Sciences in the Bachelor of Science with Honours, the Postgraduate Diploma in Science and the Master of Science and introduce two new courses.

**2. Justification**

The School of Biological Sciences wishes to rationalise its 400 level curriculum to align with its strategic objectives. The existing regular curriculum, not counting special topic courses BIOL401-404 and BIOL406-409, is 510 points and 408 contact hours.

The School of Biological Sciences has undergone extensive staffing changes in recent years. The 30 point course footprint is viewed as an impediment to presenting students with a variety of options from staff with the capacity to offer training or instruction across established disciplines.

The academic staff of the School came to view this exercise as an opportunity to reconsider historical teaching groups and break from incremental adjustments to courses following the appointment of new staff.

Through discussion the staff of the School came to the view that semesterisation of courses was desirable as was a reduction in the curriculum 'footprint'. In order to facilitate the conversion, all existing instructors were invited to either consider withdrawing courses or proposing revised versions of 15 points. All existing courses were retained at 15 points, for a total of 255 points.

**3. Proposed new regulations**

2016 UC Calendar page

**The Degree of Bachelor of Science With Honours (BSc(Hons))**

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**Biochemistry**

Courses totalling at least 1.0 EFTS and a project (BCHM 480) as approved by the Director of Biochemistry. Normally courses are selected from BCHM 401 (BIOL 436), BCHM 403 (BIOL 435), BCHM 405 (BIOL 434), BCHM 406 (BIOL 430), BCHM 420, and CHEM 421–422. Other suitable courses include: BCHM 407–409, BIOL 431–432, BIOL 451, BIOL 491.

**Replace with****Biochemistry**

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 (BIOL455), BCHM 456 (BIOL456), BCHM 457 (BIOL457), BCHM462 (BIOL462), BCHM 461 (BIOL 461), BCHM 460 (BIOL 460), BCHM 459 (BIOL 459), BCHM 420, and CHEM 421–422. Other suitable courses include: BCHM 407–409, BIOL 429–462, BIOL 481, BIOL 496.

p. 419

**Biological Sciences**

Four courses and a research project (BIOL 480). BIOL 405 and at least two courses are to be selected from BIOL 400-level courses. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

**Replace with****Biological Sciences**

Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (BIOL 480). 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. 419

**Biotechnology**

Four courses and a research project (BIOT 480). The courses are BIOL 405 and BIOL 491, plus at least one course selected from BIOL 430–435, BIOL 493. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

**Replace with****Biotechnology**

Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496 and a project (BIOT 480). At least 30 points to be selected from BIOL 429, BIOL 455-456, and BIOL 459-461. The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

p. 419

**Cellular and Molecular Biology**

Four courses and a research project (CEMB 480). BIOL 405 and at least two courses are to be selected from BIOL 430–436, BIOL 491, BIOL 493. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

**Replace with****Cellular and Molecular Biology**

Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (CEMB 480). At least 30 points 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. 420

**Ecology**

Four courses and a research project (ECOL 480). BIOL 405 and three courses are to be selected, with the approval of the School of Biological Sciences Fourth

Year Coordinator, from BIOL 470–479, ENVR 410, ENVR 411, FORE 616.

**Replace with****Ecology**

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, ENVR 411, and FORE 616.

p. 420

**Evolutionary Biology**

Four courses and a research project (EVOL 480). BIOL 405 and at least two courses are to be selected from BIOL 430, BIOL 431, BIOL 470, BIOL 478. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

**Replace with****Evolutionary Biology**

Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (EVOL 480). At least 30 points are to be selected from BIOL 423, BIOL 429, BIOL 438, BIOL 456, BIOL 459 and BIOL 460. Additional courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

p. 422

**Microbiology**

Four courses and a research project (MBIO 480). The courses are BIOL 405 and BIOL 493 plus a further two courses from BIOL430/ BCHM 406, BIOL432, BIOL 434/BCHM 405 or BIOL491.

**Replace with****Microbiology**

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 4576, 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. 422

**Plant Biology**

Four courses and a research project (PBIO 480). The courses are BIOL 405 and three courses to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 471–474, BIOL 478, BIOL 479, BIOL 491–493.

**Replace with****Plant Biology**

Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (PBIO 480). Remaining courses are to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 423-429, BIOL 455, BIOL 459-461, BIOL 463 and BIOL 496.

p. 423

**Zoology**

Four courses and a research project (ZOO 480).

The courses are BIOL 405 and three courses to

be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 451, BIOL 470–474, BIOL 479.

**Replace with**

**Zoology**

Courses totalling at least 120 points including BIOL 411 and BIOL 412 and a project (ZOO 480). Additional courses to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 424-429, BIOL 459-463 and BIOL 481.

**The Degree of Master of Science (MSc)**

p. 435

**Biochemistry**

Part I: Courses totalling at least 1.0 EFTS as for Biochemistry Honours, selected with the approval of the Director of Biochemistry. Normally courses are selected from BCHM 401 (BIOL 436), BCHM 403 (BIOL 435), BCHM 405 (BIOL 434), BCHM 406 (BIOL 430), BCHM 420, and CHEM 421-422. Other suitable courses include: BCHM 407-409, BIOL 431-432, BIOL 451, BIOL 491.

**Replace with**

**Biochemistry**

Part I: Courses totalling at least 120 points as approved by the Director of Biochemistry. Normally courses are selected from BCHM 455 (BIOL455), BCHM 456 (BIOL456), BCHM 457 (BIOL457), BCHM462 (BIOL462), BCHM 461 (BIOL 461), BCHM 460 (BIOL 460), BCHM 459 (BIOL 459), BCHM 420, and CHEM 421–422. Other suitable courses include: BCHM 407–409, BIOL 429–462, BIOL 481, BIOL 496.

p. 435

**Biological Sciences**

Part I: Four courses. BIOL 405 and at least two courses are to be selected from BIOL 400 level courses. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

**Replace with**

**Biological Sciences**

Part 1: Courses totalling at least 120 points including BIOL 411 and BIOL 412. 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. 435

**Biotechnology**

Part 1: Four courses. The courses are BIOL 405 and BIOL 491 plus at least one other selected from BIOL 430-435, BIOL 493. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

**Replace with**

**Biotechnology**

Part 1: Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496. At least 15 points to be selected from BIOL 429, BIOL 455-456, and BIOL 459-461. The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

p. 435

**Cellular and Molecular Biology**

Part I: Four courses. BIOL 405 and at least two courses are to be selected from BIOL 430-436, BIOL 491, BIOL 493. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

**Replace with****Cellular and Molecular Biology**

Part I: Courses totalling at least 120 points including BIOL 411 and BIOL 412. At least 30 points 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. 436

**Ecology**

Part I: Four courses. BIOL 405 and three courses are to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 470-479, ENVR 410, ENVR 411, FORE 616.

**Replace with****Ecology**

Part I: Courses totalling at least 120 points including BIOL 411 and BIOL 412. 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, ENVR 411, and FORE 616.

p. 437

**Evolutionary Biology**

Part I: Four courses. BIOL 405 and at least two courses are to be selected from BIOL 430, BIOL 431, BIOL 470, BIOL 478. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

**Replace with****Evolutionary Biology**

Part 1: Courses totalling at least 120 points including BIOL 411 and BIOL 412. At least 30 points are to be selected from BIOL 423, BIOL 429, BIOL 438, BIOL 456 / BCHM 456, BIOL 459 / BCHM 459 and BIOL 460 / BCHM 460. Additional courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

p. 438

**Microbiology**

Part I: Four courses. The courses are BIOL 405 and BIOL 493 plus a further two courses from BIOL 430/ BCHM 406, BIOL 432, BIOL 434/BCHM 405 or BIOL 491.

**Replace with****Microbiology**

Part 1: Courses totalling at least 120 points including BIOL 411, BIOL 412 BIOL 455 / BCHM 455 and BIOL 456 / BCHM 456. At least 30 points are to be selected from BIOL 457 / BCHM 4576, 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. 439

**Plant Biology**

Part I: Four courses. BIOL 405 and three courses are to be selected, with the approval of the School of

Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 471–474, BIOL 478, BIOL 479, BIOL 491–493.

**Replace with**

**Plant Biology**

Part 1: Courses totalling at least 120 points including BIOL 411 and BIOL 412. Remaining courses are to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 423–429, BIOL 455, BIOL 459–461, BIOL 463 and BIOL 496.

Zoology

Part I: Four courses. The courses are BIOL 405 and three courses selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 451, BIOL 470–474, BIOL 479.

**Replace with**

**Zoology**

Part 1: Courses totalling at least 120 points including BIOL 411 and BIOL 412. Additional courses to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 424–429, BIOL 459–463 and BIOL 481.

**Postgraduate Diploma in Science (PGDipSc)**

**Amend entries to read**

p. 453

**Biochemistry**

Courses totalling at least 120 points as approved by the Director of Biochemistry. Normally courses are selected from BCHM 455 (BIOL455), BCHM 456 (BIOL456), BCHM 457 (BIOL457), BCHM462 (BIOL462), BCHM 461 (BIOL 461), BCHM 460 (BIOL 460), BCHM 459 (BIOL 459), BCHM 420, and CHEM 421–422. Other suitable courses include: BCHM 407–409, BIOL 429–462, BIOL 481, BIOL 496.

p. 453

**Biological Sciences**

Courses totalling at least 120 points including BIOL 411 and BIOL 412. 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. 453

**Biotechnology**

Part 1: Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496. At least 15 points to be selected from BIOL 429, BIOL 455–456, and BIOL 459–461. The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

p. 453

**Cellular and Molecular Biology**

Courses totalling at least 120 points including BIOL 411 and BIOL 412. At least 30 points 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. 454

**Ecology**

Courses totalling at least 120 points including BIOL 411 and BIOL 412. 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, ENVR 411, and FORE 616.

p. 454

### **Evolutionary Biology**

Courses totalling at least 120 points including BIOL 411 and BIOL 412. At least 30 points are to be selected from BIOL 423, BIOL 429, BIOL 438, BIOL 456 / BCHM 456, BIOL 459 / BCHM 459 and BIOL 460 / BCHM 460. Additional courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

p. 455

### **Microbiology**

Courses totalling at least 120 points including BIOL 411, BIOL 412 BIOL 455 / BCHM 455 and BIOL 456 / BCHM 456. At least 30 points are to be selected from BIOL 457 / BCHM 4576, 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. 455

### **Plant Biology**

Courses totalling at least 120 points including BIOL 411 and BIOL 412. Remaining courses are to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 423-429, BIOL 455, BIOL 459-461, BIOL 463 and BIOL 496.

p. 456

### **Zoology**

Courses totalling at least 120 points including BIOL 411 and BIOL 412. Additional courses to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 424-429, BIOL 459-463 and BIOL 481.

## TEMPLATE 3 – REGULATION CHANGES



### DETAILS

<b>Title of Qualification /Subject</b>	Freshwater Management		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Waterways Centre for Freshwater Management		
<b>Faculty or College</b>	College of Science		
<b>Contact person</b>	Tracey Robinson/Suellen Knopick	<b>Phone number</b>	3132/6330

#### 1. Purpose of the proposal

To change the name of the subject from Freshwater Management to Water Resource Management.

#### 2. Justification

The courses and coding were introduced in 2010 as WATR, but the decision was made to have the subject listed as Freshwater Management. This decision was based on the courses and subsequent postgraduate degrees being based in the Waterways Centre for Freshwater Management. In 2011, the qualifications of Master of Water Resource Management and Postgraduate Diploma of Water Resource Management were approved. UC believes that these qualifications are named appropriately. UC does not believe that the subject name of *Freshwater Management* is the correct subject name and proposes that this be changed to *Water Resource Management*. There is a closer academic alignment between the postgraduate qualifications and the new subject name.

#### 3. Proposed new regulations

2016 UC Calendar page

Page 393

Remove **Freshwater Management** heading and subsequent courses (WATR 201 and 301) to page 405 under the new heading **Water Resource Management**.

Pages 650-651

Remove heading **Freshwater Management and the subsequent courses** under this from WATR201 – WATR790 and move these after *Transportation Engineering* on page 846 and before *Zoology* on page 848, with the new subject name **Water Resource Management**.

## TEMPLATE 3 – REGULATION CHANGES



### DETAILS

<b>Title of qualification</b>	BSc(Hons), MSc, PgDipSc, ME		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Computer Science and Software Engineering		
<b>Faculty or College</b>	College of Engineering		
<b>Contact person</b>	Andreas Willig	<b>Phone number</b>	x7869

#### 1. Purpose of the proposal

To make the new Computer Science Research Methods course (COSC469 – Research Methods in Computer Science) compulsory for BSc(Hons) and MSc students in Computer Science, and to add it to the Schedule C for the ME. As a consequence of this a new BSc(Hons) thesis course COSC461 with a reduced weight is introduced and will become the compulsory thesis course for BSc(Hons) students. The existing thesis course COSC460 will be discontinued.

#### 2. Proposed new regulations

- 1) 2016 UC Calendar page 342, ME Regulations, Schedule C, Computer Science:  
**ADD:** COSC 469 Research Methods in Computer Science
- 2) 2016 UC Calendar, page 419, BSc(Hons regulations) Schedule A, Computer Science:  
**CHANGE** the entire entry for computer science to “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 courses may be available in one year.”
- 3) 2016 UC Calendar, page 436, MSc regulations Schedule A, Computer Science:  
**CHANGE** the first paragraph to “Part I consists of COSC 469 and seven further courses chosen from COSC401 – 439, 462 – 474, and all SENG 400-level courses with the exception of SENG 402.”
- 4) 2016 UC Calendar, page 454, PgDipSc regulations schedule, Computer Science:  
**CHANGE** the first paragraph to “Eight courses chosen from COSC401 – 439, 462 – 474 and all SENG 400-level courses with the exception of SENG402. Students who consider changing into the MSc in Computer Science need to take COSC 469.”



**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	The Degree of Bachelor of Speech and Language Pathology with Honours (BSLP(Hons))		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	Communication Disorders		
<b>Faculty or College</b>	Science		
<b>Contact person</b>	Dean Sutherland	<b>Phone number</b>	7075

**1. Purpose of the proposal**

The purpose of this proposal is to: (1) retain CMDS 490 in the BSLP(Hons) degree and (2) offer it as an alternative to CMDS491.

**2. Justification**

The new BSLP(Hons) curriculum will move into the fourth and final year in 2017. In the new curriculum, CMDS 491 replaces CMDS490. However, we have been advised that the research component in CMDS491 (15 points) is not sufficient for a student to advance directly to a PhD. Therefore, students in the BSLP(Hons) who would like the option of moving to the PhD at the completion of the BSLP(Hons), will take CMDS490 (30 points) instead of CMDS491. No changes will be made to CMDS 490. That is, entry will remain by invitation only and based on the student's GPA.

**3. Proposed new regulations**

2017 UC Calendar page

**Third Professional Year**

*All courses are compulsory.*

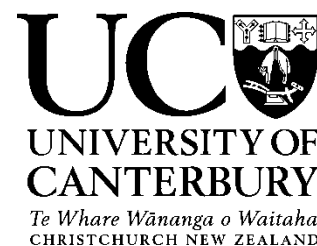
<b>Course Code</b>	<b>Course Title</b>
CMDS 420	Professional Studies I

CMDS 451	Fluency Disorders
CMDS 461	Complex Communication Disorders
CMDS 468	Professional Studies II
CMDS 482	Clinical Practice 5
CMDS 484	Clinical Practice 6

Plus one of the following courses:

CMDS 491	Capstone Project
CMDS 490	Research Project (Subject to approval by Head of Department)

## TEMPLATE 3 – REGULATION CHANGES



### DETAILS

<b>Title of qualification</b>	Major in Plant Biology (P BIO) (BSc(Hons), PGDipSc, MSc, Ph.D) and Major in Zoology (Z OOL) (BSc(Hons), PGDipSc, MSc, Ph.D) and Major in Evolutionary Biology (E VOL) (BSc(Hons), PGDipSc, MSc, Ph.D)		
<b>Year of introduction of the proposed change</b>	2017		
<b>Department or School</b>	School of Biological Sciences		
<b>Faculty or College</b>	Science		
<b>Contact person</b>	Jack Heinemann	<b>Phone number</b>	6926

#### 1. Purpose of the proposal

To make these majors “no new enrolments” in 2017 and beyond until students that are in the current programmes have all completed and graduated.

#### 2. Justification

Lack of enrolments in these majors

#### Programme Enrolments & Completions for BSc(Hons) in P BIO

No students have ever enrolled in the P BIO for BSc(Hons).

#### Programme Enrolments & Completions for PGDipSc in P BIO

Programme Title	Programme Code	Period Year	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	Programme Completions	Programme Withdrawals
Postgraduate Diploma in Science	PGDIPSC	2013	2	2	0	2.4	1	0
		2014	2	2	0	0.4	0	1

**Programme Enrolments & Completions for MSc in PBIO**

Programme Title	Programme Code	Period Year	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	Programme Completions	Programme Withdrawals
Master of Science	MSC	2013	3	2	1	3.0	1	0
		2014	3	2	1	2.3	1	0
		2015	3	0	3	1.4	2	0

**Programme Enrolments & Completions for Ph.D. in PBIO**

Programme Title	Programme Code	Period Year	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	Programme Completions	Programme Withdrawals
Doctor of Philosophy	PHD	2013	4	2	2	2.6	0	0
		2014	4	4	0	3.8	1	0
		2015	4	4	0	4.0	0	0

**Programme Enrolments & Completions for BSc(Hons) in ZOOL**

Programme Title	Programme Code	Period Year	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	Programme Completions	Programme Withdrawals
Bachelor of Science with Honours	BSC(HONS)	2015	1	1	0	1.3	1	0

**Programme Enrolments & Completions for PGDipSc in ZOOL**

Programme Title	Programme Code	Period Year	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	Programme Completions	Programme Withdrawals
Postgraduate Diploma in Science	PGDIPSC	2013	4	2	2	3.0	3	0
		2014	3	1	2	0.8	0	1
		2015	3	3	0	3.0	3	0

**Programme Enrolments & Completions for MSc in ZOOL**

Programme Title	Programme Code	Period Year	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	Programme Completions	Programme Withdrawals
Master of Science	MSC	2013	11	6	5	8.0	3	0
		2014	9	7	2	7.9	3	0
		2015	8	5	3	5.6	3	0

**Programme Enrolments & Completions for Ph.D. in ZOOL**

Programme Title	Programme Code	Period Year	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	Programme Completions	Programme Withdrawals
Doctor of Philosophy	PHD	2013	7	4	3	5.1	2	0
		2014	5	4	1	4.1	1	0
		2015	4	3	1	3.1	1	0

**Programme Enrolments & Completions for BSc(Hons) in EVOL**

Period Year	Course Code Short	Total Enrolled	Completion	Passed	Failed
2013	BIOL405	1	1	1	0
2013	BIOL430	1	1	1	0
2013	BIOL431	1	1	1	0
2013	BIOL491	1	1	1	0
2013	CEMB480	1	1	1	0

**Programme Enrolments & Completions for PGDipSc in EVOL**

Period Year	Course Code Short	Total Enrolled	Completion	Passed	Failed
2014	BIOL401	1	1	1	0
2014	BIOL402	1	1	1	0
2014	BIOL405	1	1	1	0
2014	BIOL431	1	1	1	0
2014	BIOL478	1	1	1	0
2014	COSC411	1	1	1	0
2014	COSC428	1	1	1	0
2015	BIOL401	1	1	1	0
2015	BIOL402	1	1	1	0

**Programme Enrolments & Completions for MSc in EVOL**

Period Year	Course Code Short	Total Enrolled	Completion	Passed	Failed
2013	BIOL401	1	1	1	0
2013	BIOL402	1	1	1	0
2013	EVOL690	5	3	3	0
2013	ZOOL690	1	1	1	0
2014	BIOL690	1	1	1	0
2014	EVOL690	2	1	1	0

**Programme Enrolments & Completions for Ph.D. in EVOL**

Period Year	Course Code Short	Total Enrolled	Completion	Passed	Failed
2013	BIOT790	1	0	0	0
2013	EVOL790	3	1	1	0
2014	BIOT790	1	0	0	0
2014	EVOL790	4	1	1	0
2015	BIOL790	1	0	0	0
2015	BIOT790	1	0	0	0
2015	EVOL790	3	2	2	0

### 3. Proposed new regulations

State “No New Enrolments” in Calendar (2016) on the following pages....

BSc (Hons):

-page 420:

#### **Evolutionary Biology**

Four courses and a research project (EVOL 480). BIOL 405 and at least two courses are to be selected from BIOL 430, BIOL 431, BIOL 470, BIOL 478. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

P: (1) BIOL 271;

and

(2) 60 points from BIOL 330, BIOL 332, BIOL 334,

BIOL 335, BIOL 371, BIOL 373; and

(3) BIOL 309 or equivalent background in statistics.

- page 422:

#### **Plant Biology**

Four courses and a research project (P BIO 480). The courses are BIOL 405 and three courses to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 471–474, BIOL 478, BIOL 479, BIOL 491–493.

P: At least 60 points from 300-level BIOL courses. Note: Students will normally be expected to take BIOL 309.

- page 423:

#### **Zoology**

Four courses and a research project (ZOO 480). The courses are BIOL 405 and three courses to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 451, BIOL 470–474, BIOL 479.

P: At least 60 points from 300-level BIOL courses. Note: Students will normally be expected to take BIOL 309.

MSc:

- page 437:

#### **Evolutionary Biology**

Part I: Four courses. BIOL 405 and at least two courses are to be selected from BIOL 430, BIOL 431, BIOL 470, BIOL 478. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

Part II: A thesis (EVOL 690). Students must consult the MSc regulations for details of other requirements for this degree. In determining the class of honours, Part I and Part II are weighted in the ratio 2:3.

P:

(1) BIOL 271; and

(2) 60 points selected from BIOL 330, BIOL 332,

BIOL 334, BIOL 335, BIOL 371, BIOL 373; and

(3) BIOL 309 or equivalent background in statistics.

- page 439:

### **Plant Biology**

Part I: Four courses. BIOL 405 and three courses are to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 471–474, BIOL 478, BIOL 479, BIOL 491–493.

Part II: A thesis (P BIO 690). Students must consult the MSc regulations for details of other requirements for this degree. In determining the class of honours, Part I and Part II are weighted in the ratio 2:3.

P: At least 60 points from 300-level BIOL courses Note: Students will normally be expected to take BIOL 309.

- page 440:

### **Zoology**

Part I: Four courses. The courses are BIOL 405 and three courses selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 451, BIOL 470–474, BIOL 479.

Part II: A thesis (ZOO 690). Students must consult the MSc regulations for details of other requirements for this degree. In determining the class of honours, Part I and Part II are weighted in the ratio 2:3.

P: At least 60 points from 300-level BIOL courses Note: students will normally be expected to take BIOL 309.

PGDipSc:

- page 454

### **Evolutionary Biology**

Four courses. BIOL 405 and at least two courses to be selected from BIOL 430, BIOL 431, BIOL 470, BIOL 478. The remaining course may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

P:

(1) BIOL 271; and

(2) 60 points from BIOL 330, BIOL 332, BIOL 334, BIOL 335, BIOL 371, BIOL 373; and

(3) BIOL 309 or equivalent background in statistics.

- page 455:

### **Plant Biology**

Four courses. BIOL 405 and three courses are to be selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 471–474, BIOL 478, BIOL 479, BIOL 491–493.

P: At least 60 points from 300-level BIOL courses. Note: Students will normally be expected to take BIOL 309.

- page 456:

### **Zoology**

Four courses. The courses are to be BIOL 405 and three courses selected, with the approval of the School of Biological Sciences Fourth Year Coordinator, from BIOL 430–432, BIOL 434–436, BIOL 451, BIOL 470–474, BIOL 479.

P: At least 60 points from 300-level BIOL courses. Note: Students will normally be expected to take BIOL 309.

Ph.D:

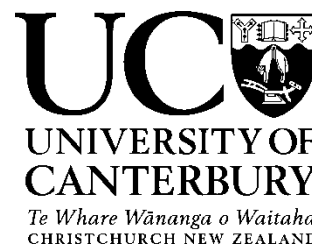
- page 464 put an \* next to the majors in bold Italics from the list:

Engineering (ENEL); Engineering Geology (ENGE); Engineering Management (ENMG); English (ENGL); Environmental Science (ENVR); European Studies (EURO); **Evolutionary Biology (EVOL)**; Finance (FINC); Fire Engineering (ENFE); Forest Engineering (ENFO); Forestry (FORE); French (FREN); Geography (GEOG); Geology (GEOL); German (GRMN); Hazard and Disaster Management (HAZM)\*; Health Sciences (HLTH); Higher Education (HEDN); History (HIST);..... Clinical) (MPHC); Microbiology (MBIO); Music (MUSI); Pacific Studies (PACS); Philosophy (PHIL); Physics (PHYS); **Plant Biology (PBI)**; Political Science (POLS); Psychology (PSYC); Religious Studies (RELS)\*; Russian (RUSS); Science Education (SCED); Social Work (SOWK); Sociology (SOCL); Spanish (SPAN); Speech and Language Sciences (CMDS); Statistics (STAT); Taxation (TAXA); Theatre and Film Studies (TAFS)\*; Transportation Engineering (ENTR); Water Resource Management (WATR); **Zoology (ZOOL)**.



## TEMPLATE 2 – MAJOR CHANGES TO QUALIFICATIONS

<Academic Services inserts URL>



### SECTION A

#### 1. Purpose of the proposal

To amend Regulation 4 the Requirements for Credit for the award of the Certificate in University Preparation.

The proposed regulation requirements are intended to achieve the following outcomes:

- To adjust (increase) the level of achievement for award of the Certificate in University Preparation in accordance with data on the student performance at degree level.
- To bring the qualification in line with similar qualifications at other New Zealand Universities. Most other preparatory programmes require students to achieve a specified number of points.
- To simplify the criteria for achieving the award.
- Facilitate part-time students, paving the way for alternative delivery formats that will attract part-time mature students.

#### 2. Proposed new regulations

P462 – 4. Requirements for Credit

To qualify for the award of the Certificate, the candidate must:

- (a) Pass courses having a minimum total value of 60 points, including BRDG006 Academic Communication and Study Skills (CUP)
- (b) Complete the Certificate within three semesters of first enrolment in the programme for full-time students, and within an equivalent time for part-time students.

*(Note: General Course and Examination Regulations apply to the Certificate in University Preparation. The role of Head of Department/School and Dean is assumed by the Team Leader and relevant manager.)*