COUNCIL

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

EMBARGOED UNTIL 4pm WEDNESDAY 25 JULY 2018

Agenda

Date **Wednesday 25 July 2018**
Time 4.00pm
Venue Council Chamber, Matariki

Refer to Page No.

1. APOLOGIES:

2. CONFLICTS OF INTEREST
Every Member has an obligation to declare any material interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately

3. MINUTES (27 June 2018) 1-4

4. MATTERS ARISING

PART ONE: REPORTS

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   - 5.3 2018 Council Work Plan
   - 5.4 Degrees Conferred in Absentia

6. FROM THE VICE-CHANCELLOR
   - 6.1 Monthly Report 9-43

7. FROM THE ACADEMIC BOARD
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8. PUBLIC EXCLUDED MEETING

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

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4	Minutes of the Council Meeting held on 27 June 2018 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5	Matters arising from those minutes		
6 6.1	**From the Chancellor** Honours and Appointments Committee	To protect the privacy of natural persons.	7(a)
7. 7.1	**From the Vice-Chancellor** Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8. 8.1 8.1.1 8.1.2 8.1.3 8.1.4 8.2 8.3 8.4 8.5 8.6 8.7 8.8	**From the Finance, Planning and Resources Committee** UC Futures - UC Futures Summary - GOG Quarterly Scorecard - GOG Report to the Minister - Draft Letter to Ministers Hipkins and Robertson Draft Kia Tōpū Programme BC IT Storage Enhancement BC Draft Investment Plan 2019 Domestic Fees Student First Update Monthly Financial Report to 30 June 2018 Movements in Year End Forecast to May 2018	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h) 7(f)(i) 7(f)(i) 7(h) 7(h) 7(f)(i) 7(h) 7(h) 7(f)(i) 7(h) 7(h)
9	**Strategic Issues**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

I also move that the relevant University management representatives 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.

9. REPORT FROM THE PUBLIC EXCLUDED SESSION

10. GENERAL BUSINESS

11. NEXT MEETING –**Wednesday 29 August 2018**

COUNCIL

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Minutes

Date	**Wednesday 27 June 2018**
Time	4.00 pm
Venue	Council Chamber, Level 6 Matariki
Present	Dr John Wood (Chancellor), Dr Rod Carr (Vice-Chancellor), Mr Peter Ballantyne, Dr Rosemary Banks, Ms Catherine Drayton, Professor Roger Nokes, Mr Josh Proctor, Mr Malcolm Peterson Scott, Mr Shayne Te Aika, Mr Steven Wakefield.
Apologies	Ms Sue McCormack (Pro-Chancellor), Mr Warren Poh
In Attendance	Mr Jeff Field, University Registrar Mr Bruce White, Acting Registrar Professor Ian Wright, Deputy Vice-Chancellor Ms Alex Hanlon, Executive Director, Learning Resources Professor Catherine Moran, Assistant Vice-Chancellor (Academic) Dr Darryn Russell, Assistant Vice-Chancellor Māori Dr Andrew Bainbridge-Smith, Academic Registrar Ms Aliza Rowlands, Business Insight and Reporting Manager Ms Petra Westropp, Intern Business Analyst Ms Jacqui Lyttle, Risk Manager
CONFLICTS OF INTEREST	There were no conflicts of interest reported.
MINUTES	The minutes of the meeting held on 30 May 2018 were approved and signed as a correct record.
MATTERS ARISING	There were no matters arising.
FROM THE CHANCELLOR	**Chancellor's Meetings** The schedule of meetings was noted for information. **Council Work Plan 2018** An updated copy of the Work Plan was tabled and Mr White noted the changes made since the plan was last tabled. Members were advised that the Domestic Fees paper would come back to Council in July. The Warehouse Precinct Parking and Safe Passage Plan, together with the Wellness Precinct Parking and Safe Passage Plan would be considered in Q3.

Degrees Conferred in Absentia

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

FROM THE VICE-CHANCELLOR

Monthly Report

Dr Carr presented the report which was taken as read. The following were highlighted:

- Attendance numbers at Regional UC Information Evenings in Southland, Auckland, Hamilton, Tauranga and Wellington were up 30% on last year's attendance levels. This was encouraging and presents a significant opportunity to convert interest to enrolments in 2019.
- Following the shooting at the Marjory Stoneman Douglas High School in Parkland, Florida in February 2018, a collaborative effort involving the wife of the former US ambassador to NZ, the NZ ambassador to US, the Student Volunteer Army (SVA) and others, has culminated in an opportunity for 20 students from the school to come to New Zealand. They will be hosted at Government House and will visit Christchurch to meet with the SVA.
- A change proposal was currently being prepared to withdraw from providing physical locations in the North Island for College of Education, Health and Human Development distance students. The College will continue to offer distance learning programmes under its flexible on line learning delivery model but will have no physical presence in Rotorua and New Plymouth.
- Dr Carr noted that the Business School's Executive Development Programme (EDP) had been restructured and rebranded as the Business Taught Masters Programmes.
- The Government had yet to confirm any adjustment to the Student Achievement Component (SAC) funding rates for 2019.
- An Open Day is scheduled in early July for the new Health, Research and Education Facility (HREF).

In discussion, it was noted that Christchurch is becoming more interesting and appealing for students as a destination with lower accommodation and living costs than North Island universities. Increased attendance at information evenings does not necessarily translate to enrolments but provides an early indication of interest.

Dr Carr indicated the TEC released data recently on enrolment statistics for all universities and agreed to share an analysis of these with Council.

Moved

<u>That</u>: The Vice Chancellor's Report be received.

Carried

FROM THE ACADEMIC BOARD

Professor Ian Wright presented the report from the meeting of the Academic Board. The following were noted:

- A working party is being established to make a submission on the review of NCEA (levels 1-3). The Academic Registrar will chair the working party.
- More than 650 academics had submitted 6300 research outputs into the PBRF portal thus far. Evidence suggests that the earthquake sequence would have an impact on research outputs for this 2018 round and this would reflect in UC's results.
- Three qualification reviews were presented to the June meeting of Academic Board – Bachelor of Sport Coaching, Bachelor of Teaching and Learning (Primary) (Early Childhood) and Bachelor of Laws.
- July is Teaching Month. Professor Moran was invited to speak to this and noted that it was an opportunity for staff to engage with a varied and exciting calendar over four weeks (instead of the one week allocated in previous years). Professor Moran also advised that three teaching awards had recently been awarded.

In discussion, Professor Wright spoke to the rigour of the qualification reviews; noting the independent panels, the requirement for a one-year on report from the College outlining progress on recommendations, and the importance of reviews to drive curriculum development.

It was noted that Academic Board Reports to Council were summarised and that greater emphasis on external matters such as demand gaps and competitor activity would be useful. Council was offered access to the full qualification review reports.

Moved

That: the Academic Board Report be noted.

Carried

PUBLIC EXCLUDED MEETING

Moved

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4	Minutes of the Special Meeting held on 21 May 2018 and the Council Meeting held on 30 May 2018 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5	Matters arising from those minutes		
6 6.1 6.2	**From the Chancellor** Emeritus Professor nomination Research Medal	 To protect the privacy of natural persons. To protect the privacy of natural persons.	 7(a) 7(a)
7. 7.1	**From the Vice-Chancellor** Risk Report		 7(f)(i)

7.2	Erskine Review and Report of Attorney-General	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.	**From the Finance, Planning and Resources Committee**		
8.1	UC Futures		
8.1.1	- UC Futures Summary	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	Draft Kia Tōpū Programme BC	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	Student First Update Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.4	Movements in Year End Forecast to May 2018	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

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

Carried

GENERAL BUSINESS Mr Josh Proctor advised Council that the Vice-Chancellor had been awarded a life membership to the UC Students' Association in recognition of his service over the last 10 years. Members applauded this award.

The meeting closed at 5:33 pm.

NEXT MEETING The next meeting is scheduled for 4.00pm on Wednesday 25 July 2018.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Memorandum

Vice-Chancellor's Office
Email: chancellor@canterbury.ac.nz

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

To:	Council Members
From:	Dr John Wood, Chancellor
Date:	18 July 2018
Subject:	**CHANCELLOR'S MEETINGS**

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

- US Ambassador. Independence Day Celebration
- Ministerial Reception. Alexander Turnbull Library 50th Anniversary
- Meeting with Minister Damien O'Connor
- Hosted VC Designate Professor Cheryl de la Rey and her husband Eldridge Johnson, their visit comprising:
  - Initial briefing on their arrival
  - Meeting with Council
  - Informal social meeting with Council and SMT members
  - Dinner with Executive Committee at Ilam Homestead
  - Tour of campus during Open Day, with lunch to follow
  - Tour of UC Arts Centre, including Teece Museum, UC facilities, The Great Hall and Rutherford's Den
  - Tour of The Strip Development hosted by Anthony Gough
  - Introduction to Academic Board
- Meeting of the Executive Committee
- Meeting of the Honours and Appointments Committee
- Meeting of the Finance, Planning and Resources Committee
- Introduced the 2018 Gardner Memorial Lecture as President of Canterbury History Foundation*
- Attended Morning Tea for Erskine visitors

J. J. Wood

Dr John Wood
Chancellor

Memorandum

Dr Rod Carr, Vice-Chancellor
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UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

To:	Council
From:	Chancellor
Date:	17 July 2018
Subject:	Acting Vice-Chancellor in February 2019

With Dr Rod Carr's term as Vice-Chancellor expiring on 31 January 2019 and the Vice-Chancellor designate Professor Cheryl de la Rey's employment commencing in mid-February 2019, there is a need to appoint an Acting Vice-Chancellor for a period, with exact dates to be confirmed.

Therefore I recommend that under Section 197 of the Education Act 1989 and the State Sector Act 1988, Council delegate authority and the functions, powers and responsibilities of the Vice-Chancellor and the Chief Executive to the Deputy Vice-Chancellor, Professor Ian Wright, from 01 February 2019 until the VC Designate commences employment, expected to be mid-February 2019.

Dr John Wood
Chancellor

Dr Rod Carr
Vice-Chancellor
Tel: +64 3 369 3836
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UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

VICE-CHANCELLOR'S REPORT TO UNIVERSITY OF CANTERBURY COUNCIL JULY 2018

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1. INTRODUCTION

On July 12, UC welcomed thousands of prospective students, their friends and whānau onto campus for UC Open Day | Rā Tōmene. They got the opportunity to learn more about study options, tour the campus, and get a glimpse of our state-of-the-art new facilities and a taste of the UC student experience. The stunning Christchurch winter day brought over 4,200 visitors to campus compared to 3,693 visitors last year. This 14% increase year-on-year is encouraging, however much work remains to be done to convert interest into enrolments. It is appropriate to recognise the enormous amount of planning and effort that goes into this event with many staff volunteers helping on the day.

Work is now under way to ensure that we can meet residential accommodation demand in 2019 especially for new-to-UC students.

A major recovery milestone was achieved by the end of June with the handing over of the academic villages (Kirkwood and Dovedale) for decommissioning and removal. The effort to meet this milestone has been significant, compounded by the continued delay in completion of the Rehua Building for occupation by the College of Education, Health and Human Development, the Business Taught Masters Programmes and Centre for Entrepreneurship. It is understood that over 80% of the units have been sold to the Ministry of Education, which will relocate them to schools around New Zealand. It may take over a year to clear and re-instate the sites and for health and safety reasons access to the sites will be restricted.

2. STRATEGIC MATTERS

2.1 UC Futures

In recent years the University of Canterbury has undertaken a large programme of rebuild and remediation to buildings on the Ilam Campus. Most of this construction has occurred under the UC Futures programme of work. During this time, UC has worked hard with construction contractors to improve and develop a strong health and safety culture. By the end of 2018 UC forecasts that it will have completed 70% of the $1.3b capital investment planned for this work. UC worked with construction partners and created a campus-wide round table group to share best practice and learning between competing construction firms in relation to health and safety. UC appointed a full-time health and safety officer with construction experience and worked to standardise and improve the health and safety data collected to include both leading and lagging indicators. The UC Council modelled best practice in undertaking personal site inspections to support the efforts of management. All of this work has meant that to date, UC construction sites have been fairly safe sites and no major incidents have occurred over five years of intensive and sometimes complex construction. UC will not let up on this focus on health and safety in the upcoming years as the University moves back into a more routine construction profile.

2.2 Rutherford Regional Science and Innovation Centre (RRSIC)

The last construction project in the suite of precincts and buildings in the UC Futures programme, the second stage of the Rutherford Regional Science and Innovation Centre (RRSIC), is now rising from the repurposed foundations of the old Von Haast building. The revised programme of works anticipated practical completion around mid-2019. This new building is the office space for the Science Precinct as a whole and, more particularly the new Ernest Rutherford laboratory and teaching block (RRSIC Stage One). It is named after Beatrice Tinsley, one of UC's most distinguished alumni. A very successful astronomer, her career was marked by being the first female professor of astronomy at Yale, and the publishing of over 100 scientific papers in her short 14 year academic career. Among other accolades, she has a mountain and an asteroid named after her.

There is a small amount of remaining work to complete RRSIC Stage One. This includes the completion of an area for hazardous substances, the cryogenics facility, and two PC2 labs on levels four and five. UC senior management will continue to monitor progress on these important elements of the final phases of work. Final accounts and claims as well as practical completion requirements continue to be progressed with the builder – Fletcher Construction. When these matters are resolved, an updated total programme cost can be forecast.

2.3 Canterbury Engineering the Future (CETF)

Finishing complex construction projects can be very challenging, and at the very last stages of this project to rebuild almost all of the Engineering Precinct, the construction firm contracted for the build went into receivership. A liquidator was appointed on 5 July. UC is seeking legal advice on consequential actions that should be taken to protect its interests.

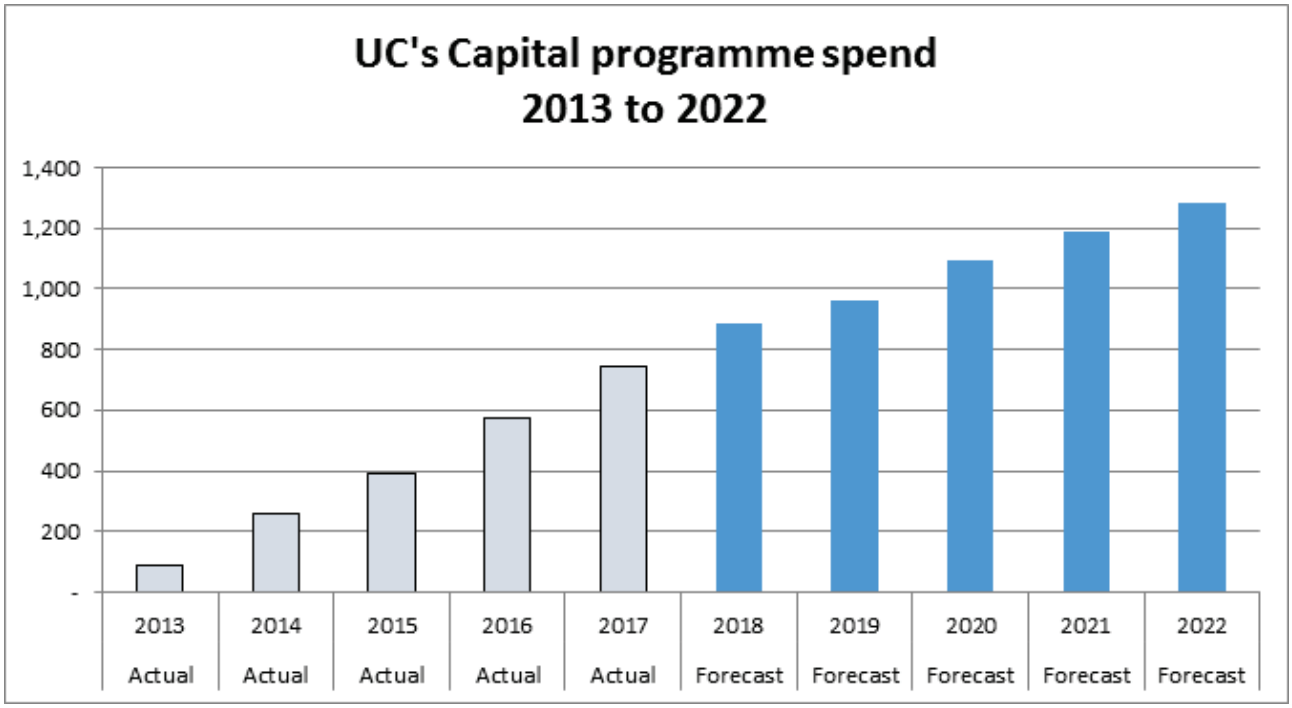
UC is in the process of taking over the management of the last elements of this build, largely in the area of defect remediation and completing deferred works. UC is now working to finalise work on the last five key areas that are critical to ensuring that the College of Engineering does not continue to face delays and disruption in the affected areas. The key areas of concern are the final work on the Large Scale Fire Laboratory, chillers in a key lab for Civil and Natural Resources Engineering, a steam boiler and gas lines needed in the Chemical and Process Engineering labs and some work on trench lids. Again, senior management will be continuing to check on progress in these areas, some of which have been held back due to the receivership.

2.4 Rehua Construction project and the move of the College of Education, Health and Human Development to the Ilam Campus

The construction firm, Downer, has continued to ensure a good level of staffing on the last stages of the rebuild of the old Commerce building, with about 130 staff onsite in the last month. Slowly the last elements of this rebuild are coming together. The contractor removed its façade subcontractor from the project and has had to spend significant time and money on remediating inadequate work on the façade. This work has been a major hold up on the project, as it affects the water-tightness of the building. Further engagement at the most senior level of management is planned. The College of Education, Health and Human Development has ensured that it has not timetabled classes in this building now for the second semester. The College of Business and Law is still working to avoid relying on this very late building project for classes to be conducted in the fourth quarter of 2018.

2.5 UC's Capital UC Futures Programme Spend

The chart below shows that UC will have spent 70% of the planned $1.3b Capital Investment planned for 2013-2022 by the end of 2018.



2.6 Graduate Attributes

2.6.1 Graduate Profile Highlights

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

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

As part of the programme of work to introduce a common core to all undergraduate degree graduate attributes, we have included the attributes into our regular five yearly degree review criteria. This year marks the final tranche of such reviews and a key milestone in the implementation of the attribute curricula. The review of the Bachelor of Speech and Language Pathology has just been completed. The last two – the Bachelor of Science and the Bachelor of Engineering with Honours – will be done in the coming months. Once they are complete, UC will report this to the Government, completing one of the last milestones the University committed to under the UC Futures Crown Funding Agreement signed in 2014.

The embedding of the Graduate Profile across academic disciplines in degrees is evident as Colleges restructure and/or create new offerings in their undergraduate degrees to both enhance the core curriculum while making more explicit and more intentional within the degree. Examples across the attributes are evident in the following sections.

Attribute 1: Employable, innovative and enterprising

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

The School of Business is proposing a major and minor in Innovation which directly addresses the employable, innovative and enterprising attribute. In addition, a new course, BSNS299 "UC Employability Portfolio" is being introduced which strengthens the employability and community engagement aspects of the Graduate Profile by requiring students to produce an e-portfolio that includes their CV and examples of written and spoken work. Internship opportunities continue to be developed, promoted and supported.

Attribute 2: Biculturally Competent and Confident (BiCC)

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

The next BICC hui with Deans is in August. Implementation of bicultural contention continues for 2018 and much work continues in preparation for 2019, when Year Two commences for this pillar and further kaupapa will be included in many programmes.

The introduction of BSNS201 Business and Culture into the core of the BCom provides a common basis for developing bicultural competence and confidence as well as global awareness and understanding. This course adds to a suite of courses embedded within programmes at UC that address BiCC relative to their discipline. Another example is the Bachelor of Music (MusB) where one of its aims is to enhance the Bicultural Competence and Confidence attribute across the degree. A new optional course and more explicit work to make the attribute more explicit to students is part of the work carried out.

Attribute 3: Engaged with the Community

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

Engagement with the community is being strengthened and considered in a range of ways across degrees. In addition to the work in CHCH101, a range of programmes have embedded or highlighted outcomes whereby the community is engaged. Recent examples include the courses being rolled out in newly-developed degrees and majors such as ENVR in Science and Product Design in Engineering while new and existing courses are making the community engagement explicit, as in the newly structured Bachelor of Social Work.

Attribute 4: Globally Aware

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

Two excellent examples of global awareness were highlighted in July with the Teaching Award ceremony when award winner Masa Ogino presented his work on global engagement of students through his international café. Another excellent example is the work of Donald Matheson who presented his work on world-wide exchanges using social media – with UC students sharing assessment and discussion with students on the other side of the globe.

2.7 International growth strategy

In a first for UC, we signed memoranda of understanding with three of India's leading international high schools: SelaQui International School (in Dehardun), National Public School (in Bangalore) and India International School (also in Bangalore). The agreement scope includes educational pathways programmes and student exchanges, tailored advice and workshops, and marketing campaigns targeted at penultimate and final-year high school students. The University has established strong relationships with the schools through regular delegations to India, which has helped foster Indian school ties through staff and student advice and interactive workshops. UC has hosted principals, teachers and families at Ilam in part of the lead up to these agreements supporting a growing relationship with these Indian schools. UC has been highly successful in recruiting postgraduate students from India into both masters and doctoral programmes. However, it has not worked on increasing undergraduate recruitment in the past and did not have a profile amongst good Indian schools. This milestone is an important step in UC's internationalisation and recruitment strategy.

2.8 International

The team focussed in June on converting the maximum number of students for the July intake. This included focused follow-up by QS Enrolment Solutions (QSES) for students holding full offers of place to encourage them to accept their offers. The team also actively introduced a 'pay deposit to accept' scheme, which has seen a spike in the number of pre-payments received.

UCIC and CCEL students who have become eligible for UC's full offer of place have had their offers issued. A new Enrolment-in-Person process has been put in place to be trialled for the July intake. The aim is to ensure students have a seamless enrolment process and do not spend hours in queues. The plan is to have maximum number of students with approved courses in the system before they have arrived on campus, and have fun orientation activities for them while their enrolment takes place in the background. The learnings from this process will be revisited after the close of enrolment period, and applied in the February intake.

There have also been benefits from aligning the Teaching process to be more student centric. The application process for initial teacher education will be combined and centralised with all other university applications effective from early August.

International staff travelled to Melbourne to attend the QSES Summit. QSES staff will be visiting UC in July to present on their performance to date for UC.

The International Relationships Office hosted a China agent familiarisation. These are the top 10 agents based in China (including JJL, Wiseway, EIC, Aoji, Shinyway) who consistently send us more than 100 Chinese international students per year. By hosting them we are strengthening our relationship with them, and they are gaining valuable information about UC and how to promote our university to prospective students.

3. CHALLENGE

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

3.1 Marketing

Social media activity continues to be high with good engagement across Facebook, Instagram, SnapChat and Twitter. Students take over activity on Instagram has been strong including club profiles and overseas experience. UCME Videos and profiles have featured on Facebook. Campus and general student life has been focused on our platforms. Google AdWords has experienced good growth as has video views and banner advertising response. Results are 60% up year-on-year.

The major UCME brand campaign is now in market. Twenty-six students are being presented with all colleges and UC7 attributes represented. This campaign is a nationwide initiative with adshels outside schools, billboards, bus backs and online activity (banner advertising and social media). The campaign runs to September.

A series of UCME student profile videos have been developed and now sit on the UCME web pages. These videos are also being featured on social media and other online platforms. Over 40 videos have been completed to date. The website Terminal 4 platform is being upgraded to a new version over the next few months. A new search provider has been selected and will be tested and implemented over the next few months. A new Alumni page featuring over 30 Alumni is due to be launched in July.

A mature student campaign will be launched in late July, utilising press and online advertising in Canterbury. The UC GO Canterbury campaign will be in market in Auckland and Wellington in July and will utilise adshels, online and radio advertising.

The International Prospectus and Travel Abroad guide publications have gone to print. Work is under way on the Postgraduate Prospectus and Guide to Enrolment publications.

3.2 Liaison

June saw the conclusion of our Information Evenings with Christchurch, Hawkes Bay, Nelson and Timaru events taking place. These were all well attended with increases on previous years by 20.1%, 1.0%, 38.7%, and 44% respectively.

Where schools allowed, Liaison Officers have been in to help plan students UC Open Day. School Career Expos have been attended with a total of four in Hamilton, four in Wellington and 12 in Auckland attended over the last month. Larger scale regional expos have been attended in South Waikato, Taupo and Franklin. Student information appointments, relationship building with influencers and course planning have continued via phone, email and in person.

Careers advisors have been updated through the Hamilton Update day and our own Events-led CA Update days on campus, which were attended by 81 Careers advisors – 18 from Christchurch, 37 from the North Island, and 26 from the South Island regions.

3.3 Admissions

Twenty-eight CCEL (Christchurch College of English Language) students graduated mid-June, and will be expected to transition into UC for the July and October intakes. Another pre-University cohort from Certificate of University Preparation (CUP) have finished their programme of study and the Admissions team was able to change their admission to allow them to start their undergraduate qualifications in July.

Admissions has been fielding large numbers of deferrals for the July intake from International students. Students were given conditional offers to meet requirements by mid-July, but many have been unable to do so, and have asked to defer until February 2019.

3.4 Contact Centre Shared services

The Student First programme team has provided comprehensive and timely training to the Contact Centre team relating to the June and July releases of Easy Enrolment and My eQuals, and the team continues to engage with Student First on a regular basis in preparation for Semester Two enrolments.

Shared Services has continued to provide support to the Scholarships team including as part of the Student First business analysis process. Shared Services has processed 194 UCIC second semester enrolments.

3.5 Enrolment

The Enrolments team is in the midst of mid-year enrolment, with an estimated 524 international students expected. Efforts have been made by the team over the past month to assist UCIC students with visa applications and early enrolment where possible. Mid-year enrolment opened on 4 July and is expected to be busy as Study Abroad, Exchange, MARA, and independent students arrive to enrol in person. The trialled managed enrolment process is revealing areas that work well and areas we need to work on – this information will be crucial when planning for International Enrolment in Person 2019.

3.6 Accommodation

The team has been busy with promotional activities for accommodation applications opening in August. This includes new photos, videos, 360 panoramas, student profile and updating publications. We have migrated to a better platform for applications processing.

We have agreed a more robust reporting process for Homestays with International Student Care (ISC), the homestay provider. The relevant printed and online content is being updated.

3.7 Careers

Recent University Careers and Employability NZ (UCENZ) and NZUni CareerHub meetings provided an opportunity for Careers Heads of Service to share best practice and initiatives. It was agreed that opportunities should be sought for greater collaborative professional development opportunities for Career Centre staff at New Zealand universities.

Discussions between the Disability Resource Service, Careers Internships and Employment (CIE) and Workbridge have centred on better facilitating employment opportunities for students and graduates with disabilities. It is hoped that a partnership agreement will be the result of these discussions.

CIE continues to support academics and students in work integrated learning (WIL) initiatives. It contributed to a discussion on WIL at a recent Learning and Teaching Committee (LTC) meeting and will continue to communicate the value of WIL opportunities to students as part of career education delivery.

Semester Two will see another series of workplace visits taking place across campus. Especially useful to International Students but also open to domestic students, these visits provide the opportunity to learn about specific workplace activities, career paths, culture, developments and potential employment and internship opportunities.

Plans are under way for Careers Staff to shortly deliver seven 'Parents as Career Educators' (PACE) workshops. Three will be held at UC, and the others in Auckland, Wellington, Whanganui and Napier. These workshops are targeted at the parents of senior high school students, with the aim of assisting them to help their students to make informed career decisions.

3.8 Disability Resource Services

Currently, 556 students have registered or reregistered with DRS, a 6% increase in registrations since last month. Students continue to engage with their Advisors and staff from the Alternative Format Centre to access support to assist them with their studies.

DRS staff recently worked closely with the Examination Department to support students who require Special Examination Accommodations (SEA) in 955 exam sits. SEAs included the use of reader/writers, the use of rooms with few others and extra time being granted.

Re-registering with DRS ensures that students receive the appropriate learning accommodations and support they need, and the number of registered students will continue to increase as the semester continues. DRS currently supports students in about 180 courses of study.

3.9 Student Care

Student Care recorded a total of 197 student engagements during June. The unique count over this period was 117.

	June 2018	YTD Total
Student Engagements	197	1,537
Unique Count	117	953

In June the Senior Student International Advisor (SISA) began prioritising the work required for the pastoral code of care review. Meetings have begun to review the International Student Experience Framework and develop an engagement/support strategy in collaboration with IRO and the colleges. A key focus is also improving web-based information for both UC staff and students.

A successful Completion Ceremony was held for the NZAID scholars which was well attended and drew positive feedback from an MFAT representative. The tender process continues with MFAT for the NZAID scholarship programme, with the clarification points accepted and planning under way for a presentation in July.

Work is ongoing to enhance measures aimed at the prevention of sexual violence and sexual harassment. Scoping for consent training and engaging UCSA in a student lead communications campaign are currently under way, along with updating the Sexual Assault/Harassment website. Of note is increasingly complex referrals to Student Care regarding issues around bullying/harassment/sexual violence.

Ongoing planning for effective intervention conversations with the College of Engineering, informal processes and key training are being explored for staff. A meeting was also held with the College of Education, Health and Human Development to explore how to more effectively support students experiencing anxiety.

3.10 Student Experience

3.10.1 Go Canterbury

There were no Go Canterbury events held in June as it was the end of the semester and students were studying for exams and finishing assessments. The coordinator and student leaders discussed and finalised the programme for Term Three, which will cover Mental Health and Wellbeing, an important aspect in student life.

In Term Three, Go Canterbury students will:

- attend a "Flatting in Christchurch" workshop designed and facilitated by student leaders.
- visit Quake City, followed by a discussion with Student Volunteer Army representatives.
- attend a Mental Health and Wellbeing" workshop.
- go on a ski trip to Porters Ski Field.
- compete against the other first year programmes at a quiz night.

3.10.2 Emerging Leaders Development Programme (ELDP)

The ELDP Exec put on study nights for the ELDP cohort during study week. A room with snacks and hot drinks was organised for two nights and ELDP Exec functioned as tutors in their fields of expertise throughout the evenings. About 50 students (44%) seized the opportunity to study together with the help of their ELDP Exec and their verbal feedback indicates that they enjoyed the study nights.

Term Three will be packed with exciting development opportunities for the ELDP cohort, kicking off with the mid-year retreat, which combines a panel discussion of former ELDP sharing their journeys since they've left ELDP and students pushing their boundaries at Adrenalin Forest. Next, a lunchtime workshop with UC Careers will be offered, along with a Myers Briggs workshop throughout which students will learn more about their personality types. A social barn dance will be held at Ilam Homestead, and Chris Jupp from World Vision will inspire the ELDP cohort to practice service leadership in everyday life in another workshop. The students can then implement this approach in the big service project of 2018 where they assist in surveying the use of the Red Zone and thus contribute to the data on the basis of which the Red Zone's future use will be decided. The First Year Programme Quiz Night rounds off the term's activities.

3.10.3 Mentoring

Mentors and mentees involved in the programme 2017 and 2018 were surveyed to gauge their experiences and recommendations. A total of 39 responses were received. Overall, mentors wanted more opportunities to get together as a cohort to share their experiences and support one another, and mentees wanted more group interactions. The new mentoring coordinator joins the team on 2 July and will review the data to make improvements to the programme for 2019, in particular how mentoring contributes to developing UC Graduate Attributes and enhances mentees' self-efficacy.

Eight incoming international students were matched with mentors for Semester Two.

3.10.4 UniLife

Participants in the group mentoring programme, UniLife, enjoyed a series of small-group activities this term including ice-skating, a visit to the Mega-air trampoline arena, and the very popular 'Escape Room'.

3.10.5 MME PhD Academic Writing workshop series (pilot)

The fifth workshop of the 2018 MME PhD Academic Writing pilot was delivered in June to a dynamic cohort of six Marketing and Management PhD students, all but one of whom were international. These monthly sessions are designed to enhance and extend the students' skillset, progress their thesis writing, and develop peer support capability. Topics are determined by the students to ensure the content is aligned with the students' current writing priorities. This session focused on intra-paragraph coherence. The series is an inter-unit collaboration involving the Academic Skills Centre, the Student Experience Team, and the Department of Management, Marketing and Entrepreneurship in the College of Business and Law.

3.10.6 PhD and Masters by Research Student Orientation

Ten new PhD and Masters by Research attended the tailored research orientation in June. Eight (80%) were enrolled in doctoral studies, and two in a research Master's degree, one of whom is transferring to a PhD. The Colleges of Engineering and Science dominated with eight (80%) of attendees researching in those fields. All ten are international students representing eight different countries – Brazil, Germany, India, Nepal, the Peoples' Republic of China, South Africa and the USA. All attendees rated the experience favourably, particularly regarding gaining information about services and support offered at UC.

3.11 Pacific Development

3.11.1 Pacific Development

Operations: PDT Study sessions were held during the exam break where students were provided with study spaces, resources, and tutors. The programme continues to grow with 40+ attending in the final days to study. It is hoped this effort will see an increase in achievement for the students who attend.

Outreach included attending the UC Careers Advisors Update day, and participating as judges in the Christchurch BizNinja competition, a business competition for secondary school Pasifika students.

Student engagements numbered 106 for the month, with exams and final assessments resulting in a peak in Special Consideration Applications.

3.11.2 Strategic Development:

The UC Pasifika Strategy is being re-drafted, with input sought from a variety of stakeholders. The draft, informed by consultation, will be before Council for approval at the end of August, with the new strategy launched later in the year.

The Ako National funded Project is now completed and the report was positively received by Ako. Dissemination of project findings is now ongoing, with invites to present at a number of events and conferences.

The Pasifika Success Indicators Turtle Resource – a self-review tool for individual staff members, Departments, Colleges and Institutions, which identifies ways to improve personal engagement with Pasifika students and support increased Pasifika Success, is now available for work in our Talanoa Pasifika PD for UC staff. The Ako team is keen to launch of this resource at Parliament in September after the Pasifika Tertiary Forum in Wellington.

The team presented at a College of Business and Law staff meeting and continue to engage with College staff around improving and adding Pasifika content and suggestions to new course offerings through the work of our Kaiārahi Pasifika. This part-time role has now moved from co-ordinating the Ako project to Pasifika academic advice in the Colleges and is working well.

3.12 UC Sport and Recreation

June has seen some significant changes in the amalgamation of the UC Sport and UC RecCentre Teams, an outcome of departmental review and the Sport, Health and Wellbeing strategy. A new Director of Wellness Services will join the SSAC team at the end of July. Both the Health Centre and Sport & Recreation team are in this portfolio, and will work alongside each other more closely to expand our health, wellbeing and sport offerings to students.

Participation typically drops in June, with exams and holidays. 2018 has been no different, and we have seen 20,368 check-ins and 413 casual visits. The latter is a combination of our 'other members' and staff. Of those check-ins, 92% were UC Students, with 15,586 undergrad visits (76%), and 3,379 Postgrad visits (16%).

UC RecCentre Membership Contracts March – June 2018

	Headcount				**Changes May – June**	
Membership Type	As at 31 March	As at 30 April	As at 31 May	As at 30 June	Net change	% change
Affiliate	8	8	14	13	1	↓7.15
Alumni	110	131	148	135	13	↓8.78
Community	80	91	92	97	5	↑5.43
Non-UC Students	126	150	144	162	18	↑12.5
UC Staff	172	185	188	200	12	↑6.38
UC Postgrads	760	877	988	1062	74	↑7.49
UC Undergrads	4194	4700	5238	5555	317	↑6.05
Total Other	496	565	572	607	35	↑6.12
Total UC Students	4954	5577	6226	6617	391	↑6.28
Total Membership	5450	6142	6798	7224	426	↑6.27

4. CONCENTRATE

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

4.1 Deputy Vice-Chancellor

4.1.1 Academic Services Group (ASG)

All UC Round One CUAP proposals have been approved at CUAP and this is testimony to the quality of the both the initial development of proposals and the overall quality assurance processes. UC had some 29 Round Two CUAP proposals, or regulatory changes, approved at the July Academic Board meeting , which is indicative of the ongoing re-assessment and evolution of UC degree programmes over the last three to four years. The bulk of Minor Course Changes have been submitted to ASG, which heralds the start of the timetabling process for 2019.

Semester One marking is now complete with grades released to students. As in prior years, an examination review will be undertaken to understand what process improvements can be made for the future. Allied with examinations, a Review of Academic Performance (RAP), is undertaken to review student performance over the immediate period following the posting of results, with Deans and Academic Managers or Senior Student Advisors, reviewing the record of poorly achieving students. Recommendations are made, ranging from advice letters to exclusion from study. A further review of recommendations at the extreme end of the scale is made at a joint RAP meeting, with some 216 students being reviewed in this latter process.

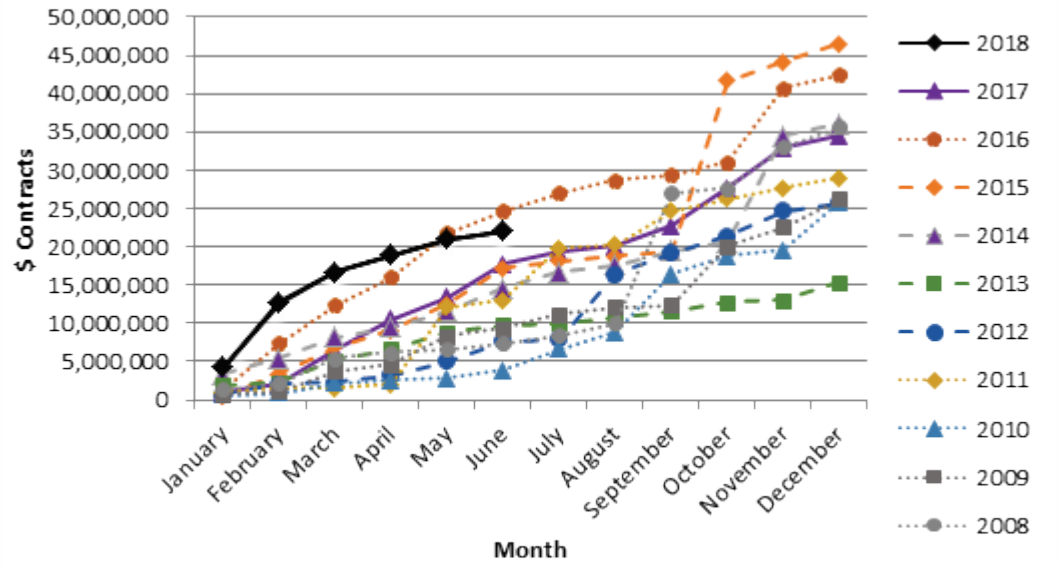
A period of programme reviews and general regulatory change is forthcoming, including a review of the Special Consideration process, and subsequent recommendations for consideration by Academic Board. A new Institutional Research Analyst is being appointed to restore UC capacity to undertake a programme student experience and academic development surveys.

The biennial Postgraduate Student Experience Report has been recently “published” following the survey in late 2017 of UC Masters thesis and Doctoral students. The survey report has been distributed to PVC’s, Deans, and School/Department Heads. An initial high-level interpretation of the survey has been considered by the Senior Management Team, and will be further considered by Academic Board and its sub-committees in the near future. Initial conclusions are: the 55% of responding students are generally representative of the wider postgraduate population across gender, age, ethnicity, citizenship status, and study location; general and student supervision experiences of Masters students can be improved; general and student supervision experiences of Doctoral students has improved; and 49% and 68% of Master and Doctoral students, respectively, are positive / neutral about their financial state while undertaking their research. Further detailed analysis of the survey results will be undertaken by Colleges and Schools/Departments. A high level review suggests general satisfaction and satisfaction with supervision has improved for Doctoral students but declined for thesis Masters students since the last surveys (in 2012/2014).

4.1.2 Research Funding

The TEC PBRF submission deadline was 13 July. Portfolios were submitted for 629 (605.7 FTE) staff members, compared to 2012 PBRF submission of 645 staff (611 FTE). The PBRF auditors will be conducting their post-submission onsite visit in mid-August.

R&I is currently managing 387 research contracts, worth a total value of $143.7m. In the 2018 year-to-date, 123 contracts worth a total value of $22m have been executed, and 38 contracts worth at least $13.1m are pending (i.e., in the process of being executed) – with an aggregated total of $33.1m. UC holds 72 National Science Challenges contracts worth $23.7m and 59 CoRE contracts worth $32m (with three NSC/CoRE contracts pending, worth $0.1m).



4.1.3 Research Infrastructure

UC has a significant portfolio of externally-funded research projects, understanding coastal and marine ecosystems, with a current focus around the impacts of the Kaikoura earthquake on ecosystems generally and the commercial fishery in particular. Since closure of the existing UC Kaikoura Field Station in 2016, UC researchers have been constrained in the intensity of their research, though the recent purchase of a house in Kaikoura (as an interim solution) has relieved some pressure. As UC develops the business case for a permanent solution, UC is engaging with other partners to develop multi-partner options. One option being discussed is a joint initiative with Kaikoura District Council with a combined research facility – tourist aquarium partially-funded by Regional Growth Funding, philanthropic funding, and UC. This discussion has drawn the interest of NIWA which is scoping the installation of a seafloor "observatory" near the head of the offshore Kaikoura Canyon. The Monterey Canyon (California), and onshore tourist and research infrastructure is one other example of this concept.

4.1.4 Postgraduate Research

Numeric highlights from the Postgraduate Office for the month include:

At 30 June, UC has 998 Doctoral students and 790 Masters Students currently doing their theses.

Eleven new Doctoral students were enrolled in June, bringing new enrolments to 117 for the year-to-date, which will likely bring a similar new enrolment number to last year

Fourteen Doctoral students submitted, bringing the total to 81 for the year-to-date and 14 successfully completed their theses examination bringing the total to 71 this year

Nineteen Masters thesis students were examined bring the total to 127, with no students failing.

A comprehensive review of PhD student success rates over the last seven years, is ongoing by the Postgraduate Office. The review has shown a progressive increase of total enrolled and annual completing Doctoral students over the period of 2010 to 2017 from 895 to 1,123, and 110 to 185, respectively. Interestingly, the data also shows some 5% of the total Doctoral population withdraw annually, which is consistent with a cohort analysis by enrolment year that shows between 28% and 13% of students have lapsed, transferred, or withdraw from the programme. The peak of 28% coincides with the cohort enrolled in 2012, with the low of 13% being 2016. Some 91 students are enrolled longer than four years full-time, and these students continue to be actively "managed" by departments and supervisors to ensure timely submission. UC will receive some $8.9m of Research Degree Completion (RDC) funding for that component of the PBRF allocations in 2018.

4.1.5 Erskine Programme and Ethics

The arrival of Term Three Visiting Fellows is well under way with 24 visitors and their families due to arrive during the week before teaching starts.

A call for nominations for Distinguished Visiting Fellows ('the VIP Scheme') for visit in 2019 and 2020 has been made, with nominations due 17 August. Nominations for 2019 Erskine fellows has also opened with staff encouraged to submit early nominations to assist in accommodation planning.

The Erskine Morning Tea for Visiting Fellows will be held on 25 July. This is always a popular event and an opportunity for fellows and their families to meet each other and UC colleagues.

Applications to all three of UC's Ethics Committees continue to be strong. The review of the Human Ethics Committees (Human Ethics Committee and Educational Research Human Ethics Committee) is progressing. Schools, Departments and individuals have been asked to provide feedback/comments on their experiences of the Committees to assist with the review. Data is also being collected from other New Zealand academic institutions as part of the review. The review panel is due to meet in August.

4.1.6 Innovation

4.2 Office of the AVC Maori

4.2.1 Kaiārahi

The Kaiārahi continue to facilitate embedding BICC in course content and programmes of study. The Kaiārahi continue to work on many CUAP documents and provide commentary to academic colleagues to ensure the kaupapa are present and developed throughout courses and programmes of study. During later 2018, a review of roles and responsibilities will be reconsidered, noting the increased work for Kaiārahi and the level of demand from colleagues and staff.

Te Ohu Reo continues to receive many requests, although there was a slight lull over the mid-year break. It is now receiving requests for material which will be used in 2019 and 2020, and we appreciate having some lead time for these requests. Many bilingual course headings have been created and are in use by colleges. Requests for further course headings are welcome.

4.2.2 Tangata Tū, Tangata Ora and other staff professional development programmes

Tangata Tū, Tangata Ora continues to be popular as does Te Reo in the Workplace. Colleagues are now requesting regular opportunities for informal reo practice, so may like to participate in 'Café Reo' run by Aotahi School of Māori and Indigenous Studies, on Tuesdays, 2.00-3.00pm in Te Ao Mārama foyer. For those staff who are part-time or unable to attend full day professional development programmes, the Tangata Tū, Tangata Ora programme held in August, will be run as half day sessions over four days.

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

The MDT advisors have been preparing for Semester Two. Over the mid-year break the MDT advisors have been assisting ākonga Māori wishing to enrol for Semester Two. Advisors attended the NCEA review hui arranged by the Ministry of Education and were able to provide some feedback. The academic review process has involved MDT advisors and their Term Three phone calling project starts soon.

4.2.4 Māori Recruitment and Outreach

Ms Michelle Bergman, our Māori Recruitment and Outreach advisor and Ms Jamie Hape, Māori Student Development team leader, provided a UC presence at He Pouwhenua, He Puapua, (the National Secondary Schools Kapa Haka competition 2018). The completion finals were held in Palmerston North, during the week of 2-6 July. This is the first time UC has had a stand at the national kapa haka finals and the University's presence was very positively received. Six Canterbury schools had teams which had made it to the finals; three other schools from Te Waipounamu also participated and thirty-two North Island schools had also made it to the final competition. The competition was livestreamed by Māori TV and the audience at the event was around 6,000 per day. Mr Komene Kururangi (UC academic staff member, Aotahi School of Māori and Indigenous Studies), was on the judging panel.

The UC presence was made possible by the support of the UC Foundation and due to this support, UC was able to provide a modest level of sponsorship for this event. The sponsorship meant that UC was mentioned as a sponsor by the MC on stage several times per day, UC logos were on the event programme and on the event website (www.kapahakakuratuarua2018.co.nz). Sponsors' logos were also on the screen behind the stage and were visible in coverage by Māori Television. Other tertiary organisations with stands at this event were Lincoln University, Massey University, the University of Otago, the University of Waikato and Victoria University of Wellington. Ara, Te Wānanga o Aotearoa, Te Wānanga o Raukawa, Te Whare Wānanga o Awanuiārangi and UCOL were also present.

The UC stand had many visitors, (more than 300 over four days), including ākonga, their whānau, kaumātua, teachers and representatives from other institutions. Some whānau members had heard about the bicultural changes at UC and were keen to hear about what this would mean for their children if they enrolled at UC. Many of those who engaged had little awareness of UC. There was also a lack of awareness of Christchurch. Those that knew about Christchurch only knew about the earthquakes, so this was an excellent opportunity to share positive stories about UC and the city. Once an analysis has been carried out, a report on UC's presence at the National Secondary School Kapa Haka finals will be provided to Dr Darryn Russell, AVC Māori. We also intend to evaluate other events for their potential in connecting with high school students and building the UC brand with ākonga Māori, whānau and community.

Ekea! Year 12 will be held later in July. We have also run a Year 12 and 13 after school study programme for ākonga Māori from local schools. Although the number of participants has been modest, the ākonga attending have participated regularly and appreciate the opportunity to study with support from tuākana and MDT colleagues.

4.2.5 Māori Research

A monthly Māori Research hui began earlier in 2018 and to date has been well attended by staff, ākonga and manuhiri. Part of the reason for this regular hui is to provide our postgraduate ākonga Māori with a supportive environment in which to present conference papers and other presentations. The research hui in late June was attended by indigenous academics and postgraduate students from the University of Melbourne. Ms Shawana Andrews, Associate Dean Indigenous Development (Acting), University of Melbourne, presented on her PhD journey as a Trawlwoolway Palawa woman of north eastern Tasmania. She has a background in clinical social work and public health and worked in Aboriginal paediatric health and mental health for many years prior to becoming an academic. Ms Andrews is currently a Lecturer in Indigenous Health in the School of Health Sciences at the University of Melbourne and leads the Indigenous curriculum development for the School. In this role she has led the development of the Many Ways Learning - Indigenous Curriculum Framework which was recently launched during National Reconciliation Week as well as the University's Indigenous cultural walk, Billibellary's Walk.

Ms Andrews has recently been awarded a University Excellence Award for Innovation in Indigenous Education and a national citation for Outstanding Contribution to Student Learning.

Ms Andrews, her colleagues and postgraduate students were hosted by Professor Angus Macfarlane and colleagues at the College of Education, Health and Human Development. They very much appreciated the opportunity to present at, and participate in, the Māori Research hui.

5. CONNECT

5.1 Communications

Engagement Data	
Intercom *Themes included:* Academic/Research Diversity Events Funding Governance/VC/SMT Health, fitness and wellbeing Notices Postgraduate Staff achievement/story Student achievement/story Student support/services Staff support/services (excl L&PD) Sustainability Learning and Professional Development Tech Tip UC News/Announcements	Open rate 42.42 average % (International benchmark = 21.8%) The top 10 viewed blogs had these themes • Staff/Alumni achievement (3) • Academic/Research • Tech Tip • Student support/services • Notices (2) • UC News/Announcements (2)
Insider's Guide (student newsletter) *Themes evaluated:* Competitions / Challenges Events Health and fitness Notices Postgraduate Priority learners Student achievement/story Scholarships / exchanges / careers Staff achievement/story Sustainability UCSA and Clubs UC News/Announcements Wellbeing and student support	Open rate average 54.51% (International benchmark = 21.8%) *Themes measured*: the top 10 viewed blogs had these themes • Wellbeing and student support (six blogs) • Staff achievement • Scholarships and exchanges • Events • Notices
Twitter	(Measured against all New Zealand universities in and Ara) First for engagement/fan ratio. First for Follower Growth rate. Total followers: 6381 (89 new followers in June). Same time last year: 5217 followers.
Stakeholder Newsletter	1,175 Recipients Open rate 42.6% industry average 16.9% (List ave: 42.7%) Clicks 5.9% industry average 2.2% (List ave: 5.8%)

5.2 Communications

Work has started on refreshing the Co-curricular Record brand. The refresh will be carried out in two phases with smaller changes being implemented first and those requiring a longer lead time later. The brand refresh will include student case studies, new photography and updated messaging.

Work on the Think First safety on campus campaign for Semester Two is also under way. The campaign will focus on cycle safety on campus and feature a true story from a student's perspective as well as posters and digital screen content. Think first signage was also arranged for the hoardings around the Beatrice Tinsley site reminding people to take care around construction sites.

The UC Foundation Annual Report 2017 was distributed and published online.

5.3 External Relations

5.3.1 Media

June media coverage of UC-related topics was again overwhelmingly positive. In June, we handled dozens of media queries on a wide range of topics, including environmental issues, student accommodation, e.coli and water safety, mental health, sexual abuse and harassment, among other topics.

Other media coverage of UC-related topics or experts included: UC scientists using hay bales to protect whitebait spawning, the benefits of online trolling, and using artificial intelligence to identify pest species and biosecurity risks, and the upcoming Youth Leadership Summit between the SVA and 28 Florida students from Marjory Stoneman-Douglas High School.

An analysis of coverage delivered in the 30 days between 1-30 Jun 2018 (Broadcast, Internet, Print) found 691 items (compared with 547 items in June 2017). This coverage reached a cumulative audience of 9,139,209 and had an advertising space rate of $2,077,012.

5.3.2 External Engagement

Activities include: coordinating with MFAT, Education NZ and assisting the SVA on media around Florida students visit to UC for Youth Leadership Summit; coordinating with Police, UCSA, CDHB, and other agencies on Good One Party Register. Two UC Connect public lectures scheduled for July – about the Canterbury Roll and discovering new particles – are picking up registrations well. The Canterbury Club speaker series continued. Videos of previous UC Connect public lectures are available to view on the UC Connect YouTube channel.

5.3.3 Stakeholder Relations

The next UC Community Meeting is scheduled for 13 August.

5.4 Canterbury University Press

5.4.1 Production

Bonsai: Best small stories from Aotearoa New Zealand was completed and printing is now underway. Pre-press work continues on books for the 2018 and 2019 lists.

Reviews, awards, community engagement

Beyond Manapouri: 50 years of environmental politics in New Zealand was launched by Minister for the Environment Hon. David Parker in Wellington. Among the guests were former colleagues of Dr Knight from MfE and representatives from Ngāti Kauwhata.

In his speech 'A vision to restore the environment' at the Forest & Bird annual conference on 23 June Minister Parker made several mentions of *Beyond Manapouri* https://beehive.govt.nz/speech/vision-restore-environment .

Media coverage of *Beyond Manapouri* this month includes a lengthy interview in *NZ Herald* with Dr Knight (3 June) and a feature on *Stuff* (19 June). It was also featured in *Forest and Bird* magazine's books page.

CUP's forthcoming anthology of flash fiction, *Bonsai: Best small stories from Aotearoa New Zealand* edited by Michelle Elvy, Frankie McMillan and James Norcliffe, will be launched at the WORD Writers and Readers Festival in Christchurch on 2 September; this will be the closing event of the Festival and will be a free event, open to all. *Bonsai*'s editors are also participating in two ticketed events: a panel discussion and a flash fiction workshop.

5.5 Events and Partnerships

Events and Partnerships have 20 events and activities it is actively working on, including reviews from events held in Quarter Two and upcoming events: Ekea! Year 12 Pathways for Māori and Ekea! Year 10 Pathways for Māori outreach events, the Christchurch Women in Leadership breakfast, the Postgraduate Info Evening and Postgraduate Options Week, UC Connect public lecture series, ICT Careers Fair and Chancellor's Dinner.

Around 80 Careers Advisors from around the country joined us for a conference-style two day event designed to showcase UC and Christchurch, its accommodation options, degrees and points of differences. Feedback received so far suggests the event is very useful and relevant, they felt very informed of UC's programmes and the event organisation was very good.

5.6 Alumni and Foundation

	Income	Distribution
2018 Target	$10.5m	$6.5m
2018 Year-to-Date	$3.6m	$4.2m
Total since 2001	$78.7m	$43.5m

	Donors	Gifts
2018 Year-to-Date	355	602

5.6.1 UCFA (US)

A total of US$446,218 (NZ$648,396) was transferred from the US to New Zealand in June with a further NZ$350,000 expected in the next two months. This already puts the US Foundation in the position of greater income and disbursements than it has had in the history of the US charity. The 2017 Accounts have been filed. Planning is in progress for a US West Coast visit with the Vice-Chancellor to Los Angeles, San Francisco and Seattle in September.

5.6.2 UK Trust

Cultivation of UK alumni continued. We have received a pledge to support PhD Travel Scholarships of NZ$50k per annum with in-perpetuity funding in the donor's estate. The team is working with the Postgraduate Office to define the parameters under which the funds will be made available to students.

5.6.3 UCF

The UCF AGM took place in June. The Annual Appeal was sent to the mailing house and will be received by 15,000 alumni in early July. An E-Ask will be sent to the broader alumni base raising funds for UCSA, Bright Start Scholarships, Pasifika Outreach, Rose Centre Stroke Research and Pukemanu Centre for Child Psychology.

5.6.4 Stewardship

A donor thank you event held in Wellington was attended by 80 supporters. I hosted a lunch earlier in the day for key Wellington donors and spoke at the evening event. The guest speaker was author and alumna Jane Tollerton. The UC Foundation 2017 Annual Review was sent to 950 individual and corporate donors who supported the University in 2017, celebrating the impact of their gifts. Hard copies are available from the Alumni team. Cultivation of 'Partner's in Excellence' pledgers has generated additional lifetime giving of $90k in June. The College of Arts has put on an Exhibition of Historical Chemistry equipment at the Arts Centre in collaboration with the COGs group (Chemistry Old Guys and Girls). The costs of the exhibition have been covered by donations to the University of Canterbury Foundation.

5.6.5 Alumni

The most recent E-News sent in June has maintained a readership of 33%. Twenty alumni have submitted their books for the author's page of the re-vamped website planned for July. Twenty-nine alumni have been profiled by Marketing for a media campaign that is due to launch in September encouraging alumni to stay in touch and demonstrates the broad range of industries and roles our graduates go onto after UC to inspire the next generation of students.

6. ENABLERS

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

6.1 Infrastructure

Business Cases to redesign the safe access and parking issues around the Warehouse Lecture Theatre (K1) and similar issues around access to and through the parking around the Health and Wellbeing Precinct are being prepared.

A further Business Case is likely to be required to add to the infrastructure in the Health and Wellbeing Precinct as the water flow rates achieved from the bore appear likely only to support heat exchange technology for the Health Centre and the UCSA building, not the proposed Recreation Centre as originally planned. A further business Case or inclusion in the Wellness Precinct access and redevelopment case, will need to consider alternatives to "as is where is" sale or demolition of the Events Centre.

An insurance claim has been lodged for flood damage to the Chemistry wing of the West Building (formerly Rutherford) arising from breakage of plumbing connections that when undetected for an extensive period as the building had been locked down as a power outage was required to upgrade an electricity supply distribution panel. UC's insurance excess ($500,000) is likely to be exceeded on a remediation claim assessed at a cost of around $4.5m. Flood damage was extensive affecting ceiling panels and floor coverings over seven floors.

Work on the Business Case and CLV contribution to the project to strengthen and upgrade Connon Hall during the summer is progressing.

A small number of matters remain to be addressed before final accounts and closeout of the Hayashi Hall extension at Dovedale can be completed.

The Implementation Business Case for the Recreation Centre is progressing.

A Business Case to invest to create additional space for the College of Business and Law in the Karl Popper building is under development for signoff by Council in the final quarter of this year.

It is expected the tender for the Council approved upgrade of the Locke and Logie Buildings will be let in August.

The site survey and lease to the UCSA is expected to come to Council for approval in the fourth quarter of 2018.

The UCSA building continues to slip its forecast completion date which has now moved to mid-2019. Further slippage may have implications for access to large format teaching spaces for the second semester of 2019.

The Business Case for the new 400 bed Hall of Residence on Homestead Lane is being prepared. An exchange of letters has occurred with CLV advising them of our intention to present a Business Case to Council later in the year and giving notice as required under our contract with them. UC is also progressing work to seek consent and survey the corner of Homestead Land and Ilam Road as a potential site for a future hall. Rochester and Rutherford has been advised.

6.2 High Country Leases

A number of lease matters remain outstanding and the Registrar continues to engage with leaseholders seeking resolution.

6.3 Staff Matters

6.3.1 HR

The collective employment agreement negotiations have been in abeyance while both parties awaited confirmation about the remaining details of the government's Student Achievement Component funding for 2019, and its effect on University income. This has recently been finalised (as a 1.6% increase) and talks will resume shortly.

Further to last month's report, the Animals on Campus policy can now be found in the policy library. It becomes effective from Monday 13 August. Any existing practices will be reviewed with staff by their managers before that date. Except under strict criteria and with approval, the policy bans animals from University buildings and requires animals brought onto campus to be restrained at all times.

6.3.2 Health, Safety and Wellbeing

The University's Equity and Diversity Plan has been endorsed by SMT. Copies can be obtained through local Equity and Diversity committee chairs, or on the Equity and Diversity website. Thanks have been extended to all staff who contributed, particularly those on the Central Equity and Diversity Committee, who have worked hard to develop the plan. A number of the ongoing or planned initiatives will contribute to an inclusive culture for students and staff, and therefore the overall wellbeing of our community.

7. Financial Outcomes: (Management Accounts to 30 June 2018)

June 2018	Actual Year to Date $000	Budget Year to Date $000	Budget Variance Year to Date $000 Fav/(Unfav)*	Budget Full Year $000	Forecast Full Year $000	Full Year Forecast to Budget Variance $000 Fav/(Unfav)*
Total Operating Income	183,131	175,926	*7,205*	358,865	375,294	*16,429*
Total Operating Expenditure	186,438	185,967	*(471)*	366,752	371,207	*(4,455)*
Net Surplus/(Deficit)	**(3,307)**	**(10,041)**	***6,734***	**(7,887)**	**4,087**	***11,974***
Net Surplus/(Deficit) as a % of Total Operating Income	-1.8%	(5.7%)		(2.2%)	1.1%	
Capital Expenditure	**31,686**	**75,067**	***43,381***	**129,576**	**109,576**	***20,000***
Cash/ Short Term Investments/ Short Term Government Stock	**277,442**	**242,435**	***35,007***	**165,286**	**213,204**	***47,918***
Working Capital	**172,089**	**125,289**	***46,800***	**55,730**	**99,240**	***43,510***

* 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 2018. This is due mainly to favourable variances to budget in research income excluding PBRF, sundry income, tuition fees, and interest income. This has been partially offset with unfavourable variances in other Government grants. Actual Total Operating Expenditure is unfavourable to budget by less than $500,000. This unfavourable variance relates to total personnel expenses and total operating expenses. These unfavourable variances have been partially offset with favourable variances in depreciation.

We had been budgeting for an operating **deficit** as at the end of June 2018 of ($10.041) million, but have returned an operating **deficit** of ($3.307) million. This is a favourable variance to budget of $6.734 million.

Capital expenditure is $43.381 million below budget. $11.955 million of the expenditure incurred to date is UC Futures related (CETF, RRSIC, and Rehua) against a year to date budget of $38.271 million. The remaining capital spend (excluding UC Futures), against budget, is favourable by $16.513 million. Significant amounts are subject to 'Final Account' discussions with contractors.

7.1 Cash Flow

The June 2018 cash position of $277.442 million is higher than budget by $35.007 million due largely to higher than expected balances at 31 December 2017, lower operating spend, and failure to meet budgeted capital expenditure expectations. We are holding adequate short-term cash reserves to meet expected capital costs for all mainstream projects.

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

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

7.2 Working Capital

Working capital[1] of $172.089 million at 30 June 2018 is $46.800 million more than budget, mostly due to the higher cash balance explained above and higher other current assets.

8. COLLEGE SUMMARIES

8.1 College of Arts (Te Rāngai Toi Tangata)

At a recent College Strategic Planning Day, Heads of Department gave presentations on their key aspirations and projects in their field, and from these we drew out some central concepts that will help inform a revised College Strategic Plan. Many referred to the importance of collaboration, culture and interdisciplinarity, as well as excellence. In addition to supporting individual initiatives, we also began work on identifying a small number of core cross-College transformative projects that would be our main focus over the next three years.

The School of Music has now vacated its old building on Ilam campus and relocated to the School of Fine Arts. This holds the promise of closer collaboration between our two main creative arts departments, which includes the possibility of creating a sonic art studio within Fine Arts. Music performance continues to operate from the Old Chemistry building in the Arts Centre, which has won a Gold Award in the Heritage Restoration category of the New Zealand Commercial Projects Awards.

The five-year agreement to host the Confucius Institute at UC (CIUC), promoting understanding of Chinese language and culture, is due for renewal at the end of next year. Its current Director, Phil Marshall-Lee, has produced an initial report on its long-term sustainability and effectiveness. The CIUC was one of only a handful of CIs from the hundreds in top universities worldwide to receive a CI of the Year award in 2017.

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

The new Bachelor of Communication (BC) degree has now been approved by CUAP and will be marketed for entry in 2019. The proposal has been described as a model of good practice, and the degree itself includes features which will set it apart from similar degrees in New Zealand, including the close integration of digital capability, and a unique stream in Maori Communication.

Recent scholarly, cultural and outreach activities in the College include Bronwyn Hayward's talk at UC Arts on 'Sea Change – Climate Politics in New Zealand', Gary Morrison's talk on 'Nocturnal Rome' as part of the Arts Centre's Matariki Night Market celebrations, and our first NCEA workshop on French, delivered to over 330 senior students from 12 secondary schools in the Canterbury region. For details of all such events please see our regular newsletter, *Arts Update*, available at the following link: http://www.canterbury.ac.nz/arts/arts-news/archive/arts-update/ .

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

Student and staff numbers in Business and Law continue to grow. Total EFTS enrolments for June 2018 were over 5% higher than a year ago and 2018 Semester Two enrolments (including 'new-to-UC' students) are considerably higher than last year. Confirmed acceptances for the October intake for the Business Taught Masters programmes are also significantly higher than this time last year. Staff numbers are also increasing. This year, we have welcomed eight new academic and two general staff members into the College and we are currently recruiting another six academic staff. These additional colleagues will enable the College to introduce new undergraduate and postgraduate academic programmes next year in key strategic areas including Criminal Justice, Technology and Law, Innovation and Entrepreneurship, and Tourism Marketing and Management.

Associate Professors Girish Prayag and Lucie Ozanne have partnered with ChristchurchNZ to investigate the socio-economic and environmental effects of Airbnb on the Canterbury region. Airbnb options in Christchurch jumped last year to 2,400, representing 20% of the city's available accommodation. This research will assist Councils and the tourism industry to better understand Airbnb and similar services and the implications of this trend for the South Island's 'formal' accommodation market.

The 8 Eighth Pacific Law and Culture Conference was jointly hosted by UC Law, the UC Pasifika Law Students' Society and the Macmillan Brown Centre of Pacific Studies with the theme of "Voices of the Pacific in a Globalised World." It involved 90 students, academics and others from around New Zealand and the Pacific. There were three keynote speakers: Fatiaki J, (Vanuatu Supreme Court); Dr Lalotoa Mulitalo (Samoan Law Reform Commission); and Dr Claire Slatter (scholar and activist from Fiji). Over 40 academic papers were presented and there were eight moot teams from five of the six New Zealand law schools, as well as USP Emalus, USP Laucala, and UniFiji. The moot final was held in Court 12 of the Justice Precinct (aka High Court #1), and was judged by Fatiaki J, Judge Soana Moala from the Manukau District Court and Prof Jennifer Corrin from UQ, with over 70 people in the audience. The final was between Otago and VUW, with Victoria emerging victorious. The UC team (Anatea Prince and Shalvin Singh) performed very creditably.

8.3 College of Engineering (Te Rāngai Pūkaha)

As mentioned previously, the College has been offering small stipends to PhD students who have submitted, to write up papers from their thesis. This has proved highly popular, and already four new draft publications have been received by the PVC in the first three months. The research students themselves have thanked the College for this opportunity, and it is planned to continue it for the foreseeable future.

The residential camp for 76 students enrolled in Maths 199, the online Maths STAR course, was once again a great success in promoting UC to some of the most able high school Maths students in New Zealand.

We now have a website for the residential week in 2019 for female school students at http://www.canterbury.ac.nz/engineering/information-for-schools/wie-can/, and registration is open. The application form must include a statement on why applicants feel they should attend, their academic achievements, and a reference from a teacher at their school. Only two attendees per school will be permitted and we hoping to cover a large part of the country with this new activity. Experience abroad shows that this exercise can make a significant difference to the recruitment of female engineering students.

We are in the process of recruiting the next tranche of academic staff for the new School of Product Design. This time we have advertised up to professorial level as the School Head needs senior level support for this rapidly growing school. We are encouraged by the international interest and the high quality of applications. We also have a CUAP proposal for a PhD in Product Design and this will immediately be followed up by a Masters proposal.

The first year of our students peer mentoring scheme for Intermediate students, entitled EngME!, is going well. None of the mentors have dropped out and provide regular reports to the College Dean (Intermediate). Students clearly feel more comfortable to speak to the student mentors about problems they are having than staff, and it has been useful for us to learn of some of these and put in place remedial actions if required.

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

We are very pleased that Health Research Education Facility (HREF) has been completed and plans for occupation are progressing. The building has officially been named Manawa, holding the meaning: **Manawa Whenua, Manawa Tangata**. *Pristine water, healthy people*. A blessing ceremony was held on 6 July at which Prof Gail Gillon spoke on behalf of the College, highlighting our focus on cultivating new multidisciplinary and interprofessional collaborations with colleagues from Ara and the District Health Board. An official opening of the building will be held in October.

College staff have been active with a range of marketing and recruitment events, including the initiation recently of a stakeholder e-newsletter. This year's UC Education Mud Run, held in June, attracted 920 school students and teachers (as well as hundreds of whānau supporters) from 30 Canterbury schools, who enthusiastically participated in boggy, yet warm conditions. The College has been the major sponsor of this unique, popular and fun-focused/non-competitive event since its inception in 2012 as a key community engagement initiative.

As part of our expanding internationalisation efforts, Tony Baird, Nick Maitland and Sandeep Sharma (IRO) hosted four visiting principals from India and promoted specific programmes likely to be of interest to their students. Work also continues on preparing for the delivery of a two week study course (UC University Life Experience Programme – ULEP) for two groups of up to 50 students visiting from partner universities in China commencing in August.

For the last several years the CEM centre has been running an annual Kiwi Science, Mathematics and English competitions. These are skills-based and closely aligned with the New Zealand curriculum. The tests are designed by New Zealand teachers for New Zealand students. Kiwi English, Mathematics and Science competitions are now in their second year and we have a total of 14,000 students enrolled, including this year 1,000 students from Indonesia. CEM has also initiated a Spelling Bee this year.

8.5 College of Science (Te Rāngai Pūtaiao)

The College has been forward to the start of Semester Two. We have completed work on SCIE101, Pūtaiao, te pū o tōku ao | Science, Society and Me, which will begin at the start of semester with 490 enrolments. This is a new core course that all BSc students will take.

We are also making good progress mapping the undergraduate attributes across all of our Science courses and expect to have this completed by the end of August. The assistance from Catherine Moran and Rachel Montejo has been invaluable. An initial mapping of the bicultural graduate attribute was done in 2016, however, there has been a great deal of work done by staff since then integrating all of the attributes and so an update is timely.

Our new undergrad degree, jointly taught with Lincoln, continues to progress still with the aim to run for the first time in 2020.

The plans for colocation of Communication Disorders (CMDS) to the Psychology block is progressing as scheduled, as is work implementing the integration of Psychology and CMDS into one School.

The first UC Science Summer Camp, a week-long event for Year 11 students interested in studying science at university is scheduled from 2-7 December. The camp will be based on the Ilam campus with students staying in university accommodation. During the week they will attend lectures, work in the labs, visit one of UC's field stations, meet with staff and current students, and find out about the amazing research happening at UC.

9. Conclusion:

The brief visit by the VC designate, Professor Cheryl de La Rey, was well received by those staff who had the opportunity to meet and hear from her. The opportunity was taken to meet Council members, members of the Senior Management Team and to provide an introduction to Academic Board members present. Setting UC on a firm path to transformation and growth to ensure a smooth transition is important. Strong growth in student enrolments, research outcomes, cost management and completion of major construction projects will make an important contribution. Endorsement of a number of Business Cases, the updated ten year forecasts, the 2019 – 21 Investment Plan and the 2019 budget will create certainty and maintain momentum while ensuring there is opportunity for a review and refresh of our post recovery Strategic Plan to support the ongoing transformation and growth of the University. I am confident we will conclude 2018 on a strong, positive note, well placed to advance on a number of fronts in 2019 and beyond. I continue to respect and appreciate the efforts of so many people in advancing the cause of the University – its staff, students and other stakeholders.

10. Appendices

10.1 Appendix 1: Building Update

Overall

UC Futures projects, namely RRSIC1 and CETF, were both occupied and largely operational by the commencement of teaching in February 2018 as planned but delay in gaining Practical Completion for Ernest Rutherford is compromising UC's ability to undertake works required to transfer and establish remaining research groups into the building. The number of tradespersons on campus has stabilised at about 300. Work is continuing safely on all sites with no major injuries again reported for the last period.

Campus Construction Safety Group

The membership of the Campus Construction Group has continued to evolve and change as the Capital Works projects profile have changed both in number and scale. Generally all site teams continue to demonstrate good Health & Safety practice and respond well to UC's internal and independent Health & Safety auditing practices.

The Campus Construction Safety Group continues to focus the UC team and contractors on the additional operational campus safety risks.

Current Building Status

Key Progress this month:

Major work

Rutherford Regional Science and Innovation Centre (RRSIC)

RRSIC Stage 1 – Ernest Rutherford Building

Current forecast for Practical Completion (PC) is now extended to late July. The ongoing programme delay is largely due to incomplete works, which the contract requires to be completed before the Engineer to the Contract can grant PC.

On site works are continuing as incomplete works and defect rectification.

Establishment of research continues to be phased into the building as relocation for some groups is less critical than others, particularly where current temporary facilities allow continuance of research activity, or complexity of establishment of research equipment into the new building requires extended periods of time to complete.

RRSIC Stage 2 – Beatrice Tinsley Building

The Engineer has awarded an extension of time with a revised completion date of 16 May 2019, the commercial aspects of the claim are still being worked through. Foundations are 90% completed, the timber frame and level 2 floors to the South installed. During July, the remaining timber frames will be installed with floors and roof progressing to all areas.

Canterbury Engineering the Future (CETF)

Practical Completion was awarded to the final wing (Mechanical) on 7 February. An agreed list of deferred works and remaining defects are being progressed as post PC project work streams move closer to completion. The Final Account was lodged on 12 March. Agreement on the Final Account is expected to continue into July. On 31 May, UC cancelled our contract with H Construction South Island Limited (as a result of the receivership of H Construction on 11 May) and will progress the completion of the project itself. Significant volumes of work have been let directly to former H Construction sub-contractors after a number of group and individual meetings with Capital Works. The main focus over July will be implementing this work in consultation with the College to minimise disruption.

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

Sub-contractor resource levels at the end June 2018 are averaging 100 onsite workers per day and reducing as the fit-out works are being completed.

The latest programme has a Practical Completion date in July 2018 and handover target date of 7 September. The project team has no confidence in these dates. It is now anticipated that operational occupation via a Certificate of Public Use is likely by late October in preparation for teaching in mid-January 2019. A likely Practical Completion date is February/March 2019. This matter has now been escalated to Downer EDI senior management by the Vice-Chancellor.

The project budget will be in deficit at the end of July. The Project Quantity Surveyors are assessing the potential budget over run.

The external facade remains a critical programme and quality risk. A specialist report from Hampton Jones has identified significant defects in anodised finishes. The scope of remedial works has been reviewed by Hawkins and a site meeting will be held mid-July with all stakeholders to find resolution.

The scope and quality of fire retarding paint finishes have been a major issue. An independent consultant was appointed to oversee the remedial works. Matters have now been resolved and compliance certificates issued.

Fit-out works are proceeding across both top floor areas and are close to lock up stage to enable defecting repairs to be managed. Ground floor and atrium works are progressing.

Hawkins insurance claim for $2.5m façade repairs has been received by the UC contract works insurer. They are claiming for defective workmanship. This is not an item covered under the policy. We are awaiting the Insurer response.

<u>Other Buildings/ Projects</u>

UCSA

The Project Team, under the guidance of the PCG, continues to review the programme and associated financial risk assessments. Programme workshops have continued and the builder (Leighs) has provided a revised comprehensive programme that integrates their original base build obligations with the UCSA fit-out programme. An initial review by the external project manager indicates that while the logic and sequencing of the programme is sound, unfortunately the forecast practical completion date has moved to late May 2019. A full review will be completed shortly and an independent peer review is being considered.

The programme issue is being exacerbated by design coordination challenges that are largely related to building services and are proving difficult to resolve. The designer (GHD) and builder (Leighs) do not have an aligned view of their respective obligations. This creates a significant risk to both client and contractor as one party will not be satisfying their obligations under the construction contract and will be responsible for the additional time/cost to resolve building services issues and any consequential impacts.

Logie and Locke refurbishment

Building works consents have secured agreed final amendments to the floor layouts which has resulted in some additional design work for power and data cabling but this design work is now largely complete.

Further work by the programming consultant and quantity surveyor has been undertaken to finalise the construction programme and associated costs. The plan to carry out the works on a floor-by-floor basis is not the most cost efficient method and the costs associated with this programme are likely to exceed the available budget. The option to carry out the work in two phases, Logie first followed by Locke is under review, this is currently the favoured option and would likely bring the project back on budget.

Upgrade of Existing Residential Halls

The design team are being appointed to commence the detailed design for the strengthening works to be undertaken in Connon Hall in the 2018/2019 summer break.

Warehouse Lecture Theatre and Sports Lab Project

Works to the K1 lecture theatre and sports facilities are now complete, with only minor defects to be remedied. The decant is complete, the Code Compliance Certificate has been received and the contractor and quantity surveyor are in the process of agreeing final account.

Vacating Kirkwood and Dovedale Villages

All of the Kirkwood and Dovedale units have been cleared and services disconnected. The units are now available for the removal process to commence.

Hall of Residence on Homestead Lane (Heritage Garden Hall – working title).

Building Name requires process and Council approval.

With the conclusion of the procurement process for an external funding partner, the University has signed a Letter of Intent with Southbase for the initial concept design of the new accommodation required for 2021, as they were a part of the abandoned bid team their previous works and available design team are the best option for a timely delivery. A Business Case for this direct negotiation is being written and will be submitted to August Council for approval. The intention is that a Pre-contract Agreement is entered into for a collaborative open book design process with the Southbase-led design team concluding with a Fixed Price Lump Sum offer to build the facility in November 2018. Capital Works is in the process of appointing a Project Manager and Quantity Surveyor to the project.

Projects in planning this month include:

- Communication Disorders relocation.
- College of Business and Law growth/accommodation planning.
- Recreation Centre Business Case.
- Learning and Teaching Spaces planning for 2019.
- Kaikoura Field Station Business Case.
- College of Engineering growth including School of Product Design

10.2 Appendix 2: Upcoming Events Calendar

August and September 2018 UC Events Plan

Event calendar: www.canterbury.ac.nz/events

Date	Time	Venue	Event name	Key goal
Friday 3 August	8.45am - 1.30pm	Undercroft & College space	Ekea! Year 12 UC Pathways for Māori	Recruit
Wednesday 8 August	9am - 1pm	TBC	SVA UCan programme for Year 10 students - Part 2 of 4 (Project Day)	Promote
Monday 6 - Friday 10 August	**Various times**	**Undercroft 101**	**Postgraduate Options Week**	**Recruit**
Wednesday 8 August	5.30 - 7pm	CECC, Kilmore Street	Postgraduate Info Evening	Recruit
Monday 13 August	6 - 7pm	Undercroft 101	Community Meeting	Promote
Wednesday 15 August	9am - 1pm	TBC	SVA UCan programme for Year 10 students - Part 3 of 4 (Project Day)	Promote
Thursday 16 August	7 - 8.30pm	Teece Museum	UC Connect - Ancient afterlife after dark: Classics talk and Teece Museum tour. Dr Patrick O'Sullivan and Terri Elder	Promote
Saturday 18 August	TBC	Engineering Core	Chc Engineering Expo	Promote
Tuesday 21 August	9am - 1pm	Undercroft 101	SVA UCan programme for Year 10 students - Part 4 of 4 (Reflections)	Promote
Wednesday 29 August	7.30 - 10am	Engineering Core	Women in Leadership Breakfast Christchurch	Recruit
Wednesday 12 September	7 - 8pm	C-Block	UC Connect - TBC	Promote
Wednesday 20 September	7 - 8pm	C-Block	UC Connect - New Zealand's Place in a Changing World	Promote

10.3 Appendix 3: VC Activities

Past	
2 July 2018	• Attended Teaching Week Opening and Teaching Awards
3 July 2018	• Attended AECOM's 2018 Infrastructure and Construction Sentiment Survey as part of panel • Met with Minister Damien O'Connor
11 July	• Met with Paula Bennett and Nicky Wagner
12 July 2018	• Attended UC Open Day Parent and Whānau Sessions
19 July 2018	• Attended and spoke at ANZ Directors and CEO Breakfast Forum
Future	
26 July 2018	• Speaking at Christchurch and Parkland Youth Leadership Summit
27 July 2018	• Meeting with Joanna Norris, CE of Christchurch NZ • Meeting with Leeann Watson, CE of CECC
8 August 2018	• Speaking at UCSA Forum with Vice-Chancellor • Attending Symposium Sponsor Meeting
9 August 2018	• Attending Universities NZ Vice-Chancellor's meeting • Attending finalist awards for Champion Canterbury
15 August 2018	• Hosting Sir John Hood on campus

10.4 Appendix 4: Enrolment Table

	Headcount						EFTS	
	Applications to Enrol						Actual Enrolment	
	ATE Enrolment Week: 41 (7/07/2018)						Enrolments (7/07/2018)	
	2013	2014	2015	2016	2017	2018	2017	2018
Domestic 1st Year	3,922	4,192	4,286	4,923	5,303	5,432	3,145	3,521
Returning	9,636	9,361	9,172	9,290	9,560	9,919	8,175	8,421
Total	13,558	13,553	13,458	14,213	14,863	15,351	11,320	11,942
International 1st Year	1,464	2,028	2,429	3,331	3,428	3,966	576	734
Returning	528	510	497	625	808	943	631	733
Total	1,992	2,538	2,926	3,956	4,236	4,909	1,207	1,468
Total	**15,550**	**16,091**	**16,384**	**18,169**	**19,099**	**20,260**	**12,527**	**13,410**

EFTS						
Full Year Enrolled						
Actual	Actual	Actual	Actual	Actual	Forecast (as at June)	Budget
2013	2014	2015	2016	2017	2018	2018
2,886	2,922	2,974	3,254	3,262		
8,495	8,245	8,079	8,104	8,409		
11,381	11,167	11,053	11,358	11,671	12,292	12,277
304	336	445	607	744		
495	439	434	527	674		
799	775	878	1,134	1,418	1,708	1,529
-	-	-	-	-	-	
12,180	**11,943**	**11,931**	**12,492**	**13,089**	**14,000**	**13,805**

TE POARI AKORANGA

ACADEMIC BOARD

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

RECOMMENDATIONS TO THE COUNCIL

FROM A MEETING OF THE ACADEMIC BOARD

HELD ON FRIDAY 13 JULY 2018

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

1. **That the Council note the report from the Academic Board**

2. **That the Council approve the following major curricula developments and forward the proposals to CUAP and TEC for their noting or approval (notes on these are below):**
   a. **Bachelor of Social Work with Honours** *(for approval)*
   b. **Master of Māori and Indigenous Leadership** *(for approval)*
   c. **Master of Criminal Justice** *(for approval)*
   d. **Conjoint Bachelor of Commerce and Science** *(for approval)*
   e. **Diploma in Early Childhood Education** *(for noting)*
   f. **Master of Civil Engineering and Postgraduate Certificate in Civil Engineering** *(for approval)*
   g. **Doctor of Philosophy: Product Design** *(for approval)*

3. **That the Council approve the following curricula developments and forward the proposals to CUAP and TEC for their noting or approval:**
   a. **Postgraduate Certificate in Te Reo Māori** *(for noting)*
   b. **Bachelor of Music** *(for approval)*
   c. **Bachelor of Arts: Digital Humanities** *(for approval)*
   d. **Bachelor of Arts: French** *(for approval)*
   e. **Bachelor of Commerce: Innovation** *(for approval)*
   f. **Bachelor of Commerce: Tourism Management and Marketing** *(for approval)*
   g. **Bachelor of Commerce: Business and Culture** *(for approval)*
   h. **Postgraduate Certificate in Counselling Studies** *(for approval)*
   i. **Bachelor of Sport Coaching: Sports Leadership and Management** *(for approval)*
   j. **Master of Education** *(for approval)*
   k. **Postgraduate Certificate in Science** *(for noting)*
   l. **Doctor of Philosophy: Admission Requirements** *(for approval)*

4. **That the Council approve the following minor curricula developments:**
   a. **Bachelor of Forestry Science**
   b. **Bachelor of Arts: Spanish**
   c. **Master of International Relations and Diplomacy**
   d. **Bachelor of Arts with Honours, Master of Arts: Māori and Indigenous Studies**
   e. **Bachelor of Product Design,**
      the Conjoint Bachelor of Product Design and Commerce and
      the Conjoint Bachelor of Product Design and Science: Mathematics

f. **Bachelor of Product Design,**
the Conjoint Bachelor of Product Design and Commerce and
the Conjoint Bachelor of Product Design and Science: Product Design Principles
g. **Bachelor of Engineering with Honours**
h. **Master of Engineering**
i. **Master of Engineering Studies**
j. **Postgraduate Certificate in Engineering**

Notes on the major curricula developments:

1. The Bachelor of Social Work with Honours (BSW(Hons)) this is a restructuring exercise moving the qualification from a 4-year NZQF level 7 qualification to a 4-year NZQF level 8 qualification. There is no expected change in student numbers or staff resourcing. However the change in designation of the final year will attract greater SAC funding.
2. The Master of Māori and Indigenous Leadership is making the course in Cross Cultural Research a compulsory capstone for the qualification. This is based both on student feedback and pedagogical review. This course involved international travel to visit and study other indigenous groups. Making the course compulsory would permit students to seek StudyLink funding for the air-travel. It should be noted that special TEC approval will be required subsequent to both Council and CUAP approval. In special circumstances a Dean's waiver exists for a student to substitute a local research paper instead.
3. The Master of Criminal Justice is a postgraduate qualification to follow on from the Bachelor of Criminal Justice. It was expected to attract 20 students per annum (conservatively). Market research has predicted up to 60 students per annum. No additional staffing is expected at this time.
4. The Conjoint Bachelor of Commerce and Science follows the same template as the Conjoint Bachelors of Product Design. It will initially promote joint Psychology and Marketing, Entrepreneurship, Management and Marketing majors. It is likely to see the demise of double degrees between Commerce and Science (some 5 EFTS) but this is more than compensated by higher enrolments in the conjoint. There is no additional staffing expenses.
5. The Diploma in Early Childhood Education is being discontinued due to poor enrolments. There are no current or outstanding incomplete students.
6. The Master of Civil Engineering and Postgraduate Certificate in Civil Engineering are new qualifications that parallel the existing Master of Engineering Studies and Postgraduate Certificate in Engineering Studies. The existing qualifications are 90% taken by Civil Engineering students. This change will better cater for these students. It was noted that there was no immediate plan to either remove the existing qualifications nor introduce other named Engineering qualifications. It was expected that this change would introduce an increase of at least 10 EFTS.
7. The Doctor of Philosophy is introducing a new subject of Product Design. It was noted that while it is normal to offer a Masters before the PhD, in this instance there is significant interest from international students with a Product Design degree to pursue the PhD. There are some 3 to 4 students expressing an immediate interest.

All full proposals are available on the University Council Sharepoint site.

Professor Ian Wright
Chair
Te Poari Akoranga – Academic Board
17 July 2018

UNIVERSITY OF CANTERBURY

REPORT OF THE ACADEMIC BOARD MEETING HELD ON

FRIDAY 13 JULY 2018

TE POARI AKORANGA

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

1. BUSINESS FROM THE CHAIR

The Chair welcomed the Vice-Chancellor Designate, Professor Cheryl de la Rey, to the Academic Board. Professor de la Rey spoke of her academic background, starting as a first-in-family University student in the social sciences and psychology through a staff PhD and eventually Deputy Vice-Chancellor Research at the University of Cape Town and now currently Vice-Chancellor at the University of Pretoria for some 8 years. She spoke particularly of her interest in cross-disciplinary studies and the importance of education for the public good and community and national engagement.

2. THE VICE-CHANCELLOR'S REPORT

The Vice-Chancellor took his report as read and highlighted the very well received Campus Open Day, held the day before, with an estimate of some 4200 visitors (being an increase of 14% on the previous year). He also noted the state of the major building works and the increase in academic staffing of 16 FTE since this time last year. In questions from the floor it was noted that the School of Music building has recently won an architectural award, but it was asked what the future plans were for the building given the move of music into the Arts Centre in town; no particular plans have been formed.

3. MATTERS ARISING

The Chair noted the following:

- The PBRF submissions were now complete with 688 eligible staff, 629 submissions, 73 submissions with special earthquake related exceptions and 25 general special exceptions.
- The UC Postgraduate Experience Questionnaire (UCPEQ 2017) from Academic Services and the Postgraduate Office was now being circulated. Staff are encouraged to engage with the findings of the report. It was particularly noted that Masters students desire greater engagement with the University; and that there is a significant number of PhD students taking longer than the 4 years of government funding.
- The Chair invited the Executive Director of Learning Resources to comment on the University's exit from REANNZ. It was noted that the relationship is currently not financially justifiable for the University, but noted the inconvenience of the loss of services such as Eduroam. The University continues to work with REANNZ and is open to re-entering should they create new product and pricing that are sustainable.

4. REPORT FROM THE UCSA

The Vice-President of the UCSA, Miss Laura Robinson, spoke about the upcoming change to the UCSA constitution that introduces an International Representative to the Executive.

There will also be the creation of an International Advisory Group or committee to complement the student welfare and postgraduate groups. They also extended formal thanks to the Library for providing extended hours of opening during the recent examination period.

5. DISTINGUISHED PROFESSOR PROMOTION REVIEW

The Deputy Vice-Chancellor spoke to his memorandum on the Distinguished Professor Promotion Review and sought feedback that could be forwarded to the Senior Management Team. Questions and comments from the floor included:

- What is the problem the review was aiming to solve? It was noted that there had been few applications since 2015 and of those in 2017 none had met the eligibility criteria. There was concern that the criteria had not been set at an appropriate level, rather than a change in the staffing demographics
- Could the travel allowance be centrally funded rather than from college budgets?
- Concern about the move to a "shoulder tapping" approach rather than applicant lead approach.
- Eminence in research is important, but so too is contribution back to the University community, there was concern the criteria needed to also reflect this second point.
- Concern that the criteria include not only research, but also teaching and service.
- Concern about the disconnect with the standard promotion round and the need for TEU observers. It was agreed that observers should be included.
- Perhaps consideration should be given to having an international representative on the assessment panel.
- Concern about gender balance on the assessment panel.
- A question was raised about how our approach compares with other NZ universities, it was observed for example that our approach is not too dissimilar to Massey University.

6. REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE

The following qualifications were presented and endorsed by the Academic Board for forwarding to the University Council for approval and where required forwarding to other bodies for approval.

1. **College of Arts**

   The Dean of Arts (Academic) introduced, individually, the following qualifications noting endorsement from the Academic Administration Committee and invited questions:

   a. **Postgraduate Certificate in Te Reo Māori**
   A qualification for both staircasing towards the Postgraduate Diploma and Masters in Te Reo Māori, and also an exit from the same. On the basis of a question it was noted that in the order of 5 students per annum were expected in the qualification.

   b. **Bachelor of Social Work with Honours**
   A restructuring of the Bachelor of Social Work (4 years) into a 4-year Bachelor of Social Work with Honours. This follows the advice from academic and accreditation reviews of the qualification.

   c. **Bachelor of Music**
   Restructuring of the qualification to consolidate the number of courses available and thereby change the majoring requirements.

   d. **Master of Māori and Indigenous Leadership**
   To make the course in Cross Cultural Research into a compulsory capstone for the qualification.

   e. **Bachelor of Arts: Digital Humanities**
   To change the number of the subject from Digital Arts, Social Sciences and Humanities to Digital Humanities, being the internationally recognised name.

f. Bachelor of Arts: French
To make changes to the majoring requirements for the major in French.

2. School of Law
The Dean of Law introduced the following qualification noting endorsement from the Academic Administration Committee and invited questions:

a. Master of Criminal Justice
To introduce a postgraduate qualification to follow on from the Bachelor of Criminal Justice. The School had decided to introduce a 180 point Master's rather than an Honours degree. It was expected to attract 20 students per annum (conservatively).

3. School of Business
The Dean of Business introduced, individually, the following proposals noting endorsement from the Academic Administration Committee and invited questions:

a. Conjoint Bachelor of Commerce and Science
To introduce a conjoint bachelor degree between Commerce and Science. The programme will initially promote joint Psychology and Marketing, Entrepreneurship, Management and Marketing majors. Questions sought clarification on GPA for admission and progress; conventions on naming and postnominals; clarification on marketing conjoints verse double degrees. It was noted that currently some 5 students per annum undertake a double degree in Commerce and Science and considerably more express interest in student engagement events for a conjoint.

b. Bachelor of Commerce: Innovation
To introduce a new subject of Innovation for the Bachelor of Commerce. It was noted that this was not an attempt to gain exclusive use of the name and it was hoped that other Colleges would develop courses that could be included in the subject and made available to Commerce students. Questions sought clarification on meeting the Bicultural Competence and Confidence Graduate Attribute, and both Human Ethics and Intellectual Property Rights. It was noted in the last two cases University policy covered these issues.

c. Bachelor of Commerce: Tourism Management and Marketing
To introduce the a new minor of Tourism Management and Marketing into the Bachelor of Commerce. It was noted that the University has had one of the national leading Professors in the subject for a number of years and it was a noted deficit in its named options. Some 40-50 students study cases in the subject. The concern about potential double-dipping with both Management and Marketing were also addressed.

d. Bachelor of Commerce: Business and Culture
To introduce new courses into the core of the Bachelor of Commerce concerning Business and Culture, addressing the Bicultural Competence and Confidence and Global Awareness Graduate Attributes; and also a course (0 Points) being a Employability Portfolio to address the Employability Graduate Attribute.

4. College of Education, Health and Human Development
The Dean of Education and Health Sciences introduced, individually, the following qualifications noting endorsement from the Academic Administration Committee and invited questions:

a. Postgraduate Certificate in Counselling Studies
To introduce the qualification as both an entry and exit qualification for the Master of Counselling.

b. Bachelor of Sport Coaching: Sports Leadership and Management
To change the name of the current major from Leadership to Sports Leadership and Management. This more accurately reflects the major and avoids confusion with majors in Business and thereby allows greater pathways between the two areas.

c. Master of Education
To delete the endorsement of Inclusive and Special Education from the Master of Education, this being a tidy-up exercise around earlier restructuring of the Masters.

d. Diploma in Early Childhood Education
To delete the Diploma from the catalogue of qualifications offered by the University due to poor interest.

5. College of Engineering

The College of Engineering Dean (Academic) introduced the following qualification noting endorsement from the Academic Administration Committee and invited questions:

a. Master of Civil Engineering and Postgraduate Certificate in Civil Engineering
To introduce new qualifications that parallel the existing Master of Engineering Studies and Postgraduate Certificate in Engineering Studies. The existing qualifications are 90% taken by Civil Engineering students. This change will better cater for these students. In questions it was noted that there was no immediate plan to either remove the existing qualifications nor introduce other named Engineering qualifications.

6. College of Science

The Dean of Science (Academic) introduced the following qualification noting endorsement from the Academic Administration Committee and invited questions:

a. Postgraduate Certificate in Science
To introduce the qualification as both an entry and exit qualification from the Postgraduate Diploma in Science, Master of Science (and exit for the Honours in Science). It was noted that this was particularly important for international students who for various reasons are unable to complete the higher qualification and are forced to leave without a qualification.

7. Doctor of Philosophy

a. Product Design
The College of Engineering Dean (Academic) introduced the new subject in the PhD of Product Design. It was noted that while it is normal to offer a Masters before the PhD, in this instance there is significant interest from international students with a Product Design degree to pursue the PhD. The development of the Masters is likely in the near future.

b. Admission Requirements
The Associate Dean, Professor B Williamson, introduced a minor change to the admission regulations to rectify anomalies around the level of achievement (Honours) of Masters students.

8. Minor regulatory changes

The Assistant Vice-Chancellor Academic introduced the following qualifications, as an omnibus, noting endorsement from the Academic Administration Committee and invited questions:

a. Bachelor of Forestry Science

b. Bachelor of Arts: Spanish

c. **Master of International Relations and Diplomacy**
d. **Bachelor of Arts with Honours, Master of Arts: Māori and Indigenous Studies**
e. **Bachelor of Product Design,**
the Conjoint Bachelor of Product Design and Commerce and
the Conjoint Bachelor of Product Design and Science: Mathematics
f. **Bachelor of Product Design,**
the Conjoint Bachelor of Product Design and Commerce and
the Conjoint Bachelor of Product Design and Science: Product Design Principles
g. **Bachelor of Engineering with Honours**
h. **Master of Engineering**
i. **Master of Engineering Studies**
j. **Postgraduate Certificate in Engineering**

The Chair noted with thanks the effort put in by all concerned in the development and management of the proposals presented.

7. DRAFT INVESTMENT PLAN 2019 – 2021

The Acting University Registrar, Mr B White, introduced the draft report and thanked in particular the assistance of Associate Professor M Grimshaw in helping edit the work. Immediate question were invited, as well as feedback after the meeting directly to Mr White. A question was asked about what the University was being "held to account on", it was noted that these were essentially the financial tables.

9. GENERAL BUSINESS

The Chair noted that the working party reviewing the Academic Board has circulated a discussion paper to the colleges and other committees, and it was expected that a discussion was likely at the next Academic Board.

Dr Andrew Bainbridge-Smith
Secretary
Te Poari Akoranga – Academic Board
17 July 2018

TE POARI AKORANGA

ACADEMIC BOARD

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Appendix A

2.

a. **Bachelor of Social Work with Honours** *(for approval)*
b. **Master of Māori and Indigenous Leadership** *(for approval)*
c. **Master of Criminal Justice** *(for approval)*
d. **Conjoint Bachelor of Commerce and Science** *(for approval)*
e. **Diploma in Early Childhood Education** *(for noting)*
f. **Master of Civil Engineering and Postgraduate Certificate in Civil Engineering** *(for approval)*
g. **Doctor of Philosophy: Product Design** *(for approval)*

3.

a. **Postgraduate Certificate in Te Reo Māori** *(for noting)*
b. **Bachelor of Music** *(for approval)*
c. **Bachelor of Arts: Digital Humanities** *(for approval)*
d. **Bachelor of Arts: French** *(for approval)*
e. **Bachelor of Commerce: Innovation** *(for approval)*
f. **Bachelor of Commerce: Tourism Management and Marketing** *(for approval)*
g. **Bachelor of Commerce: Business and Culture** *(for approval)*
h. **Postgraduate Certificate in Counselling Studies** *(for approval)*
i. **Bachelor of Sport Coaching: Sports Leadership and Management** *(for approval)*
j. **Master of Education** *(for approval)*
k. **Postgraduate Certificate in Science** *(for noting)*
l. **Doctor of Philosophy: Admission Requirements** *(for approval)*

4.

a. **Bachelor of Forestry Science**
b. **Bachelor of Arts: Spanish**
c. **Master of International Relations and Diplomacy**
d. **Bachelor of Arts with Honours, Master of Arts: Māori and Indigenous Studies**
e. **Bachelor of Product Design,**
   the Conjoint Bachelor of Product Design and Commerce and
   the Conjoint Bachelor of Product Design and Science: Mathematics
f. **Bachelor of Product Design,**
   the Conjoint Bachelor of Product Design and Commerce and
   the Conjoint Bachelor of Product Design and Science: Product Design Principles

g. Bachelor of Engineering with Honours
h. Master of Engineering
i. Master of Engineering Studies
j. Postgraduate Certificate in Engineering

TEMPLATE 2
AMENDED
QUALIFICATION/Subject 2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	**Bachelor of Social Work with Honours [BSW(Hons)]**
Year of introduction	2019
Department or School	Department of Human Services and Social Work (LSAP)

EXECUTIVE SUMMARY

The Bachelor of Social Work (BSW) was first offered at UC in 1998. The Department is proposing a raft of changes to the degree.

1. SOWK 101 *Introduction to Policy and Practice* has been renamed *Introduction to Social Policy.*
2. Formal entry to the degree will now be at the end of the first year.
3. The elective streams in first and second year will be replaced with a wider choice of 100-level and courses from social sciences, Māori and Indigenous Studies, te reo Māori and WRIT 101.
4. Students will now be introduced to a social work skills and engagement course in year two. A new 200-level course has been developed: SOWK205 *Social Work and Community Engagement.*
5. HSRV 206 *Child Protection Practice* has been given a SOWK co-code and renamed *Family Violence.*
6. Two third year courses, SOWK 309 *Law* and SOWK 310 *Research Methods* will be replaced by a whole year course SOWK 390 *Research Methods in Social Work.*
7. The fourth year of the degree has been upgraded to an outcome at NZQF Level 8, as required for a degree awarded with Honours. The current courses (SOWK 451, SOWK 456, SOWK 471 and SOWK 472) will be replaced two single semester 45-point courses, SOWK 491 *Social Work Practicum 1* and SOWK 492 *Social Work Practicum II* (both NQF Level 8) and a whole year, NZQF Level 9 course, SOWK 490 *Social Work Practice Integration: Research Project* (30 points). This will enable the Bachelor of Social Work to meet the criteria for a four year degree that can be awarded with Honours.
8. The time permitted for the completion of the Bachelor of Social Work will be reduced from ten years to eight years.

The degree is subject to a limitation of entry and 40 students are accepted in each year of the degree.

Amendment to the degree regulations: 2018 UC Calendar page number 207

The Degree of Bachelor of Social Work with Honours (BSW(Hons)) 480 points

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

(a) These regulations came into force on 1 January, 2019.

(b) This degree was first offered in 1998.

2. Variations

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

3. The structure of the qualification

To qualify for the Bachelor of Social Work with Honours a student must:

(a) be credited with a minimum of 480 points; of which

(b) 405 points must be for the courses listed in Group A of the Schedule to these Regulations; and

(c) 75 points, at 100-level or 200-level, for courses from Schedule B to these regulations.

4. Admission to the qualification

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

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations, with no additional stipulations.

8. Progression

(a) In order to gain admission to limited entry 200-level Social Work courses, a student for whom English or te reo 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.

(b) Prior to being admitted to limited entry 200-level Social Work courses, a student must also meet criteria in relation to suitability including:

i. criteria identified in the BSW 200-level Limited Entry 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 the New Zealand Social Workers' Registration Board Code of Conduct, and

v a satisfactory Police vetting; and

vi any such other processes deemed necessary by the Head of Department to determine suitability, e.g. the meeting of the requirements stipulated in the Vulnerable Children's Act 2014.

(c) A student whose circumstances change in regard to character of suitability must inform the BSW co-ordinator immediately. Changes in circumstances, whether notified by the student or others, may result in the student being required to undergo a reassessment of suitability, as defined by Regulation 4(c) above.

(d) Application for admission to 300-level Social Work courses shall be made in the previous year by 30 September. In order to be admitted to these courses, a student must:
   i. Have completed 240 points from the 100- and 200-level requirements of the degree; and
   ii. Be confirmed as being eligible for the degree.

(e) Application for admission to 400-level Social Work courses shall be made in the previous year by 30 September. In order to be admitted to these courses, a student must:
   i. Have passed SOWK 301 and SOWK 308.
   ii. Provided attestations as to character and suitability for beginning practice; and
   iii. 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, and
   iv. Meet any additional criteria for fieldwork acceptance imposed by the relevant Social Service agency.

(f) A part-time student must complete SOWK 301 concurrently with SOWK 308 and immediately prior to their enrolment in 400-level courses.

(g) If a student fails SOWK 301 or SOWK 308, or a Fieldwork Practicum (SOWK 491 or 492), they may, under exceptional circumstances and with the permission of the Head of Department and the Dean of Arts, repeat that course once only. If the course is failed a second time, the student will be withdrawn from the qualification.

5. Subjects

The subject for this degree is Social Work.

6. Time limits

(a) The time limit for this qualification is 8 years.

(b) Unless approved otherwise by the Dean of Arts (Academic), students must complete SOWK 490, SOWK491 and SOWK 492 in their final year of study.

9. Honours, Distinction and Merit

This qualification adheres to the General Regulations for the University and may be awarded with honours, with the following stipulations:

(a) The BSW (Hons) may be awarded with First, Second, or with Third Class Honours. Second Class Honours will be listed in Division 1 or Division 2.

(b) Honours are awarded for academic achievement, measured by weighted GPA, 40% on the 300-level courses for the degree and 60% on the 400-level courses for the degree. Only the grade for the first attempt at a course will considered in the calculation.

(c) To be eligible for Honours a student must:

i Complete all courses for the BSW in no more than 8 years of study; and

ii Complete the 300-level and 400-level courses for the BSW within four years of their first enrolment in any 300-level course for the degree.

10. Pathways to other qualifications

(a) There are no advancing qualifications for this degree.

(b) A student who has not met the requirements for admission to limited entry 200-level BSW courses, or who wishes to transfer to the BA, may apply to the Dean of Arts (Academic) for admission.

11. Disclosure of charges and convictions

A student in the Bachelor of Social Work with Honours is required to inform the Head of the Social Work programme and the Dean of Arts (Academic) within three working days if they are charged or convicted of an offence while participating in the programme, and of any other incidents or matters that may compromise their fitness to be a social worker.

Schedule A to the Regulations for the Degree of Bachelor of Social Work with Honours

For full course information, go to www.canterbury.ac.nz/courses Group A: Required courses

Students are required to select courses totaling 405 points from Schedule A, including:

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
HSRV 103	Violence in Society	15	S1	
SOWK 101	Introduction to Social Policy	15	S1	R: HSRV 101 EQ: HSRV 101
SOWK 102	Human Services in Aotearoa	15	S2	R: HSRV 102 EQ: HSRV 102
SOWK 104	Youth Realities	15	S2	R: HSRV 104 EQ: HSRV 104
HSRV 204	Culture, Indigeneity and Citizenship: Critical Debates for the Human Services	15	S2	P: 30 points from HSRV 101, HSRV 102, HSRV 103, HSRV 104, SOWK 101, SOWK 102 and SOWK 104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator.
MAOR 212	Māori and Indigenous Development	15	S1	P: Any 15 points in 100 level course in MAOR or TREO, or 30 points in 100 level courses in Arts, Education, Fine Arts, Music and Social Work, or by permission of the Head of School. R: HIST 262, HIST 379 EQ: HIST 262
SOWK 201	Communication in the Human Services	15	S1	P: 30 points from HSRV 101, HSRV 102, HSRV 103, HSRV 104, SOWK 101, SOWK 102 and SOWK 104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator. R: HSRV 201 EQ: HSRV 201
SOWK 202	Human Behaviour and Human Systems	15	S1	P: 30 points from HSRV 101, HSRV 102, HSRV 103, HSRV 104, SOWK 101, SOWK 102 and SOWK 104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator. R: HSRV 202 EQ: HSRV 202
SOWK 203	Policy Debates in the Social Services	15	S2	P: 30 points from HSRV 101, HSRV 102, HSRV 103, HSRV 104, SOWK 101, SOWK 102 and SOWK 104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator. R: HSRV 203 EQ: HSRV 203

SOWK 205	Social Work and Community Engagement	15	S2	With the permission of the Programme Co-ordinator.
SOWK 206	Family Violence	15	S2	P: 30 points from HSRV 101, HSRV 102, HSRV 103, HSRV 104, SOWK 101, SOWK 102 and SOWK 104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator. R. HSRV206 E.Q. HSRV 206
SOWK 301	Theories, Methods and Integration	30	W	P: 240 points from the Schedule to the Bachelor of Social Work, including SOWK 201, 202, 203, HSRV 204, HSRV 206, and MAOR 212. Head of Department approval mandatory. C: SOWK 308. For students undertaking part-time study, SOWK 301, together with SOWK 308, must be completed in the last two years of study. R: SOWK 514/614
SOWK 303	Mental Health	15	S1	P: 240 points from the Schedule to the Bachelor of Social Work, including SOWK 201, 202, 203, HSRV 204, HSRV 206, and MAOR 212. R: SOWK 632
SOWK 304	Indigenous Practice	15	S1	P: 240 points from the Schedule to the Bachelor of Social Work, including SOWK 201, 202, 203, HSRV 204, HSRV 206, and MAOR 212. R: HSRV 304
SOWK 308	Social Work Principles and Skills	30	W	P: 240 points from the Schedule to the Bachelor of Social Work, including SOWK 201, 202, 203, HSRV 204, HSRV 206, and MAOR 212. Head of Department approval mandatory. C: SOWK 301. For students undertaking part time study, SOWK 301 together with SOWK 308, must be completed in the last two years of study. R: SOWK 515, SOWK 615
SOWK 390	Research Methods in Social Work	30	W	P: 240 points from the Social Work Schedule. R: HSRV 302; HSRV 305; SOWK 302; SOWK 305； SOWK 310. EQ: HSRV 302 and HSRV 305
SOWK 490	Social Work Practice Integration: Research	30	W	P: 360 points including SOWK 301, SOWK 303, SOWK 304, SOWK 308 and

	Project			SOWK 390 R: SOWK 451, SOWK 456, SOWK 525, SOWK 526, SOWK 570 C: SOWK 491 and SOWK 492
SOWK 491	Social Work Practicum I	45	S1	P: 360 points including SOWK301, SOWK303, SOWK304, SOWK308 and SOWK390 R: SOWK 471, SOWK 571, SOWK 671 C: SOWK 490
SOWK 492	Social Work Practicum 2	45	S2	P: 360 points including SOWK301, SOWK303, SOWK304, SOWK308 and SOWK390 R: SOWK 472, SOWK 572, SOWK 672 C: SOWK 490

Schedule B to the Regulations for the Bachelor of Social Work with Honours: Elective courses

A student must complete 75 points in 100-level or 200-level courses chosen from the following:

i. Either MAOR 165 or MAOR 108; and
ii. 45 points from Anthropology, Criminal Justice, Education, Māori and Indigenous Studies, Political Science, Psychology, Sociology and te reo Māori programmes or WRIT 101.
iii. 15 points from CULT 202, HIST 243, HSRV 208, HSRV 210, MAOR 270, MAOR 285, COMS 207, POLS 206, POLS 212, SOCI 218.

2. AMENDMENT TO THE LIMITATION OF ENTRY REGULATIONS

UC Calendar, 2018, P. 28

Amend the Social Work entry as follows:

SOWK 201 SOWK 202 SOWK 203 SOWK 205	Special application required by 30 September. Selection will be based on students' academic records and an assessment arranged by the Programme Co-ordinator.	40 total
SOWK 301 SOWK 303 SOWK 304 SOWK 308, SOWK 390	Special application required by 30 September. Selection will be based on students' academic records and an assessment arranged by the Programme Co-ordinator.	40 total
SOWK 490 SOWK 491 SOWK 492	Special application required by 30 September. Selection will be based on students' academic records and an assessment arranged by the Programme Co-ordinator.	40 total

UC BSW Degree from 2019

4th year BSW (Hons) 120pts LEVEL 8/9	SOWK 490 Social Work Practice Integration Research Project W 30-points (level 9)	SOWK 491 Social Work Practicum I S1 45-points			SOWK 492 Social Work Practicum II S2 45-points			
LIMITED-ENTRY confirmation required for entry to 400-level courses								
3rd year BSW 120pts	SOWK 301 Theories, Methods & Integration W 30-points	SOWK 303 Mental Health S2 15-points	SOWK304 Indigenous Practice S1 15-points	SOWK308 Social Work Principles and Skills W 30-points		SOWK 390 Research Methods in Social Work W 30pts		
LIMITED-ENTRY confirmation required for entry to 300-level courses								
2nd year BSW 120pts	SOWK 201 Communication in the Human Services S1 15-points	SOWK 202 Human Behaviour and Human Systems S1 15-points	SOWK 203 Policy Debates in the Social Services S2 15-points	HSRV 204 Culture, Indigeneity, & Citizenship S2 15-points	SOWK 205 Social Work and Community Engagement (Skills focus, LE, compulsory attendance) S2 15-points	SOWK 206 Family Violence S2 15-points	MAOR212 Maori and Indigenous Development S1 15-points	CHOICE OF: CULT 202 HIST 243 HSRV 208 HSRV 210 MAOR 270 MAOR 285 COMS 207 POLS 206 POLS 212 SOCI 218
LIMITED-ENTRY SELECTION for entry to 200-level courses								
1st year BSW 120pts	SOWK 101 Introduction to Social Policy S1	SOWK 102 Social Services in Aotearoa S2	HSRV103 Violence in Society S2	SOWK 104 Youth Realities S1	MAOR 108 Or MAOR 165	CHOICE OF: ANTH CRJU EDUC HSRV PHIL POLS PSYC SOCI MAOR / TREO WRIT 101	CHOICE OF: ANTH CRJU EDUC HSRV PHIL POLS PSYC SOCI MAOR / TREO WRIT 101	CHOICE OF: ANTH CRJU EDUC HSRV PHIL POLS PSYC SOCI MAOR / TREO WRIT 101
OPEN ENTRY								

TEMPLATE 2
AMENDED QUALIFICATION/Subject 2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	Master of Māori and Indigenous Leadership
Year of introduction	2017

EXECUTIVE SUMMARY

To make MAOR679 (Cross cultural research) a compulsory course in the Master of Māori and Indigenous Leadership degree.

The Master of Māori and Indigenous Leadership (MMIL) was introduced in 2017. We had 14 students in the first intake and 38 in 2018. The degree covers aspects of local and international Indigenous leadership models in the first two courses, leading up to an international tour (MAOR679) where students visit and interact with internationally renowned Indigenous leaders. Due to the extra tour expenses of this course we did not initially make MAOR679 compulsory, but in our first year teaching of the degree it has become very apparent that this course is an essential part of the degree. MAOR679 allows students to research comparative approaches to Indigenous development and engage directly with an international network of Indigenous peoples. Students are required to write a briefing paper, keep a reflective journal during the tour and, at the end of the course, report on the tools and approaches identified through the international tour that may have application in a New Zealand context and the adaptation that would be required for cultural and contextual fit. We therefore regard MAOR679 as a central part of the MMIL as the skills and experiences that students obtain from the course are invaluable in informing and constructing the discernment and leadership skills which are essential to the degree's graduate profile.

At present students are required to complete either MAOR679 (Cross cultural research) or MAOR681 (Research Project). It was always envisaged that students would enrol in MAOR679 and that MAOR681 would be an option for students who were unable to proceed with the international tour. The first cohort of students gave strong feedback that MAOR679 was an essential part of the MMIL programme. Hence this proposal to make MAOR679 a compulsory course in the Master of Māori and Indigenous Leadership degree. Provision will be included to permit a Dean's variation to this requirement for students who are prevented by exceptional circumstances to participate in the international tour. An example of exceptional circumstances would be if a student is deemed medically unfit to travel.

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Section 3: The structure of the qualification be amended to read (changes in red):

To qualify for the Master of Māori and Indigenous Leadership a student must be credited with a total of 180 points including:

(a) MAOR 430, MAOR 431, MAOR 679, MAOR 680 and ARTS 495; and

(b) 30 points of 400-level coursework from the schedule of any postgraduate degree approved by the Head of School.

In exceptional circumstances a student may apply to the Dean of Arts (Academic) for permission to replace MAOR679 with MAOR681.

TEMPLATE 1
NEW QUALIFICATION/Subject
2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	Master of Criminal Justice
Year of introduction	2019
Department or School	School of Law

EXECUTIVE SUMMARY

The proposal is to introduce a 180-point Master of Criminal Justice (MCJ), which can be undertaken by students who have completed a Bachelor of Criminal Justice (BCJ), or related degree, such as Criminology or Law, to a high standard and who wish both to engage in criminal justice research and further their study with a professionally oriented qualification in criminal justice, which offers the opportunity to gain workplace experience through an internship. This will be a 12-month fulltime qualification, consisting of 3 taught courses (3x 30 points),a 60 point dissertation and either a 30 point internship or a 30 point professional cultures course. It is our intention in future years to add several other tailor-made options that will supplement student choice between the internship and a small list of other courses that includes the professional cultures course. Graduates of the MCJ will have advanced knowledge of criminal justice systems, be equipped to conduct professional criminal justice research and be experienced in evaluating professional standards and conduct.

The Bachelor of Criminal Justice (BCJ) at the University of Canterbury is currently unique within New Zealand and endorsed by the Police, Corrections and Ministry of Justice. As a relatively new degree, however, the BCJ currently offers no postgraduate pathways beyond a Graduate Diploma. Advice from the external members of the BCJ Board of Studies and from a range of other justice sector professionals is that in all areas of the criminal justice sector, employers are seeking people who demonstrate the advanced understanding of criminal justice issues and sound research skills that are acquired through postgraduate study. The Criminal Justice sector has substantial employment and career opportunities for graduates with such attributes and current BCJ students are increasingly aware that a Masters level qualification will improve their chances of employment in their chosen field. The MCJ is, therefore, 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. In the future, we anticipate that it may also become a gateway to a PhD qualification in criminal justice.

Market research for the MCJ was carried out by Research First and included six in-depth telephone interviews with employers in the sector, an interview with the University of Canterbury International

Relations Office, a workshop with second and third year students enrolled in the Bachelor of Criminal Justice, and paper-based surveys of second and third year students in the Bachelor of Criminal Justice and Law.

Sector employers indicated that they wanted graduates that had "…first-hand practical experiences and an understanding of the workings of the whole of the criminal justice system. They wanted students to experience what it is like working with the actual reality of people who have been affected by crime (both criminals and victims)" (Research First Report, p. 8). Asked to comment on the MCJ degree's course offerings, employers stated that they "…particularly liked the mix of practical work experience (internship), the strong background of analytical and critical thinking skills, research methods and the grounding in the bicultural and multicultural aspects focussed on New Zealand." (Research First report, p. 9) In addition, employers viewed the internship as a particular strength of the programme, noting that this would allow students advantages in terms of professional networks and leapfrogging into employment. Nearly all the employers interviewed also indicated that they would take interns from the MCJ programme (Research First Report, p. 11).

Of the 108 BCJ students surveyed by Research First, 56% were very interested in the MCJ, believing it was likely to give them an advantage over others in gaining justice sector employment. There was also some interest from the 31 Law students surveyed, of whom 48% were very interested in the MCJ. Student perceptions of the MCJ were generally positive with students particularly enthusiastic about the practical internship and the ability to direct their own learning. They did have concerns, however, around the availability of financial assistance to study at master's level and were interested in seeing content on international law and systems, which might allow them to expand on the New Zealand focus of the BCJ (Research First Report, p. 17).

Given the New Zealand focus of the MCJ, which is intended to make graduates ready for employment in the New Zealand justice sector, the University of Canterbury's International Office thought it unlikely that the degree would attract many international students (Research First Report, p. 13).

While the survey of current BCJ students by Research First indicates strong interest in the MCJ from 50+ students, the realities of funding a further year of study mean we anticipate actual enrolments in the first year the degree is offered at around 20.

The MCJ is currently intended for students who will attend courses in-person and on campus. It is possible, however, that as the degree gets underway there may be student demand for distance options. We intend to monitor this demand and will investigate the development of distance versions of the degree's courses should the need arise. Having conducted a recent stocktake of the distance readiness of courses listed in the Certificate in Criminal Justice, it is clear, however, that taking MCJ courses on-line would require additional resources and support. The flexible learning advisors and members of the E-learning team, have indicated that for a course with little on-line presence between 25 and 49 hours is usually required in course development; the higher figure representing courses that comply with best practice. This does not include the additional staff time required for training in distance technologies.

The proposed Master of Criminal Justice aligns closely with UC, College and School strategic priorities and aims to meet the components of the UC Statement of Strategic Intent in the following ways:

- Challenge, *Recruit*: Our research indicates that the programme will attract domestic students, in particular, graduates of the Bachelor of Criminal Justice.
- Concentrate, *Research quality:* The significant research undertaken for dissertations will enhance the university's already growing reputation as a centre for criminal justice research.
- Concentrate, *Effective teaching*: As a team-taught programme with input from staff in three

Colleges, it makes effective use of teachers, without overloading any one department.

- Connect, *Māori and Pasifika engagement:* The MCJ will foster scholarship on criminal justice as it is practiced in Aotearoa-New Zealand and as it affects Tangata Whenua, Tangata Tiriti and Pasifika peoples. There will be an emphasis throughout the degree on the interactions of Māori and Pasifika communities with the criminal justice system and Kaupapa Māori methodologies and research methods will also be a compulsory aspect of CRJU601: Research Methods in Criminal Justice. These aspects of the programme are likely to lead some students to choose dissertation topics directly related to the relationship between Māori and/or Pasifika communities, police, courts, prisons, victims' support and restorative justice, as well as topics that support Māori and Pasifika communities' aspirations.
- Connect, *Collaboration with stakeholders:* The MCJ will strengthen the connections the university and the BCJ have to the justice sector and its representatives. These stakeholders are eager to contribute to the design and teaching of the degree, offer internship opportunities, and to recruit students with advanced knowledge in the criminal justice field.

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Master of Criminal Justice
(MCJ – 180 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

(a) These Regulations came into force on 1 January 2019
(b) This degree was first offered in 2019

2. Variations

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

3. The Structure of the Qualification

To qualify for the degree of Master of Criminal Justice a student must be credited with 180 points comprising:
(a) All of the courses in Schedule A to the Regulations (150 points); and
(b) One of the courses in Schedule B to the Regulations (30 points).

The programme of courses chosen by the student must be approved by the Dean of Law or nominee.

4. Admission to the Qualification

In order to be admitted to the Master of Criminal Justice, a student must have satisfied the University's Admission Regulations and
(a) Either qualified for the Bachelor of Criminal Justice degree with a B average or better in 60 points of 300 level courses, or have been admitted with Academic Equivalent Standing; and
(b) Have been approved as a candidate for the degree by the Dean of Law.

5. Subjects

There are no majors, minors or endorsements for this qualification.

6. Time Limits

The maximum time limit for this qualification is 36 months.

7. Transfers of Credit, Substitutions and Cross-Credits

This qualification adheres to the general Conditions for Credit and Transfer Regulations, with no additional stipulations

8. Progression

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

(a) A student who fails up to 30 points for the Master of Criminal Justice, may, with permission of the Dean of Law, repeat that course.

(b) A student who fails more than 30 points will be withdrawn from the qualification.

9. Honours, Distinction and Merit

This qualification adheres to the General Regulations for the University and may be awarded with distinction and merit.

10. Pathways to Other Qualifications

There are currently no advancing or exit qualifications for this degree.

Schedule to the Regulations for the Degree of Master of Criminal Justice

For full course information go to www.canterbury.ac.nz/courses

Schedule A – Compulsory Courses

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
CRJU601	Research Methods in Criminal Justice	30	S1	HoD Law Mandatory
CRJU602	Criminal Justice Systems	30	S1	HoD Law Mandatory
CRJU603	Contemporary Issues in Criminal Justice	30	S2	HoD Law Mandatory
CRJU680	Dissertation	60	W	HoD Law Mandatory

Schedule B – Optional Courses

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
CRJU604	Internship	30	S2	HoD Law Mandatory
CRJU605	Professional Cultures	30	S2	HoD Law Mandatory

UNIVERSITY OF CANTERBURY
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TEMPLATE 1
NEW QUALIFICATION 2018

Title of qualifications	BCom/BSc Conjoint Degree
Year of introduction	2019
Executive summary	

All universities in New Zealand currently offer conjoint degrees (with UC introducing its first conjoint degrees with BProdDesign in 2018). Conjoint degrees are essentially accelerated programmes for good students that combine two degrees in an attractive timeframe. The accelerated programmes require 60 points less than a double degree (which allow 120 points cross credit) but also a minimum sustained GPA and in general a higher workload at 135 points per year. Students must graduate in both component degrees at the same time - completion of either component degree alone will automatically discontinue the conjoint programme and the student is then subject to meeting the relevant single or double degree regulations.

Conjoint offerings relative to the strategic intent of UC:

Conjoint degrees are four years and across disciplinary breadth. The result of a conjoint is that it delivers greater breadth of postgraduate study pathways for students and possibly expands opportunities for employment.

Interdisciplinary study has been highlighted across numerous reports including the NMC Horizon report (2017 Higher Education Edition) and the British Council as being one of the key trends in higher education. Multidisciplinary/breadth of offering was also noted repeatedly in workshops in 2017 designed to inform the Learning and Teaching Strategy development.

Conjoint degrees have the potential for adding 'newness' or novelty to our degree offerings without adding an entire new school or a range of new courses.

Desirability of a BCom/BSc offering

There have been several indications of the desirability of conjoint offerings in general. Numerous enquiries by both prospective students and parents at student recruitment events (Intro to UC, Open Day, high school visits, etc) over the past few years suggest that New Zealand school leavers are keenly interested in these programmes. Enquiries from the international marketplace have suggested that students are interested in the ability to do a BSc and BCom as a conjoint offering, particularly with pathways in Psychology.

In market research of new programmes, students typically report a conjoint as being desirable. In order to have an understanding of desirability for existing qualifications, visibility as to what students at NZ universities are actually choosing was evaluated.

Financial Information including predicted student numbers

EFTS Substitution Analysis

An analysis was conducted on the basis of creating a conjoint qualification for the BCom and BSc and examining potential lost revenue from existing double students switching to the conjoint and new students that need to be recruited to compensate for the lost revenue. In this analysis we assume that all current double degree students convert to a conjoint, with a corresponding loss of 60 points of course funding (the conjoint is 540 points while a double is 600 points after cross crediting). This is highly unlikely for a number of reasons, including the eligibility criteria to take up the conjoint option versus the double option. At worst-case (with all double-degree students converting to a conjoint), only 4 new conjoint students would be required to offset the difference. In terms of loss across Colleges, existing stand-alone degrees currently allow for 105 points to be taken from a different schedule outside of the home College or degree or for Commerce as part of a minor.

Understanding whether the recruitment of 4 students is likely to the conjoint offering (if the students who currently do a double switch to a conjoint), it is important to understand the desirability of the conjoint degrees.

Desirability of Conjoint Degrees

Market research: Formal market research has not been conducted; however requests via Liaison and IRO for a conjoint offering have been regularly reported. In the international market, there is a regular request for a conjoint offering across Psychology and Commerce in particular. Domestically, requests about conjoint offerings are common.

Potentially a more robust measure is examination of current uptake of conjoint degrees across NZ. The University of Auckland has the greatest offering and uptake of conjoint degrees. Over 1/3 of all Commerce enrolments at UA are conjoint offerings. The BCom/BSc makes up about 10% of that and 15% of Science EFTS. The BCom/BSc is the only conjoint offering at Massey University. While a smaller uptake (0.5% of all Commerce EFTS and 2.5% of all Science EFTS), it is a greater percentage of EFTS than double-degrees. While the majority of students are choosing a single-degree, it appears to be a desirable pathway for able students compared to double-degrees. At UC, the only conjoint offering, which is with the BProdDesign, is attracting approximately 10% of the BProdDesign cohort.

The combination of the market research internationally and domestically, along with evidence of selection at other Universities suggests this could be a desirable pathway that would attract students to UC for the ability to do both degrees in that timeframe.

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The Conjoint Bachelor of Commerce and Science (BCom/BSc – 540 points)

1. Version

(a) These Regulations came into force on 1 January 2019

(b) This qualification was first offered in 2019.

2. Variations

In exceptional circumstances the Dean of Business, in consultation with the Academic Dean of Science, may approve a variation of these regulations.

3. The Structure of the Qualification

To qualify for the Conjoint Bachelor Commerce and Science, a student must:

(a) be credited with a minimum of 540 points towards the qualification; and

(b) be credited with a minimum of 255 points from Schedule C of courses in the Bachelor of Commerce; where:

  i. at least 165 points must be above 100-level; and

  ii. at least 75 points must be at 300-level; and

  iii. courses listed in Schedule A to the Bachelor of Commerce are credited; and

  iv. the requirements for a major, as listed in Schedule B of the Bachelor of Commerce, are satisfied; and

  v. optionally the requirements of a minor, as listed in Schedule B of the Bachelor of Commerce are satisfied; and

(c) be credited with a minimum of 255 points from Schedule C of courses in the Bachelor of Science of these regulations; where:

  i. at least 165 points must be above 100-level; and

  ii. at least 75 points must be at 300-level; and

  iii. courses listed in Schedule A to the Bachelor of Science are credited; and

  iv. the requirements for a major, as listed in Schedule B of the Bachelor of Science, are satisfied.

4. Admission to the Qualification

To be admitted to the qualification, a student must:

(a) satisfy the Admission Regulations for admission to the University; and

(b) either:

  I. attain either overall Merit Endorsement in their Level 3 National Certificate in Educational Attainment (NCEA) qualification prior to enrolling at the University; or

  II. attain a Grade Point Average of at least 4.0 in their previous semester of study and have completed no more than 270 points towards either component degree; or

  III. been granted Academic Equivalent Standing for one of the above.

5. Subjects

The subjects are the majors and minors in the Bachelor of Commerce and the majors in the Bachelor of Science.

6. Time Limits

This qualification adheres to the General Enrolment Regulations for 540-point conjoint qualifications with no additional stipulations.

7. Transfers of Credit, Substitutions and Cross-Credits

This qualification adheres to the Credit Recognition and Transfer Regulations with the following additional stipulations:

(a) Not more than 60 points may be credited to a conjoint combination from a previously completed degree.

(b) In all circumstances, a conjoint degree's combination must include at least 180 points completed at the University of Canterbury.

8. Progression

This qualification adheres to the General Regulations with the following additional stipulations:

(a) A student requires permission from the Dean of Business to re-enrol in the conjoint combination each year after admission and must maintain a cumulative GPA of at least 4.0 each year to remain in the qualification.
(b) A student must enrol in at least one course for each of the component degrees each year unless the requirements of one component degree have already been completed.
(c) A student may elect to abandon the qualification and continue in either one or other of the component bachelor degrees.

9. Honours, Distinction and Merit

There are no Honours classifications for this qualification.

10. Pathways to Other Qualifications

There are no pathways to other qualifications for this qualification.

TEMPLATE 5
REPORT TO CUAP COVER PAGE
2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS	
Title of qualification	Diploma in Early Childhood Education
Year of introduction	2013
Department or School	School of Teacher Education

EXECUTIVE SUMMARY

The Diploma in Early Childhood Education (DipEC) was first introduced in 2013. This is a Level 5, 120 point qualification comprising eight 15 point courses. Students have a time limit of 24 months to complete this qualification.

This programme was developed specifically to provide an introduction to Aotearoa/New Zealand early childhood education for cohorts of international students. It was designed as an entry pathway for international students considering a career in early childhood education and provided an option for those with good language ability but who were not yet at the required IELTS level for degree level study in the Bachelor of Teaching and Learning.

The one year DipEC did not lead to teacher registration by the New Zealand Teachers Council. However, the intention was that students who improved their English language proficiency during the year and were able to meet the Academic IELTS 7 standard required for teaching would be able to transfer into the Bachelor of Teaching and Learning (Early Childhood) in year two and gain registration via that qualification.

At the time of its development there were some opportunities to work with international partners to offer the one year diploma programme for cohorts of international students coming to New Zealand. These opportunities were not realised for a number of reasons including logistical difficulties of establishing partnerships and cohorts, costs, and staff changes. Since its introduction the DipEC has only been offered to one international student who was unable to meet IELTS requirements for the BTchLn(EC).

The College is therefore seeking to discontinue the programme at the end of 2018.

Proposed new regulations

Diploma in Early Childhood Education – page 285-6 2018 UC Calendar

TEMPLATE 1
NEW QUALIFICATION/SUBJECT
2018

DETAILS

Title of qualifications	Master of Civil Engineering (MCivilEng) Postgraduate Certificate in Civil Engineering (PGCertCivilEng)
Year of introduction	2019
Department or School	Civil and Natural Resources Engineering

EXECUTIVE SUMMARY

The purpose of this proposal is to introduce a Master of Civil Engineering by coursework, with endorsements in Earthquake Engineering, Construction Management, Transportation Engineering and Renewable Energy. An unendorsed Master of Civil Engineering will be available for students seeking a broader postgraduate formation in civil engineering. Postgraduate certificates (endorsed and unendorsed) are also introduced to provide options for a more focused (shorter period) of study. The proposed Master of Civil Engineering (MCivilEng) will replace the current Civil Engineering endorsement under the Master of Engineering Studies. This change reflects the fact that the Master of Civil Engineering is not a specialised endorsement, but the general taught masters level programme for the Department of Civil and Natural Resources Engineering (CNRE).

The MCivilEng will provide a wide-range of courses that develop advanced knowledge and mastery in topics relevant to design, analysis, and management of civil infrastructure systems. The new programmes offer the flexibility to develop this knowledge and mastery within specialist areas and this is recognised in the form of endorsements. Initially these endorsements will include Earthquake Engineering, Transportation Engineering, Construction Management and Renewable Energy. In addition, the MCivilEng introduces a requirement for students to complete an "Indigenous Consultation and Engagement" workshop, which includes a focus on developing an understanding of biculturalism in a New Zealand context.

Endorsements in the above areas that currently exist under the Master of Engineering Studies and Postgraduate Certificate in Engineering will be removed in 2020.

The new programme enables the department to rationalise its current taught master's offerings and will differ significantly from the status quo (under the Master of Engineering Studies) for the following reasons:

1. The MCivilEng provides a natural progression for Civil Engineering graduates by allowing students to extend their studies in Civil Engineering in a general context, but with the flexibility to move into a specialist endorsement after one semester of full-time study.

2. The MCivilEng introduces and integrates Bi-cultural Competence and Confidence requirements.
3. The MCivilEng has the flexibility to accommodate future professional accreditation requirements because the minimum course requirements can be specific to an endorsement.
4. The MCivilEng more effectively manages student expectations and improves student outcomes because admission to an endorsement follows a semester of study at UC. Thus students can expect to complete a MCivilEng and admission to an endorsement is limited to those students that have demonstrated appropriate academic performance at UC.
5. The MCivilEng improves the stability of course offerings because its integrated structure sets minimum requirements for postgraduate course offerings from specialist groups within CNRE.
6. The MCivilEng enables more effective resource management of academic resources because general MCivilEng courses can be manipulated to maintain reasonable course enrolments and entry to endorsements can be limited where necessary.
7. The MCivilEng provides the flexibility to accommodate student interests because the minimum number (4) of courses required to launch additional endorsements is relatively low.
8. The MCivilEng improves administrative efficiency because it centralises management of this taught programme at the department level.
9. The MCivilEng has been developed in consultation with CNRE's Professional Advisory Board.

The proposed programmes support the University's Statement of Strategic Intent to improve educational performance (Challenge), produce high quality research (Concentrate) and engage with stakeholders (Connect) by:

- Providing an inspirational and challenging learning environment, where student can tailor specialist programmes to support their future career aspirations in either a research or professional context (Challenge).
- Reducing barriers to participation by at-work postgraduate students by offering part-time and full- time study options and minimising on-campus learning requirements through the use of online resources where appropriate and block-mode teaching (Connect).
- Offering a combination of 'practice-focused' courses, alongside courses that focus on advanced understanding of the most recent research outcomes in their areas of interest (Challenge, Concentrate and Connect).
- Developing course content and context through international partnerships, and effective engagement with representative professional engineering groups and with mana whenua, iwi Māori locally and nationally, and with other indigenous groups. (Challenge and Connect).
- Engaging international experts (Erskine fellows) and leading practitioners (professional teaching fellows) in teaching courses in collaboration with academics at UC (Challenge and Connect).
- Providing a programmes structure that can potentially accommodate future postgraduate professional accreditation requirements (Connect).
- Providing a platform for developing international collaboration, and strengthening

engagement with industry and with mana whenua, iwi Māori locally and nationally through the joint teaching of courses and exchange opportunities. Thus the proposed programmes have the potential to broaden the scope of civil infrastructure related research activities at the University (Concentrate and Connect).

- Increasing the pool of high-quality postgraduate students with bicultural competence and confidence, and hence the ability to draw on Māori perspectives and methods. These students have the potential to subsequently boost research activity and associated research income (Concentrate).

Existing enrolments in CNRE's taught masters programmes exceed 80 students and a substantial proportion of these are international students. Given the advantages outlined above, these enrolments are expected to grow with the introduction of the MCivilEng. It is suggested that an increase of 10 FTE can be expected. With the exception of one workshop, the proposed MCivilEng and associated endorsements are based on existing courses, so minimal additional resources are required to introduce these new programmes.

Regulations for the Degree of Master of Civil Engineering (MCivilEng)

1. Version

(a) These Regulations came into force on 1 January 2019.
(b) This qualification was first offered in 2019.

2. Variations

In exceptional circumstances the College of Engineering Dean (Academic) may approve a personal programme of study that does not conform to these regulations.

3. The structure of the qualification

To qualify for the Master of Civil Engineering a student must:

(a) be credited with a minimum of 120 points towards the qualification; and
(b) be credited with an approved workshop covering topics relevant to indigenous consultation and engagement; and
(c) either completed with an endorsement in a single subject with:
    i. a minimum of 15 points at 600 level from Part 1 in the subject in Schedule A to these regulations; and
    ii. a minimum of 45 points at 600 level from Part 2 in the subject in Schedule A to these regulations; and
    iii. the remaining courses from course listed in Schedule B to these regulations; or
(d) completed unendorsed with courses listed in Schedule B to these regulations.

4. Admission to the qualification

To be admitted to the Master of Civil Engineering a student must have:

(a) qualified for the Degree of Bachelor of Engineering with First or Second Class Honours in an appropriate subject; or
(b) qualified for the Postgraduate Certificate in Civil Engineering with a GPA of at least 5.0; or
(c) qualified for the Degree of Bachelor of Science with First or Second Class Honours in an appropriate subject; or
(d) been admitted with Academic Equivalent Standing for the Degree of Master of Civil Engineering; and
(e) been approved as a candidate for the degree by the College of Engineering Dean (Academic).

5. Subjects

The qualification may be awarded with an endorsement in the following subjects: Construction Management, Earthquake Engineering, Renewable Engineering, Transportation Engineering.

6. Time limits

This qualification adheres to the General Regulations for the University with a time limit of 48 months.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations, with no additional stipulations.

8. Progression

(a) This qualification adheres to the General Regulations for the University with the following stipulation:
    i. A student who fails up to 30 points for the qualification, may, with the permission of the College of Engineering Dean (Academic), repeat that course or courses, or substitute another course or courses of equal weight.
    ii. A student who fails more than 30 points will be withdrawn from the qualification.
(b) Before seeking progression to an endorsement in the qualification a student must either:
    i. have completed 60 points of the qualification, including a minimum of 30 points of courses in the subject specified in Schedule A to these regulations, with a GPA of 6.0 or more; or
    ii. have completed the Postgraduate Certificate in Civil Engineering, including courses in the subject specified in Schedule A to these regulations, with a GPA of 6.0 or more; or
    iii. been otherwise approved by the College of Engineering Dean (Academic).

9. Honours, Distinction and Merit

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

(a) Merit is not awarded for this qualification.
(b) To be awarded Distinction a student must have a GPA of 8.0 or better.

10. Pathways to other qualifications

(a) A student for the qualification who has satisfied all requirements for the Postgraduate Certificate in Civil Engineering may apply to withdraw from the degree and be awarded the Postgraduate Certificate in Civil Engineering.

Schedules to the Regulations for the Degree of Master of Civil Engineering

Schedule A: Endorsements

Construction Management
Part 1:
ENCI 601 Risk Management
ENCM 620 Construction Procurement and Contract administration

Part 2:
ENCM 610 Construction Management
ENCM 630 Project Management, Planning and Control Techniques
ENCM 640 Strategic Management in Construction
ENCM 650 Cost Engineering
ENCM 671 Special Topic in Construction Management
ENCM 678 Special Topic: Principles of Contact Negotiations
ENCM 682 Research Project

Earthquake Engineering
Part 1:
ENCI 429 Structural Systems
ENEQ 610 Engineering Seismology
ENEQ 622 Non-Linear Structural and Finite Element Analysis

Part 2:
ENEQ 620 Advanced Geotechnical Earthquake Engineering
ENEQ 640 Displacement-based Seismic Design of Damage-Resisting Concrete Structures
ENEQ 641 Non-linear Concrete Mechanics and Modelling Techniques
ENEQ 642 Seismic Assessment and Retrofit Strategies for Existing Reinforced Concrete Buildings
ENEQ 650 Advanced Steel and Composite Structures
ENEQ 661 Special Topic: Structural Identification and Health Monitoring for Building and Bridges
ENEQ 670 Seismic Bridge Engineering
ENEQ 680 Seismic Performance and Loss Estimation

Renewable Energy
Part 1:
ENCI 601 Risk Management
ENGR 621 Energy, Technology and Society
ENNR 423 Sustainable Energy Systems

Part 2:
ENCN 623 Energy Systems - Modelling & Analysis
ENCN 625 Wind Resource Modelling
ENEL 667 Renewable Electricity System Design

Transportation Engineering
Part 1:
ENTR 401 Fundamentals of Transportation Engineering
ENTR 603 Advanced Pavement Design
ENTR 604 Road Asset Management
ENTR 617 Traffic Network Monitoring and Optimization
ENTR 619 Quantitative techniques for transport engineering and planning

Part 2:
ENTR 602 Accident Reduction and Prevention
ENTR 608 Special Topic in Transport Engineering
ENTR 612 Transport Policy and System Management
ENTR 613 Highway Geometric Design
ENTR 614 Planning and Design of Sustainable Transport
ENTR 615 Advanced Traffic Flow Theory and Simulation
ENTR 616 Transport Planning and Modelling
ENTR 618 Transport and Freight Logistics

Schedule B: General Courses
ENCI 429 Structural Systems
ENCI 601 Risk Management
ENCI 609 River basin flood risk management
ENCI 610 Infrastructure systems – Criticality and Lifelines
ENCI 621 Concrete Materials and Practice
ENCI 629 Structural Bridge Engineering
ENCI 634 Water Chemistry
ENCI 637 Marine Pollution Modelling
ENCI 638 Environmental Fluid Dynamics
ENCI 639 Advanced Water Hammer Analysis and Design
ENCI 641 Environmental Systems Engineering 1
ENCI 675 Ground Improvement Techniques
ENCM 620 Construction Procurement and Contract Administration
ENEQ 610 Engineering Seismology
ENEQ 622 Non-Linear Structural and Finite Element Analysis
ENFE 601 Structural Fire Engineering
ENFE 602 Fire Dynamics
ENGR 621 Energy, Technology and Society
ENGR 403 Fire Engineering
ENGR 683 Special Topic in Engineering
ENTR 401 Fundamentals of Transportation Engineering
ENNR 423 Sustainable Energy Systems
ENTR 603 Advanced Pavement Design
ENTR 604 Road Asset Management
ENTR 617 Traffic Network Modelling and Optimization
ENTR 619 Quantitative techniques for transport engineering and planning

Regulations for the Postgraduate Certificate in Civil Engineering (PGCertCivilEng)

1. Version
(a) These Regulations came into force on 1 January 2019.
(b) This qualification was first offered in 2019.

2. Variations
In exceptional circumstances the College of Engineering Dean (Academic) may approve a personal programme of study that does not conform to these regulations.

3. Structure of the qualification
To qualify for the Postgraduate Certificate in Civil Engineering a student must:
(a) be credited with a minimum of 60 points towards the qualification selected from courses listed in Schedule B for the Degree Master of Civil Engineering; and
(b) be credited with a minimum of 45 points towards a single subject from courses of Schedule A for the Degree Master of Civil Engineering to qualify for an endorsement in that subject.

4. Admission to the qualification

To be admitted to the Postgraduate Certificate in Civil Engineering a student must have:

(a) qualified for the Degree of Bachelor of Engineering with Honours in an appropriate subject; or
(b) qualified for the Degree of Bachelor of Science with Honours in an appropriate subject; or
(c) been admitted with Academic Equivalent Standing for the Postgraduate Certificate in Civil Engineering; and
(d) been approved as a candidate for the degree by the College of Engineering Dean (Academic).

5. Subjects

The qualification may be awarded with an endorsement in the following subjects: Construction Management, Earthquake Engineering, Renewable Engineering, Transportation Engineering.

6. Time Limits

This qualification adheres to the General Regulations for the University with a time limit of 24 months.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations, with no additional stipulations.

8. Progression

(a) This qualification adheres to the General Regulations for the University with the following stipulation:
    i. A student who fails up to 30 points for the qualification, may, with the permission of the College of Engineering Dean (Academic), repeat that course or courses, or substitute another course or courses of equal weight.
    ii. A student who fails more than 30 points will be withdrawn from the qualification.
(b) Before seeking progression to an endorsement in the qualification a student must either:
    i. have completed a minimum of 30 points of courses in the subject specified in Schedule A to these regulations, with a GPA of 6.0 or more; or
    ii. been otherwise approved by the College of Engineering Dean (Academic).

9. Honours, Distinction and Merit

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

10. Pathways to other qualifications

(a) A student who has completed at least 45 points towards the qualification, with a GPA of 5.0 or more, may apply to the College of Engineering Dean (Academic) to be admitted to either:
    i. the Master of Civil Engineering; or the Master in Engineering (ME); or the Master of Engineering in Fire Engineering (MEFE); or the Master of Engineering in Transportation (MET); provided
    ii. they meet the admission requirements of the advancing qualification; and
    iii. they are approved by the College of Engineering Dean (Academic).
(b) A student who has graduated with a Postgraduate Certificate in Civil Engineering may apply to the College of Engineering Dean (Academic) to be admitted to a qualification list in (a) and have their Postgraduate Certificate in Civil Engineering subsumed in accordance with the General Regulations to the University.
(c) There is no exit qualification for this qualification.

TEMPLATE 1 – NEW SUBJECT

http://www.canterbury.ac.nz/regulations/award/phd_regs.shtml

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

SECTION A

1. Purpose of the proposal

This proposal aims to introduce a new subject, Product Design (PROD), to the degree of Doctor of Philosophy (PhD). This addition would complement the rapid growth in undergraduate teaching and associated growth in academic staff numbers, by attracting new research students to UC's School of Product Design.

2. Justification

By the end of 2018 there will be nine PhD-qualified academic staff in the School (at the time of writing, five, with four additional staff being recruited) and this number is expected to approximately double over the next two to three years. The proposed subject is more appropriate than existing subject options available in the PhD for doctoral students studying under academic staff in Product Design. All academic staff are expected to be research-active but without a PhD subject in the area, students must be enrolled in subject areas associated with other disciplines that are arguably related but not specifically within the realm of product design and are not within the academic control of the School. It is also difficult to advertise projects to attract prospective students with an appropriate background if there are dissonances between the proposed areas of research, the approach to research taken by the particular discipline (supervisors) and the nominal subject of the PhD. Moreover, the closest match to the topic and background for prospective students using existing subjects available at UC may not be entirely appropriate as an indicator of the central knowledge and background of the graduates. For example, the closest match of subject for a student with a background in Industrial Product Design could be Mechanical Engineering; however, gaining a PhD in this area could lead to misconceptions amongst prospective employers, who may have the (not unreasonable) expectation that someone who is PhD-qualified in Mechanical Engineering should have the skills set normally associated with a first degree in the same area. It is desirable that the PhD subject accurately reflects the overall skills and expertise of the graduates.

Strategic Fit

The Business Case from the University to the NZ Government for financial support for the Canterbury Engineering the Future (CETF) project promised a growth in student numbers (EFTS) from 2681 in 2013 to 3381 in 2022. In 2015, the target was stretched further to grow to 4483 EFTS by 2022, an additional 1100 EFTS. As part of its response, the University of Canterbury subsequently created the School of Product Design in 2017, with the first intake of first-year students in the Bachelor of Product Design (BProdDesign) and associated conjoint degree programmes with Commerce and Science in February 2018. Expectations of 60 students in the first intake were exceeded, with now more than 140 students in the first year of the BProdDesign degree. Undergraduate numbers are projected to grow further through this pipeline over the next four years. This proposal will support the growth in student numbers, consistent with our status as a research-led university, by attracting new research EFTS, including international students, in an area that has not previously been offered at UC. The School of Product Design has been set up within UC's College of Engineering with a unique undergraduate teaching programme that blends creative arts, science, engineering and business; recruitment of academic staff is influenced by this blend and this will, in turn, influence the product design research culture, providing a consistent point of difference in the New Zealand.

Pathways to the PhD (PROD)

The provision of a pathway for our own graduates into the PhD is not a prerequisite for academic staff in the School to supervise PhD students. The BProdDesign programme will not produce graduates until the end of 2020, by which time we plan to have a master's degree in place so that they will have a pathway through to the PhD. The decision to propose a PhD (PROD) now, prior to introducing a Master's-level degree in Product Design, derives from enquiries from potential PhD students with 4-year honours or master's degrees in design, as well as our need to support our academic staff to build their research teams without introducing a delay of up to 5 years while they await a pipeline from our own undergraduate students. In the meantime, the undergraduate programme will benefit from the stimulating environment provided by research-active academic staff, the presence of senior research students as role models, and the leadership of PhD students as Teaching Assistants.

A viable pathway exists for both international and domestic students who have a 4-year design-related degree, for example an upper 2nd Class (minimum) Bachelor of Engineering with Honours degree from UC or elsewhere or an upper 2nd Class honours (minimum) degree in design from elsewhere, or a master's degree in a field that is relevant to their intended topic and the proposed supervisor's expertise/interests. From 2020, we intend to offer a master's degree in product design, providing a pathway from our own Bachelor of Product Design graduates to the PhD.

Product Design is, virtually by definition, multidisciplinary and this raises the issue that there could be cross-over with other subjects. The School of Product Design (via its Director of Postgraduate Studies) will identify opportunities for cross-disciplinary research and ask the proposed lead supervisor to discuss these with other academic/research units with a view to facilitating co-supervision. Where appropriate, potential PhD candidate enquiries may be referred on to a more suitable PhD subject and academic/research unit. This approach will benefit the University by bringing researchers together from different fields and academic/research units.

Evidence of Student Demand and Current Arrangements

Without undertaking costly international market research, it is impossible to quantify precisely the number of students who might be interested in enrolling for the PhD (PROD) at UC. However, some indication can be gained from email enquiries received already and the full applications from at least two students to enrol in a PhD in the area. **Student A** (from India) has a bachelor's and master's degree in industrial design and has applied to enrol in a PhD supervised by Dr Tom Woods in the School of Product Design, focusing on wearable technologies. At present, the closest subject match available is the Human Interface Technology PhD subject but this has required the School of Product Design to seek the permission of the HITLabNZ Director and Research Leader and an EFTS split to recognise the administrative load carried by that unit. The topic of the research centres on industrial design rather than computer interfaces, so is better suited to a PROD subject. **Student B** (from The Netherlands) has a bachelor's degree in industrial design and a master's in environmental management and has applied to enrol in a PhD supervised by Dr Tim Huber in the School of Product design, focusing on uses of seaweed-derived materials, for example sustainable packaging. At present, the closest subject match is the Biotechnology PhD subject but this has required the School of Product Design to seek the permission of the School of Biological Sciences Head of School and Director of Postgraduate Studies and an EFTS funding split to recognise the administrative load carried by that unit. The topic of the research centres on industrial design and materials technology rather than on biotechnology, so is better suited to a PROD subject. Furthermore, 'biotechnology" would imply some knowledge of molecular biology, which is not relevant to the proposed topic.

In both cases, the enrolment process and administration are inefficient; reducing our responsiveness to the student, and the EFTS split diverts funding that would support the research activities and ultimately the experience of students within the School of Product Design.

Similar enquiries have been received from prospective students in New Zealand, China, Pakistan, Iran and India. The high number of such enquiries, even though we do not yet offer a degree specifically in Product Design, suggests that there is a demand for this area of PhD study and that we are attracting attention

through both the existence of the School of Product Design and the profiles of the academics within it. We are confident that we could attract many excellent students with viable projects once a PhD in Product Design was actually in place, and available to be advertised through various media, including our own web pages, and high-profile international websites such as *FindaPhD.com*. Initially we are confident in enrolling 3-4 PhD students and this number will increase.
The University of Canterbury has recently signed an exchange agreement with the University of Campania, Naples, Italy. The School of Product Design has now been invited to be a partner in an international PhD programme with a project focusing on formulated product design. This project involves the Departments of Architecture and Design and Environmental Biological and Pharmaceutical Sciences and Technologies at Campania, along with an Italian industrial partner. We expect this exchange to stimulate further opportunities that will be attractive to prospective PhD students in Product Design.

External Funding Possibilities

Research in Product Design across the three major areas of activity in the School of Product Design (Industrial Product Design, Applied Immersive Game Design, and Chemical, Natural & Healthcare Product Formulation) is well positioned to attract both industrial sponsorship and government funding through the competitive grant system. All three areas of activity are highly relevant to New Zealand industry and can underpin a range of projects to support innovations in the high-value manufacturing sector, the rapidly growing area of virtual and augmented reality applications as well as the game industry, and the massive formulated household products, cosmetics and healthcare industries. The Head of School has personally led successful external funding grant applications totalling more than $8M and a range of institutionally funded research infrastructure projects that support these, amounting to several million dollars. The other academic staff in the School are new and emerging researchers but have already attracted a range of external funding grants in their own right. Informal enquiries from various industrial colleagues suggests that they are interested in the potential of the School of Product Design to engage in sponsored design and research projects.

Proposed new regulations

http://www.canterbury.ac.nz/regulations/academic-regulations/phd-36/

Add: ‘Product Design (PROD)’ to the list of subjects for the PhD.

Course Catalogue page 160

Add

PROD790 Product Design PhD

TEMPLATE 2
AMENDED QUALIFICATION/Subject 2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS	
Title of qualifications	Postgraduate Certificate in Te Reo Māori (PGCertTREO)
Year of introduction	2019
Department or School	Aotahi: School of Māori and Indigenous Studies

EXECUTIVE SUMMARY

To introduce a Postgraduate Certificate in Te Reo Māori (PGCertTREO) which will provide a pathway for students without an undergraduate degree, but who have a high level of Te Reo preparation and ability, to staircase to the Postgraduate Diploma in Te Reo Māori and subsequently Master of Te Reo Māori and to serve as an exit qualification for the Postgraduate Diploma and Master of Te Reo Māori.

Justification

The revamped Master of Te Reo Māori (240 points) is attracting new enrolments with five students in our first cohort. We are aware of potential students with a high level ability in Te Reo Māori who do not have an undergraduate degree who are interested in the Masters qualification, and who would make excellent and appropriate students in the Master of Te Reo Māori course. These students have typically studied at tertiary level and many have completed Te Panekiretanga, a high level, invitation only course taught by the doyens of the Māori speaking world. The proposal is to introduce a Postgraduate Certificate in Te Reo Māori (PGCertTREO) which would admit suitable students without an undergraduate degree. Successful completion of the Postgraduate Certificate would allow students to staircase to the Postgraduate Diploma and then fully enrol in the Master of Te Reo Māori and transfer the credit into the Master's degree. The Postgraduate Certificate would also act as an exit qualification for students in the Postgraduate Diploma or Master in Te Reo Māori who choose or who are unable to continue.

We justify the introduction of a Postgraduate Certificate in Te Reo on four key grounds:

- Responsiveness to Māori aspirations;
- Alignment with UC strategy;
- UC Rautaki Whakawhanake Kaupapa Māori / Strategy for Māori Development; and
- Distinction within the market place.

Responsiveness to Māori aspirations

This proposal to introduce a Postgraduate Certificate in Te Reo responds to a growing community of

proficient reo Māori speakers who are seeking postgraduate study opportunities. Advanced revitalisation programmes such as Te Panekiretanga and Iwi language initiatives have been operating for over ten years and there is now a strong cohort of mature, advanced speakers of te reo Māori who have limited pathways available for the further development of their language skills. Some of these potential students have not completed an undergraduate degree but have relevant skills and knowledge acquired through appropriate work or professional experience.

Alignment with UC strategy: Challenge, Concentrate, Connect

The primary objectives of the Postgraduate Certificate in Te Reo Māori to serve the aspirations of the Māori community are consistent with the strategic direction of the University at this time in the following respects.

• **Challenge** - UC's current strategic priority for the challenge pillar is improving the educational achievement of priority learner groups, which includes Māori. The proposed Postgraduate Certificate in Te Reo is responds to the educational aspirations of Māori (noting that not all students in the Postgraduate Certificate will be of Māori descent). The Postgraduate Certificate in Te Reo seeks to lift the recruitment of Māori into postgraduate pathways. We are confident that the Postgraduate Certificate in Te Reo will significantly raise the standards and visibility of Aotahi and UC's contribution to te reo Māori.

• **Concentrate** - UC's current strategic priority for the concentrate pillar is the enhancement of the quality and impact of research outputs. The Postgraduate Certificate in Te Reo will provide a pathway for students with relevant skills and knowledge acquired through appropriate work or professional experience to staircase to the Postgraduate Diploma and then Master of Te Reo Māori degree. The Masters students will contribute to a number of research outputs each year in te reo Māori, including creative, technical and musical works and, in addition, research theses and dissertations completed in te reo Māori. This will be a significant achievement for UC, which has had limited te reo Māori outputs in recent years. We expect a reasonable proportion of students enrolling in the Postgraduate Certificate in Te Reo will be mature students who would not otherwise have enrolled in postgraduate study at UC. These students will be new-to-UC EFTS.

• **Connect** - UC's current strategic priority for the Connect pillar is maintaining strong collaborative relationships with key stakeholders. The revised Postgraduate Certificate in Te Reo is an important strategic contribution to the current stage of te reo Māori revitalisation and we are confident that it will catalyse collaborative opportunities with Iwi and Māori organisations.

Based on the above, it is expected that an enrolment of 5 students initially can be expected in the postgraduate certificate.

Rautaki Whakawhanake Kaupapa Māori / Strategy for Māori Development

This proposal responds to four of the strategic aims of UC's Rautaki Whakawhanake Kaupapa Māori / Strategy for Māori Development, namely:

• Ngā Hononga, the development of strategic relationships with the Te Reo Māori speaking community in Canterbury;

• Ākonga Poipoiā, the development of 'initiatives that ensure Māori student recruitment, retention and achievement' – as this proposal will attract Māori students in particular;

• Hōtaka Kōunga, the pursuit of 'learning objectives which support cultural confidence and competence in graduates' (Rautaki, pp. 4-6).

1. Proposed new regulations

2018 UC Calendar page number 160

After Postgraduate Certificate in Māori and Indigenous Leadership, insert:

Postgraduate Certificate in Te Reo Māori (PGCertTREO - 60 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

(a) These Regulations came into force on 1 January 2019.

(b) This qualification was first offered in 2019.

2. Variations

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

3. The structure of the qualification

The programme of study for the Postgraduate Certificate in Te Reo Māori must consist of:

(a) TREO 404 or TREO 403, and

(b) 30 points of 400-level coursework from the schedule of the BA(Hons) Te Reo Māori degree.

4. Admission to the qualification

A student for the Postgraduate Certificate in Te Reo Māori must:

(a) either

i. have qualified for a bachelor's degree, with a B average or better in 60 points of 300-level courses in the majoring subject; or
ii. have qualified for a bachelor's degree and provided evidence to the satisfaction of the Dean of Arts (Academic) and the Head of Aotahi of relevant professional or other work experience; or
iii. have been admitted with Academic Equivalent Status as fulfilling these requirements; or
iv. provided evidence to the satisfaction of the Dean of Arts (Academic) of qualification for entry to the Certificate through extensive practical, professional or scholarly experience of an appropriate kind; and

(b) have had three or more years of appropriate experience in the Te Reo Māori sector, as approved by the Head of School, and

(c) have submitted a portfolio of experience including a personal statement and attended an interview; and

(d) have been approved as a student for the degree by the Head of School and the Dean of Arts (Academic).

5. Subjects

The subject for this qualification is Te Reo Māori.

6. Time limits

The time limit for this qualification is 24 months.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations, with no additional stipulations.

8. Progression
This qualification adheres to the General Regulations for the University, with no additional stipulations.

9. Honours, Distinction and Merit
This qualification adheres to the General Regulations for the University, with no additional stipulations.

10. Pathways to other qualifications
(a) A student who has completed the requirements for the Postgraduate Certificate in Te Reo Māori with at least a B average across both courses may apply to enrol in the Postgraduate Diploma in Te Reo Māori and to transfer their courses to that qualification.
(b) There are no exit qualifications for this certificate.

Consequential amendments to the regulations for the **Postgraduate Diploma in Te Reo Māori:**
2018 UC Calendar page number 165

Replace section 4 (Admission to the qualification), with the following:

A student for the Postgraduate Diploma in Te Reo Māori, before enrolling in a programme of study for the qualification, must have:

(a)

either

i.

qualified for a bachelor's degree with a major in Te Reo Māori; or

ii.

qualified for a bachelor's degree and have completed either a Graduate Diploma in Arts in Te Reo Māori, or Te Pourua Reo: Diploma in Te Reo Māori with at least 60 points in TREO courses at 300-level; or

iii.

qualified for a bachelor's degree and have relevant professional experience and fluency in Te Reo Māori; or

iv. qualified for a Postgraduate Certificate in Te Reo Māori; or

v.

been admitted under the Regulations for admission with Academic Equivalent Standing; and

(b)

been approved as a student for the Diploma by the Dean of Arts (Academic).

10. Pathways to other qualifications amend (c) to read

A student who has not met the requirements for the PGDipTeReo, or wishes to transfer to the Postgraduate Certificate in Te Reo Māori, Postgraduate Certificate or the Postgraduate Diploma in

Arts may apply to the Dean of Arts (Academic) for admission provided that they meet the regulations for that qualification.

Page 189 **Master of Te Reo Māori**

Amend Regulation 10 (c) to read

A student who has not met the requirements for the Master of Te Reo Māori, or wishes to transfer, may apply to the Dean of Arts (Academic) for admission to the Bachelor of Arts with Honours in Te Reo Māori, the Postgraduate Diploma in Te Reo Māori, Postgraduate Certificate in Te Reo Māori or the Postgraduate Certificate in Arts or the Postgraduate Diploma in Arts in Te Reo Māori.

TEMPLATE 2
AMENDED QUALIFICATION
2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	**Bachelor of Music - (Mus.B)**
Year of introduction	2019

EXECUTIVE SUMMARY

In this proposal, the School of Music proposes to:

(i) Streamline the course offerings within the MusB degree by conflating some courses and deleting others. This is an adjustment to the existing MusB programme, and there will be consequent adjustments to both Schedule C of the Bachelor of Music and to the Music section in Schedule B of the Bachelor of Arts.

(ii) Revise the Bachelor of Music's Graduate Profile in order to articulate more clearly the alignment of the degree with the University's Graduate Profile, in particular the Bicultural Confidence and Competence attribute.

(iii) Include MUSA 335 Philosophy of Music alongside the music history courses in the Musical Culture major. (Students will be able to select a course from the core 300-level music history courses or MUSA 335.)

(iv) Streamline the requirements for the Performance Major.

The Canterbury Bachelor of Music has for many decades provided a three-year systematic and coherent introduction to a body of knowledge, to the underlying principles and concepts of that body of knowledge, and to problem-solving and associated basic techniques of "self-directed work and learning" in relation to music. The changes in the proposal are aligned with the University's Investment plan and strategic intent. The proposal aims to concentrate its resources by reducing the number of courses and focussing on what the School can do best. It reflects changes in the School of Music's location and reputation in the city. The Arts Centre location has allowed the School to provide at least three free events open to the public each week and a number of ticketed concerts. These are attracting growing audiences, with some ticketed events (e.g. the UC Consortia in the Great Hall) selling out. This reflects changes in the post-quake community, where established music structures have been replaced and reconsidered and the ways in which people engage with the arts has shifted emphasis.

The proposal is also student centred in a number of important ways.

(i) The changes in this proposal will create more viable pathways through the Performance Major.

(ii) Musical Culture students will have the option of doing MUSA 335 Philosophy of Music alongside the core music history courses at 300-level.

As part of this Proposal the School of Music also wishes to update the third attribute of the Degree's Graduate Profile in order to make explicit the alignment with the University's Graduate Profile and in particular the attribute of bicultural confidence and competence. This attribute is largely delivered by two of the compulsory core courses, MUSA 150 Music in Aotearoa-New Zealand and MUSA 250 Music in Our Community.

It should be noted that this proposal is in effect clearing the ground for future developments. The past few years have seen changes in the profile of the School of Music's staff, with an emphasis on the performer-composer nexus and a vast broadening of stylistic inclusivity. The School of Music will, over the next few months bring forward proposals for a new Performer-Composer major and the restructuring of the New Music Major. The restructuring of these majors will draw on the specific talent areas of newly appointed staff and reflect our development of a clear focus in terms of staffing and direction for both the School and its curriculum.

1. Proposed new regulations

Please note that the changes in this proposal require three separate sets of Calendar changes:

1. ***Changes to Schedule B to the Regulations for the Bachelor of Music***
2. ***Changes to Schedule C to the Regulations for the Bachelor of Music***
3. ***Changes to Schedule B for the Bachelor of Arts***

1. SCHEDULE B TO THE REGUATIONS FOR THE BACHELOR OF MUSIC

2018 CALENDAR p. 201.

DELETE SCHEDULE B TO THE DEGREE OF BACHELOR OF MUSIC

ADD

Schedule B to the Regulations for the Degree of Bachelor of Music

For full course information, go to www.canterbury.ac.nz/courses

Musical Culture major

120 points including:

(a) 30 points of 100-level MUSA courses;

(b) 30 points from Schedule C to the Regulations for the Bachelor of Music at 200-level or above;

(c) 60 points from Schedule C to the Regulations for the Bachelor of Music at 300-level, including at least one of MUSA 331, MUSA 332, MUSA 333, MUSA 334, MUSA 335.

New Music major

120 points including:

(a) Either

(i) MUSA 121, MUSA 122, MUSA 221 and MUSA 222; or

(ii) 60 points from MUSA 120, MUSA 121, MUSA 122, MUSA 152, MUSA 220, MUSA 226; and

(b) MUSA 224; and

(c) MUSA 321 and MUSA 322.

Performance major

150 points including:

(a) MUSA 141, MUSA 142, MUSA 241, MUSA 242, MUSA 341, MUSA 342;

(b) Two of MUSA190, MUSA 193, MUSA 244, MUSA 290, MUSA 293, MUSA 390, MUSA 393.

2. SCHEDULE C TO THE REGULATIONS FOR THE BACHELOR OF MUSIC

2018 Calendar: p. 201ff

DELETE THE FOLLOWING COURSES:

MUSA 102 Choir and Part Singing
MUSA 111 Beatles to Beyonce: A Short History of Popular Music
MUSA 144 Sight-Reading and Keyboard Accompaniment
MUSA 191 Large Ensemble 1
MUSA 192 Small Ensemble 1
MUSA 223 Orchestration, Arranging and Remixing 1
MUSA 225 Music Technologies 2
MUSA 227 The Computer as a Musical Tool 2
MUSA 291 Large Ensemble 2
MUSA 292 Small Ensemble 2
MUSA 344 Applied Keyboard Skills
MUSA 350 Music Education and Community Music
MUSA 391 Large Ensemble 3
MUSA 392 Small Ensemble 3
MUSA 395 Internship

ADD

Course Code	Course Title	Pts	2018	P/C/R/RP/EQ
MUSA 193	Ensemble 1	15	W	P: Applicants will either be accepted on the basis of their audition for Performance courses, or on the basis of a successful short audition with the Course co-ordinator or their delegate. R: MUSA 191, MUSA 192, MUSI 142, MUSI 143, MUSI 144, MUSI 145, MUSI 194, MUSI 198.
MUSA 293	Ensemble 2	15	W	P: MUSA193 with a pass of C or higher. R: MUSA 291, MUSA 292, MUSI 294.
MUSA 393	Ensemble 3	15	W	P: MUSA293 with a pass of C or higher. R: MUSA 391, MUSA 392, MUSI 391, MUSI 398.

3. SCHEDULE B TO THE REGULATIONS FOR THE BACHELOR OF ARTS

2018 *CALENDAR P.130FF*

DELETE THE FOLLOWING COURSES:

MUSA 102 Choir and Part Singing
MUSA 111 Beatles to Beyonce: A Short History of Popular Music
MUSA 144 Sight-Reading and Keyboard Accompaniment
MUSA 191 Large Ensemble 1
MUSA 192 Small Ensemble 1
MUSA 223 Orchestration, Arranging and Remixing 1
MUSA 225 Music Technologies 2
MUSA 227 The Computer as a Musical Tool 2
MUSA 291 Large Ensemble 2
MUSA 292 Small Ensemble 2
MUSA 344 Applied Keyboard Skills
MUSA 350 Music Education and Community Music
MUSA 391 Large Ensemble 3
MUSA 392 Small Ensemble 3
MUSA 395 Internship

ADD

Course Code	Course Title	Pts	2018	P/C/R/RP/EQ
MUSA 193	Ensemble 1	15	W	P: Applicants will either be accepted on the basis of their audition for Performance courses, or on the basis of a successful short audition with the Course co-ordinator or their delegate. R: R: MUSA 191, MUSA 192, MUSI 142, MUSI 143, MUSI 144, MUSI 145, MUSI 194, MUSI 198.
MUSA 293	Ensemble 2	15	W	P: MUSA193 with a pass of C or higher. R: MUSA 291, MUSA 292, MUSI 294.
MUSA 393	Ensemble 3	15	W	P: MUSA293 with a pass of C or higher. R: MUSA 391, MUSA 392, MUSI 391, MUSI 398.

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Digital Arts, Social Sciences and Humanities
Year of introduction of the proposed change	2019

1. Purpose of the proposal

To change the name of the minor in Digital Arts, Social Sciences and Humanities to Digital Humanities.

Justification

Digital Humanities is now a widely recognised area of research and teaching within the Arts. The University of Canterbury has a small but growing Digital Humanities programme that offers a BA(Hons.) degree and a Minor in the Bachelor of Arts. However, while our BA(Hons.) subject is called "Digital Humanities", our minor is currently named "Digital Arts, Social Sciences and Humanities". The minor needs to be renamed in order to make the offering more coherent and better able to respond to the University's goal of producing graduates who are equipped with knowledge and skills for 21st century life and work. In particular, if our graduates are to have "digital literacy: information management, effective research and analysis using technology", there should be clear pathways for developing this attribute in Arts, which should play a critical role by placing such capabilities in wider contexts and emphasising their social, as well as technological, dimensions.

Using the name "Digital Humanities" connects the minor with the global development of an interdisciplinary field organised around broad questions of human experience, culture and society, and how these can be studied via new media and various technological lenses. There are a growing number of teaching programmes, research centres, and scholarly associations for digital humanities across the globe, including in India, Latin America, and Asia. Globally, the scholarly associations almost always use the term "digital humanities". Nonetheless, Sula et al. (2017) found that 59% of programmes and qualifications in the UK, US and Australia are simply titled "Digital Humanities", while others paired "digital humanities" with other terms in their programme title. In Europe, "digital humanities" is a common programme title, alongside related areas such as digital culture, media studies and information science. Using "Digital Humanities" as the name of UC's minor will unequivocally link our programme with a globally recognised communities of humanities teaching and research.

This proposal also aims to ameliorate some risks of the current situation. First, the perceived coherence and continuity of the programme from undergraduate to postgraduate is complicated by having different names at the two levels. This has made presenting information about the subject to prospective students and explaining the relationship between these levels more difficult. Given the widespread recognition of the

term “digital humanities” globally, this may be a particular problem for prospective international students. In addition, the minor is available to students in the BCom (and potentially other qualifications), and for this group of prospective students, a clear, straightforward and inclusive qualification name will also be important.

Secondly, while “Digital Arts, Social Sciences and Humanities” is superficially inclusive of more subject areas, the current name risks exacerbating a perception we should be seeking to avoid: namely, that intellectual engagement with particular traditions or methodologies ‘belong’ to some disciplines and not others. For instance, students who take mainly social science or creative arts subjects may infer that the BA(Hons.) is not ‘for them’ because it does not include these terms which are present in the name of the minor. Instead of such disciplining of boundaries, we should emphasise that ‘humanities’ are about the study of human experience and cultures, and that they are relevant to everyone. The minor includes courses from Music, Humanities, LSAPS, as well as Geography and Computer Science, and this reflects the fact that digital humanities has been very much an interdisciplinary development between humanities and social science, with Linguistics and Library and Information Science in particular playing key roles. ‘Humanities’ in this instance represents a wider cross-section of interests than UC’s own Humanities departments cover.

References:

Sula, Chris Alen, Hackney, Sarah, and Cunningham, Philip. “A survey of digital humanities curricula”. Keystone Digital Humanities conference, University of Pennsylvania Libraries, July 22-24, 2015.

2. Proposed new regulations

2018 UC Calendar page 79

Digital Humanities

Minor

A student intending to complete the BA with a minor in Digital Humanities must be credited with at least 75 points, including at least 45 points at 200-level or above from the Digital Humanities (DIGI) schedule. DIGI 101 is a required course. Note: A student may include only one PACE internship course in their minor. Internship courses that are to be credited to the Digital Humanities minor must be approved in advance by the Programme Coordinator.

100-level
Required: DIGI 101

TEMPLATE 2
AMENDED QUALIFICATION/Subject 2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	**B.A. MAJOR IN FRENCH**
Year of introduction	2019

EXECUTIVE SUMMARY

This proposal aims to make a slight change to the requirements for a B.A. Major in French. Currently the only required courses for a French Major, among the six recommended language courses, are: FREN 321, and FREN 322. Students have then selected a non-language course at 200-level or 300-level to make up the 135 points required for a BA Major. Under this proposal, students will be required to do either FREN 226 or FREN 326.

Justification

This proposal is based on a number of considerations. In the first place the Department wishes to strengthen the French Major – and its relevance to New Zealand students – by requiring majoring students to do either FREN 226 *From Wīwī to Iwi: Comparing Cultures in the Francosphere* or the cross-coded course with the same title, FREN 326. This course explores the Francophone world from a comparative perspective, using historical and contemporary examples of French-speaking communities and nations that exist beyond the confines of France and Europe – including Francophone Canada, North Africa and the Pacific. In the past, the Department has alternated the offering of FREN 211/311 *Banned Books and Countercultures*, with FREN 223/ 323 *Introduction to French Linguistics* and FREN 212/312 *French Culture in English.* The latter will now be withdrawn and FREN211/311 will alternate with FREN226/326, thus rationalizing the Department's offerings and focussing students on the international environment. The proposed change will also have the effect of ensuring that the French Major becomes more relevant to Pasifika students, and strengthen the Major with regard to the University's Graduate Attributes

1. Proposed new regulations

2018 UC Calendar page number 81: **SCHEDULE A TO THE REGULATIONS FOR THE DEGREE OF BACHELOR OF ARTS**

Delete the current requirements for the French Major.

Add:

Major

Students intending to complete the BA with a major in French must be credited with at least 135 points in French, of which at least 105 points must be at 200-level or above, including FREN321, FREN322, as well as either FREN 226 or FREN 326, and the following:

100-level

Recommended: FREN 121 and FREN 122

200-level

Recommended: 45 points of 200-level French, including

(ii) FREN 221 and FREN 222.

(ii) FREN 226

300-level

Required: FREN 321 and FREN 322.

Required for Honours: B average at 300-level.

TEMPLATE 2
AMENDED QUALIFICATION/Subject 2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	BCom Major and Minor in Innovation
Year of introduction	2019
Department or School	UC Business School

EXECUTIVE SUMMARY

Innovation is becoming increasingly important for the future of New Zealand industry and its survival long term. The need for graduates to be able to contribute to the development, assessment and implementation of innovative products, processes and technologies in organisations is increasing markedly, with innovation being a top attribute looked for by employers. The BCom major and minor in innovation looks to enhance graduates knowledge, skills and experience in generating innovative ideas, assessing their feasibility and the implementation and commercialisation of ideas.

The courses introduced for the major are highly experiential, with substantial interaction with organisations facing issues and problems requiring innovative and creative solutions. These courses are likely to make a substantial impact to the local and national community by being able to harness the ideas and creativity of our students while exposing our students to the real-life problems and issues around implementation.

The BCom major in Innovation requires students to take 120 points in Innovation courses (INOV) with 60 points at 200-level and 60 points at 300-level. There is a required capstone 30-point practicum at 300-level that gets students working on an applied project in an organisation.

The BCom minor in Innovation requires students to take 75 points: at least 45 points at 200-level and up to 30 points at 300-level. The practicum is not part of the requirements for the minor.

As part of this proposal six new courses are proposed (one course currently exists as MGMT223; another course currently exists as BSNS290). However, only three courses will be introduced in 2019 in order to introduce the major, with another three required to begin in 2020 to complete the major. Elective courses would be offered as demand for the major increases. New appointments in entrepreneurship within the School will enable the School to deliver the minimum required number of courses, with elective courses being offered as numbers justify.

It is estimated that this major and minor will initially attract a further 35 new to UC enrolments in Year One, increasing to 90 new to UC enrolments by Year Five. The courses introduced may also contribute to new qualifications in Innovation that may be introduced in 2020 and are likely have a more marked impact on new enrolments.

1. Proposed new regulations

2018 UC Calendar page number 221

Add to Schedule B of the BCom

Innovation
Major
Students intending to complete the BCom majoring in Innovation must be credited with the following:
200-level
Required: INOV200, MGMT223, and 30 points from INOV201, INOV202, INOV290
300-level
Required: INOV300 or MGMT342, INOV301, INOV390

Minor
Student intending to minor in Innovation must be credited with the following

i. INOV200
ii. INOV201
iii. INOV202 or MGMT223
iv. INOV300 or MGMT342
v. A further 15 points in INOV at 200 or 300 level.

2018 UC Calendar page number 231

Add to Schedule C of the BCom

Innovation

Course Code	Course title	Pts	2019	P/C/R/RP/EQ
INOV200	Opportunities: Here, There and Everywhere	15	S1	P: Any 60 points
INOV201	Will it Fly? Feasibility Assessment of New Innovation	15	S2	P: Any 60 points RP: INOV200
INOV202	Emerging Technologies	15	S2	P: Any 60 points RP: INOV200
INOV290	Enterprise in Practice (Project)	15	S1 S2	P: Any 120 points at 100-level or above R: BSNS290 EQ: BSNS290
INOV300	Societal Impact Through Innovation	15	NO	P: INOV200 RP: INOV201 or INOV202
INOV301	Implementing for Societal Impact: Tools for Innovators	15	NO	P: (1) INOV200; and (2) Subject to HOD Approval RP: INOV300 or MGMT342
INOV390	Innovation Practicum	30	NO	P: (1) INOV200; and (2) Subject to HOD Approval RP: INOV300 or MGMT342, INOV301

TEMPLATE 1
NEW QUALIFICATION/Subject
2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	BCom Minor in Tourism Management & Marketing
Year of introduction	2019
Department or School	UC Business School

EXECUTIVE SUMMARY

This proposal introduces a new BCom minor in tourism management and marketing. The purpose of this new minor is to strengthen the UC Business School's offerings in the areas of tourism, hospitality and event management and, as a result, attract new students to UC and into the BCom. This new minor builds on the current research strengths of the Department of Management, Marketing and Entrepreneurship (MME) in the area of marketing and tourism (#1 PBRF 2012). The minor differentiates itself from others offered by New Zealand universities on the subject by examining specifically marketing aspects of the tourism industry with a strong focus on how cultural resources of Aotearoa are managed and marketed. The intention going forward is ultimately to develop a major in Tourism Management and Marketing taking into account the growing need for a well-educated workforce in New Zealand for the tourism, hospitality and events sector.

The minor requires the introduction of one new course at 200-level –MKTG240 Tourism, Hospitality & Events Management. All the other courses required for the minor are currently offered.

Predicted numbers taking this new minor are expected to be 40 in the first year, rising to 120 within 2 years once the major is introduced.

The UC Liaison team has for several years provided market feedback that indicates a strong demand by students wanting to move into the tourism sector. Extensive market research has been carried out by Research First.

Proposed Regulations

2018 UC Calendar page number 224

In Schedule B for the Bachelor of Commerce

Tourism Management and Marketing

Major

There is no major in Tourism Management and Marketing

Minor

Student intending to minor in tourism management and marketing must be credited with the following

1. MKTG100, MGMT100, STAT101; and
2. MKTG205, MKTG240; and
3. MKTG314

TEMPLATE 2
AMENDED QUALIFICATION/Subject 2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualifications	Bachelor of Commerce
Year of introduction	2019
Department or School	UC Business School

EXECUTIVE SUMMARY

To amend the core requirements of the Bachelor of Commerce to

i. Add BSNS201 "Business and Culture" to the BCom core requirements

ii. Add BSNS299 "UC Employability Portfolio" to the BCom core requirements

The introduction of BSNS201 and BSNS299 is part of the implementation plan of the UC Graduate attributes and subsequent new graduate profile for the BCom degree. BSNS201 provides a common basis for developing bicultural competence and confidence as well as global awareness and understanding. BSNS201 is currently a special topic and will be regularised this year. BSNS299 strengthens the employability and community engagement aspects of the graduate profile by requiring students to produce an e-portfolio with their CV, linked-in profile, and examples of their written and spoken work.

2018 UC Calendar page number 218

Replace Schedule A with:

Schedule A to the Regulations for the Degree of Bachelor of Commerce

For full course information, go to www.canterbury.ac.nz/courses

The following core courses are required:

(1) ACCT102 Accounting and Financial Information

(2) ECON104 Introduction to Microeconomics or ECON105 Introduction to Macroeconomics

(3) INFO123 Information Systems and Technology

(4) MGMT100 Fundamentals of Management

(5) STAT101 Statistics 1

(6) BSNS201 Business and Culture or an alternative course as approved by the Dean of Business

(7) BSNS299 UC Employability Portfolio

Note: Students first enrolled in the BCom before 2019 are not required to complete BSNS201 or BSNS299

TEMPLATE 5

REPORT TO CUAP

2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS	
Title of qualification	Postgraduate Certificate in Counselling Studies (PGCertCounSt)
Year of introduction	2019
Department or School	School of Health Sciences

EXECUTIVE SUMMARY

This proposal is to create a Postgraduate Certificate in Counselling Studies (60 points) to complement the existing Master of Counselling qualification, by providing an appropriate entry/exit pathway for students.
The Master of Counselling (240 points) was introduced in 2013. Typically students either:

1. Complete the open entry courses COUN671 (30 points), COUN678 (15 points) and/or COUN679 (15 points) under other postgraduate awards in education or health, or via Certificate of Proficiency, and then apply for entry to the MCOUNS; or
2. Enrol in the MCOUN by applying for limited entry and complete all of the courses concurrently (full time).

The MCOUNS has a limited entry component, where enrolment is limited to 12 students per year. Students who do not gain limited entry currently, or wish to exit the programme, have to be assessed to determine whether they meet entry requirements for either postgraduate education or health sciences qualifications to determine if they can exit with a lesser qualification.
Some students do not met entry requirements for either education or health sciences awards, and it can be difficult to identify an appropriate entry/exit qualification. The introduction of this new qualification will provide students with a more logical and relevant entry/exit pathway, and will also facilitate those wishing to begin their studies in counselling part-time.
The PGCertCounSt will also provide formal recognition for people wishing to add counselling skills to their repertoire alongside complementary professional qualifications, for example in education or health.
It is important to note that this new qualification will not lead to provisional membership of the New Zealand Association of Counsellors (NZAC).
Market Research undertaken by the College of Education, Health and Human Development suggest that 7-10 students can be expected to enrol in the Postgraduate Certificate because of the popularity of the open-entry counselling courses.

Proposed new regulations

Postgraduate Certificate in Counselling Studies (PGCertCounSt) – 60 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

(a) These Regulations came into force on 1 January 2019.
(b) This certificate was first offered in 2019.

2. Variations

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

3. The Structure of the Qualification

To qualify for the Postgraduate Certificate in Counselling Studies a student must be credited with a minimum of 60 points listed in the Schedule to these Regulations.

4. Admission to the Qualification

To be admitted to the Postgraduate Certificate in Counselling Studies a student must have:

(a) satisfied the Admission Regulations for admission to the University; and

(b) either:

i. qualified for a New Zealand bachelor's degree with a minimum B grade point average in 300-level courses; or

ii. been admitted with Academic Equivalent Standing; and

(c) been approved as a student by the Dean of Education and Health Sciences.

5. Subjects

There are no majors, minors or endorsements for this qualification.

6. Time Limits

The time limit for this qualification is 24 months.

7. Transfers of Credit, Substitutions and Cross-Credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations, with the no additional stipulations.

8. Progression

This qualification adheres to the General Regulations for the University, with the following stipulation:
A student may not fail more than 30 points in this qualification.

9. Honours, Distinction and Merit

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

10. Pathways to Other Qualifications

(a) A student who has completed the requirements for the Postgraduate Certificate in Counselling Studies but has not yet graduated, may apply to the Dean of Education and Health Sciences to be admitted to the Master of Counselling and have credits transferred.

(b) A student who has graduated with the Postgraduate Certificate in Counselling Studies, may apply to the Dean of Education and Health Sciences to be admitted to the Master of Counselling and have their Certificate subsumed as stipulated in the General Regulations to the University.

(c) Admission to the Master of Counselling will be based on having met the relevant requirements for entry.

11. Disclosure of charges and convictions

A student in the Postgraduate Certificate in Counselling Studies is required to inform the Dean of Education and Health Sciences within three working days if they are charged or convicted of an offence while participating in the programme and or any other incidents or matters that may compromise their fitness to practice.

Schedule to the Regulations for the Postgraduate Certificate in Counselling Studies

Course Code	Course Title	Points
COUN671	Counselling and Psychology: Theories and Skills	30
COUN678	Group Work: Process and Practice	15
COUN679	Solution Focused Theory and Skills	15

TEMPLATE 3 – REGULATION CHANGES

DETAILS	
Title of qualification	Bachelor of Sport Coaching
Year of introduction of the proposed change	2019
Department or School	School of Health Sciences (SHSS)

1. Purpose of the proposal

The proposal is to change the title of a major in the Bachelor of Sport Coaching from 'Leadership' to 'Sports Leadership and Management'.

Justification

The proposed new title 'Sports Leadership and Management' better describes the content, distinguishes it from other leadership and management offerings, and signals potential career pathways for graduates. The proposal does not include any change to the degree content or structure.

Leadership is a broad term and this change will position and describe the major in relation to other leadership and management offerings within the College and the University. Leadership exists in many disciplines including organisational and business leadership, educational leadership, health leadership, and Māori and community leadership to name a few. This change seeks to clarify that this major relates to sport leadership and management.

The current Leadership major includes management courses. In addition to the many and varied leadership roles that exist within sporting contexts, students selecting this major often have a focus on careers associated with sport management. Graduates have successfully gained employment in management roles in schools and local sporting organisations. One student who undertook the Leadership major has also moved toward employment in business management by enrolling in the Master of Business Management. The addition of 'management' to the major title provides a better descriptor of the career pathways for graduates from this programme.

The renaming of this major also distinguishes sport leadership and management from other majors and endorsements. For example, the School of Educational Studies and Leadership offers a Leadership endorsement within the Master of Education and Postgraduate Diploma in Education. Distinguishing between these areas will facilitate future collaboration across programmes and provide clearer pathways for students.

The new title will also provide a clearer distinction between the majors and minors in the Bachelor of Sport

Coaching and those in the Bachelor of Commerce, and will facilitate collaboration between the two Colleges. Recent discussions around programme packaging have highlighted the need to rename the BSpC Leadership major to be more descriptive as a number of BCom courses, particularly in the Management major, currently include 'leadership' in their title (e.g. Principles of Leadership, Team Leadership, and Leading and Managing People). Dr Ross James, Dean of the UC Business School and Professor Paul Ballantyne, Head of the UC Business School support this change. The renaming of the major will also pave the way for greater flexibility for students as degree schedules are opened up to allow minors to be exchanged between the two undergraduate programmes. The possibility of a conjoint programme is also being explored and again, the renaming will provide great clarity for students as they select study options.

There are no resourcing or staffing implications as a result of this change. The Graduate Attributes are also not affected by this change.

2. Proposed new regulations

2018 UC Calendar page 354

Schedule B to the Regulations for the Degree of Bachelor of Sport Coaching

Leadership – delete title and change to **Sports Leadership and Management**

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS	
Title of qualification	Master of Education
Year of introduction of the proposed change	2019
Department or School	School of Educational Studies and Leadership (EDSL)

1. Purpose of the proposal

To discontinue the Inclusive and Special Education endorsement option from the 120 point Master of Education (MEd).

Justification

The 120 point Master of Education offers one endorsement in Inclusive and Special Education. This anomaly is a legacy of the previous 240 point MEd where this was the only endorsement offered. The development of the 180 point MEd included a range of new endorsements to align with the associated Postgraduate Diploma in Education (PGDipEd). At that time a decision was made to retain the existing Inclusive and Special Education endorsement in the 120 point pathway (effectively Part 2 of the 240 point MEd) at least through the transition period. However, now that the endorsement pathways in the 180 point MEd are well established, and these include an Inclusive and Special Education endorsement, it is time to remove the endorsement from the 120 point pathway.

This proposal tidies the suite of qualifications, allowing endorsements in the PGDipEd and the 180 pt MEd, while simplifying the 120 point MEd as an unendorsed thesis option.

Inclusive and Special Education will remain an endorsement in the PGDipEd and the 180 point MEd.

2. Proposed new regulations

2019 UC Calendar page 311

4. Admission to the qualification

Delete sentence “A student for the endorsement in Inclusive and Special Education must have qualified for a Postgraduate Diploma in Education endorsed in Inclusive and Special Education, Postgraduate Diploma in Specialist Teaching or an equivalent qualification.”

TEMPLATE 5
REPORT TO CUAP 2018

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Postgraduate Certificate in Science
Year of introduction	2019

EXECUTIVE SUMMARY

The proposed Postgraduate Certificate in Science (PGCertSc) meets the strategic academic goals of the College of Science and responds to the UC *Statement of Strategic Intent* in a variety of ways. It will enhance opportunities for students at the postgraduate level and be attractive to students who may not have previously contemplated PG study (i.e. Increase new to UC efts). The PGCertSc will be attractive to students who have been away from university study for a prolonged period of time and will provide a 'taster' or pathway qualification into further PG study (e.g PGDipSc, BSc(Hons)) for those unsure about PG study or their career path. The PGCertSc will also provide a more accessible professional development qualification for those who, because of professional commitments, cannot complete a more extensive programme. A proportion of these students are likely to proceed to further PG study. The PGCert will also be provide an exit qualification for those students not wishing to or unable to complete a PGDipSc, MSc or BSc(Hons).

The PGCertSc is being introduced to fill a gap in the suite of postgraduate qualifications offered by the College of Science. This degree puts us in line with all other Colleges at UC as they already have a qualification of this type. The PGCertSc aligns with these qualifications in points and level. Nationally most other Universities offer a PGCert in Science or a Science related field. The UC PGCertSc will enable students who want to complete a postgraduate certificate in the field of science to do so and take advantage of our particular expertise in Science at UC.

The PGCertSc will utilise courses already in existence at UC and as such will develop graduates who are prepared to make a difference, who have enhanced employability prospects, are biculturally and globally aware, can engage the community.

Graduates with a PGCertSc will;

- Have an advanced level of knowledge in their discipline or area of specialisation;
- Have been introduced to theoretically sophisticated subject matter in their discipline or area of specialisation;
- Have developed skills in the critical evaluation of academic literature in their discipline or area of specialisation;
- Have developed skills in the synthesis of information and the communication of their findings in both oral and written form

The structure of the qualification is 60 points. Courses for this award will be drawn from BSc(Hons) and Postgraduate Diploma in Science offered by College of Science as and uses existing course.

The programme will be offered full-time over six months, or part-time over 12 months.

The PGCert does not incur additional resources other than normal administration costs of maintaining a qualification.

Proposed new regulations

2018 UC Calendar page number 462

Postgraduate Certificate in Science (PGCertSc - 60 points)

These regulations must be read in conjunction with the General Regulations for the University.

1. Version

(a) These Regulations came into force on 1 January 2019.

(b) This certificate was first offered in 2019.

2. Variations

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

3. The structure of the qualification

To qualify for the Postgraduate Certificate in Science:

(a) A student must pass 60 points at 400-level or above in a subject listed in the Schedule to the Regulations for the Bachelor of Science with Honours or Master of Science.

4. Admission to the qualification

A student for the Postgraduate Certificate in Science must have:

(a) either

i. qualified for the award of a Bachelor of Science or equivalent degree in New Zealand; or

ii. been admitted with Academic Equivalent Standing; and

(b) qualified for entry to postgraduate study in the chosen subject as specified in the Schedules to the Regulations for the Master of Science or Bachelor of Science with Honours degree, or completed a preparatory programme specified by the Head of Department and Academic Dean of Science; and

(c) been approved as a student for the Postgraduate Certificate by the Academic Dean of Science.

5. Subjects

The subjects in which the Postgraduate Certificate in Science may be awarded are listed in the Schedule to the Regulations for the Bachelor of Science with Honours and Master of Science.
Students are required to have completed 45 points in a single subject to have the PGCertSc awarded in that subject.

6. Time limits

The time limit for this qualification is 24 months.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations, with no additional stipulations.

8. Progression

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

(a) A student who fails up to 30 points for the Certificate may, with the permission of the Academic Dean of Science, repeat that course or courses, or substitute another course or courses of equal weight.

(b) A student who fails more than 30 points will be withdrawn from the qualification.

9. Honours, Distinction and Merit

This qualification adheres to the General Regulations for the University, with no additional stipulations.

10. Pathways to other qualifications

(a) A student who has completed the requirements for the PGCertSc with at least a B average grade in courses for the Certificate, and who has not yet graduated, may apply to the Academic Dean of Science to be admitted to the Postgraduate Diploma in Science, or the Bachelor of Science with Honours, or the Master of Science, in the same subject, provided that they meet the regulations for that degree.

(b) A student who has graduated with the PGCertSc from the University of Canterbury, may apply to the Academic Dean of Science to be admitted to one of the qualifications listed in 10(a) in the same subject provided that they meet the regulations for that qualification, and have their Certificate subsumed in accordance with the General Regulations to the University.

(c) There are no exit qualifications for the Postgraduate Certificate in Science.

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Doctor of Philosophy (PhD)
Year of introduction of the proposed change	2019

1. Purpose of the proposal

To correct the entry requirements to the Doctor of Philosophy degree.

Justification

The regulations for the PhD were reviewed in 2017 and implemented in 2018. The current wording for regulation **4 a)** does not fully cover the current practice which requires adequate research experience. **4 (b) i.,** is causing some confusion as it does not explicitly accommodate students who have a Master's degree with Honours and by omitting the merit from the Master's we have inadvertently raised our entry standards and this was not our intention. This proposal is to correct these errors.

2. Proposed new regulations

2018 UC Calendar page

Change from:

3. Admission to the qualification

(a) A student, before enrolling for the degree, must be approved by the Dean of Postgraduate Research (or delegate) as having adequate qualifications, experience and the ability to pursue the proposed course.

(b) i. qualified for a New Zealand equivalent of a Bachelor's degree with first or second class (division 1) honours, or a Master's degree with Distinction or,

Change to:

4. Admission to the qualification

(a) A student, before enrolling for the degree, must be approved by the Dean of Postgraduate Research (or delegate) as having adequate qualifications, research experience and the ability to pursue the proposed course.

(b) i. qualified for a New Zealand equivalent of a Bachelor's degree with first or second class (division 1) honours, or a Master's degree with Distinction or Merit or, a Master's degree with first or second class (division 1) honours.

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Bachelor of Forestry Science
Year of introduction of the proposed change	2019

1. Purpose of the proposal

To increase the number of elective courses Forestry Science students are allowed to take as part of the BForSc degree by removing BIOL 111 and CHEM 100 from the First Forestry Examination and adding 30 points in electives at 100-level.

Justification

Recommendation #5 from the 2013 BForSc Programme Review suggests that the School of Forestry "Investigate the possibility to broaden the choice of optional courses to enable students to pursue special interests." Likewise, Recommendation #11 from the same Programme Review states that we should "Critically and thoroughly review the contribution of first year courses to the programme and identify potentially more valuable substitutes."

In 2017 a survey of recent (past five years) graduates and their employers was conducted by Dr Thom Erdle, who had chaired the 2013 BForSc programme review. Recommendations from the survey included comment on Student Engagement and Curriculum Content. As with previous reviews the 2017 report included a recommendation that the School evaluate alternative designs of the Year One curriculum with one of the objectives being to "increase the value of courses (particularly science foundation courses)".

To meet these recommendations, School of Forestry staff have discussed potential solutions at annual curriculum reviews in 2016, 2017, and 2018. The result of these in-depth discussions is this proposal to drop the requirement that students enrol in CHEM114 and BIOL111 in their first year. Neither course is a sole pre-requisite for any other courses within the BForSc schedule in subsequent years, and a survey of recent graduates suggested that they "were deemed of questionable value to the degree programme and are perhaps not effective in providing adequate foundation for latter year courses" (BForSc Programme Review, 2013). In their place, students will enrol in two electives, such that they may pursue their special interests.

This proposed change has no negative impacts on the BForSc graduate profile, nor the University of Canterbury's graduate profile.

The 2017 Survey report by Dr Erdle was discussed at length at the most recent School of Forestry Advisory Committee meeting on 2nd March 2018 alongside this Change Proposal for the BForSc Regulation and the Committee endorsed the proposed changes.

2. Proposed new regulations

Current Regulation

First Forestry Examination

The courses of the First Forestry Examination shall normally be as follows:

(1) BIOL 111 Cellular Biology and Biochemistry
(2) BIOL 112 Ecology, Evolution and Conservation
(3) FORE 111 Trees, Forests and the Environment
(4) FORE 131 Trees in the Landscape
(5) FORE 141 Forest Growth and Measurements
(6) FORE 151 Commercial Aspects of Forestry
(7) STAT 101 Statistics 1
(8) Any 15 points of Chemistry at 100-level.

Notes:

1. *CHEM 114 Foundations of Chemistry is the recommended option for the 100-level Chemistry course.*

2. A student enrolling in the First Forestry Examination at Canterbury must complete FORE 111. A student completing the First Forestry Examination at another university should complete FORE 102 as part of their examination, in lieu of FORE 111. FORE 102 is also available for a student who is intending to do Forestry and who are unable to attend FORE 111 on campus.

3. A student who has failed to gain a pass in all of the courses of the First Forestry Examination may, with the approval of the College of Engineering Dean (Academic) be permitted to repeat the course or courses failed or enrol for approved substitutes concurrently with courses of the Second Forestry Examination.

4. The Chair, Forestry Board of Studies, in consultation with the College of Engineering Dean (Academic), may modify the First Forestry Examination based on prior learning. That modified programme of study may include FORE 105

Proposed Regulation

Forestry Examinations

12. First Forestry Examination

The courses of the First Forestry Examination shall normally be as follows:

(1) BIOL 112 Ecology, Evolution and Conservation
(2) FORE 111 Trees, Forests and the Environment
(3) FORE 131 Trees in the Landscape
(4) FORE 141 Forest Growth and Measurements
(5) FORE 151 Commercial Aspects of Forestry
(6) STAT 101 Statistics 1
(7) 30 points in electives from 100-level course from any degree of the University

Notes:

1. A student enrolling in the First Forestry Examination at Canterbury must complete FORE 111. A student completing the First Forestry Examination at another university should complete FORE 102 as part of their examination, in lieu of FORE 111. FORE 102 is also available for a student who is intending to do Forestry and who are unable to attend FORE 111 on campus.

2. A student who has failed to gain a pass in all of the courses of the First Forestry Examination may, with the approval of the College of Engineering Dean (Academic) be permitted to repeat the course or courses failed or enrol for approved substitutes concurrently with courses of the Second Forestry Examination.

3. The Chair, Forestry Board of Studies, in consultation with the College of Engineering Dean (Academic), may modify the First Forestry Examination based on prior learning. That modified programme of study may include FORE 105.

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	BA major in Spanish
Year of introduction of the proposed change	2019
Department or School	LSPS

1. Purpose of the proposal

To amend the Bachelor of Arts majoring regulations for Spanish to indicate that the new course SPAN 305 may be used as one of the required "non-language" courses for the major.

Justification

Following a recent resignation, at this time SPAN 205 is the only "non-language" course on offer in the Spanish programme. Students are required to complete at least one non-language Spanish course for their major. This regulation change will add SPAN 305 as an option to the list of "non-language" courses that can be used to fulfil this requirement.

Offering SPAN 205 and 305 at both 200 and 300 level will allow students more flexibility in planning their major, especially advanced entry Spanish language students who are increasing in number with the growing popularity of Spanish language in NZ schools.

2. Proposed new regulations

2018 UC Calendar page 88

Amend entry for Spanish major to read:

Spanish

Major
Students intending to complete the BA with a major in Spanish must be credited with at least 135 points in
Spanish, which must include at least 105 points at 200-level or above, and at least one of SPAN 111, SPAN 203, SPAN 204, SPAN 205, SPAN 303, SPAN 304 or SPAN 305, and the following:

100-level
Recommended: 30 points of 100-level Spanish.

200-level
Recommended: 45 points of 200-level Spanish.

300-level
Required: At least 60 points of 300-level Spanish.

Recommended for postgraduate study: at least one Spanish non-language course at 300-level.

Note: One of the following may be counted as a Spanish course: EURA 101, EURA 103, EURA 104, LING 103.

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Master of International Relations and Diplomacy
Year of introduction of the proposed change	2019
Department or School	Department of Political Science and International Relations

1.

Purpose of the proposal

Adding ILAP641 (The Rights of Indigenous Peoples) course to the Master of International Relations and Diplomacy (MIRAD) Schedule B.

Justification

ILAP641 is a new course offered. This course aims to "give students a solid understanding of the international human rights law framework for the promotion and protection of Indigenous Rights" and therefore closely complements the objectives of MIRAD. This course further promises to further contribute to MIRAD's offerings in terms of Graduate Profile attributes "Biculturally competent and confident", as well as "Globally aware".

2. Proposed new regulations

2018 UC Calendar page 180

Schedule B

Add ILAP 641 The Rights of Indigenous Peoples 15 points S2 2019

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	BA(Hons), MA
Year of introduction of the proposed change	2019
Department or School	Aotahi: School of Māori and Indigenous Studies

Purpose of the proposal

To change which courses are compulsory for the BA(Hons) and Part 1 of the Master of Arts in Māori and Indigenous Studies to bring them in line with current offerings at 400 level.

Justification

The regulations are out of date with regard to current offerings at 400 level. In particular, we introduced a research methods course in 2012 which we would like to make compulsory.

1. Proposed new regulations

2018 UC Calendar page 154 BA (Hons) Regulations

Māori and Indigenous Studies

MAOR 404, MAOR 480 and two courses chosen from MAOR 401-499. With approval of the Head of School, a student may include one course from the BA Honours schedule from Te Reo Māori or another subject.

2018 UC Calendar page 171 Master of Arts Regulations

Māori and Indigenous Studies

Part I: MAOR 404, MAOR 480 and two courses chosen from MAOR 401-499. With approval of the Head of School, a student may include one course from the BA Honours schedule from Te Reo Māori or another subject.

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Bachelor of Product Design; the Conjoint Degree of Bachelor of Product Design and Commerce; the Conjoint Degree of Bachelor of Product Design and Science
Year of introduction of the proposed change	2019
Department or School	School of Product Design

1. Purpose of the proposal

To simplify the regulations and make any 15-point course in mathematics available in Year 1 of all majors in the Bachelor of Product Design, the Conjoint Degree of Bachelor of Product Design and Commerce and the Conjoint Degree of Bachelor of Product Design and Science. There are no implications for the Graduate Attributes in this change, which simply widens the number of acceptable mathematics courses available to the students.

Justification

Students are required to take MATH101 as a minimum requirement in the above programmes but in some cases students will be eligible to take other, more comprehensive, courses such as EMTH118, EMTH119, EMTH171, MATH102, MATH103 or MATH120. Such courses are perfectly acceptable as alternatives to MATH101 and in the case of Applied Immersive Game Design, MATH120 is more relevant to their discipline.

2. Proposed new regulations

Change the Schedule to the Regulations for the Degree of Bachelor of Product Design under
2018 UC Calendar page 408 and 409

Schedule to the Regulations for the Degree of Bachelor of Product Design
For full course information, go to www.canterbury.ac.nz/courses

Industrial Product Design
Year 1

(1) ~~MATH 101 Introduction to Mathematics or EMTH 118 Engineering Mathematics 1A~~ 15 points of MATH or EMTH courses at 100-level

(2) PHYS 111 Introductory Physics for Physical Sciences and Engineering or PHYS 101 Engineering Physics A
(3) PROD110 Product Design Principles or ENGR101 Foundations of Engineering
(4) PROD 111 Materials Science for Design
(5) PROD 101 Product Design 1
(6) MGMT 100 Fundamentals of Management
(7) 15 points at 100-level or above from courses in the Engineering Intermediate Year or the Degrees of BE(Hons) or BSc, subject to approval by the College of Engineering Dean (Academic)

Applied Immersive Game Design
Year 1

(1) ~~MATH 101 Introduction to Mathematics or EMTH 118 Engineering Mathematics 1A~~15 points of MATH or EMTH courses at 100-level
(2) COSC 121 Introduction to Computer Programming
(3) COSC 122 Introduction to Computer Science
(4) PROD110 Product Design Principles or ENGR101 Foundations of Engineering
(5) PROD 101 Product Design 1
(6) PROD 121 The Game Development Process
(7) MGMT 100 Fundamentals of Management

Chemical, Natural and Healthcare Product Formulation
Year 1

(1) ~~MATH 101 Introduction to Mathematics or EMTH 118 Engineering Mathematics 1A~~15 points of MATH or EMTH courses at 100-level
(2) BIOL 111 Cellular Biology and Biochemistry
(3) CHEM 111 Chemical Principles and Processes
(4) PROD110 Product Design Principles or ENGR101 Foundations of Engineering
(5) PROD 101 Product Design 1
(6) MGMT 100 Fundamentals of Management
(7) 15 points at 100-level or above from courses in the Engineering Intermediate Year or the Degrees of BE(Hons) or BSc, subject to approval by the College of Engineering Dean (Academic)

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Bachelor of Product Design; the Conjoint Degree of Bachelor of Product Design and Commerce; the Conjoint Degree of Bachelor of Product Design and Science
Year of introduction of the proposed change	2019
Department or School	School of Product Design

1. Purpose of the proposal

To add PROD110 Product Design Principles as an alternative to ENGR101 Foundations of Engineering in Year 1 of all majors in the Bachelor of Product Design, the Conjoint Degree of Bachelor of Product Design and Commerce and the Conjoint Degree of Bachelor of Product Design and Science.

Justification

Relevance of course content and the ability for a student cohort to identify course materials to their qualification are critical factors in learning and retention. ENGR101 Foundations of Engineering provides such an experience for Engineering Intermediate students across nine engineering disciplines. Initial plans were for all BProdDesign students to take ENGR101, as it introduces a number of elements of value to design students. However, ENGR101 is now very large, with well over 1000 enrolled students in Semester 1 2018, and it necessarily focuses on engineering students (900), so does not provide a consistent context to learning for design students (140). The proposed addition of the new course PROD110 will allow us to provide course content and context that is far more focused on design students, while preserving ENGR101 as a route into the BProdDesign, BProdDesign/BCom, and BProdDesign/BSc degrees for Engineering Intermediate students who do not subsequently progress into the BE(Hons).

The addition of the new course as an option for Product Design students will not change the Graduate Profile nor affect how students are meeting the Graduate attributes.

2. Proposed new regulations

2018 UC Calendar page 409

Change the Schedule to the Regulations for the Degree of Bachelor of Product Design under **Industrial Product Design, Year 1** to replace "(3) ENGR101 Foundations of Engineering" with "(3) PROD110 Product Design Principles or ENGR101 Foundations of Engineering".

Applied Immersive Game Design, Year 1 to replace "(4) ENGR101 Foundations of Engineering" with "(4) PROD110

Product Design Principles or ENGR101 Foundations of Engineering".

Chemical, Natural and Healthcare Product Formulation, Year 1 to replace "(4) ENGR101 Foundations of Engineering" with "(4) PROD110 Product Design Principles or ENGR101 Foundations of Engineering".

(**Note:** the numbering of the course listings for ENGR101 in the Schedule differs between Industrial Product Design (3) and the other two majors (4).)

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Bachelor of Engineering with Honours; BE(Hons)
Year of introduction of the proposed change	2019
Department or School	School of Engineering

1. Purpose of the proposal

To clarify Section 9 (d) and (e) of the BE(Hons) regulations.

Justification

The current regulations are conflicting in how a student is awarded BE(Hons) 3rd Class or a Bachelor of Engineering (BE) degree. Section 6(a) states that students have 6 years to complete the requirements for the 3 professional years and work experience. Section 9(c) aligns with the requirements of 6(a) and outlines the requirements students need to complete to be eligible for 1st and 2nd Class Honours.

Section 9(d) conflicts with the time limitations criteria in Section 6(a) stating that students will be awarded 3rd Class Honours even if they complete all requirements. We would like to rectify this error and amend Section (d) and (e) of the regulations.

2. Proposed new regulations

Change the Regulations for the Bachelor of Engineering with Honours under
2018 UC Calendar page 371

Regulations for the Bachelor of Engineering with Honours

9. Honours, Distinction and Merit

(a) The BE(Hons) may be awarded with First, Second, or with Third Class Honours. Second Class Honours must be listed in Division I or Division II.

(b) Honours is awarded for academic achievement, measured by weighted GPA, 20% weighting on the Second Professional Examination and 80% on the Third Professional Examination, and completion of requirements within the time limitations of the BE(Hons). Only first attempts at a course, or its substitute, will be considered in the calculation.

(c) To be eligible for First or Second Class Honours a student must either:

i. if entering the programme at the First Professional Year, complete the three professional years in no more than four years of study, or
ii. if entering the programme at the Second Professional Year, complete the Second and Third Professional Years in no more than three years of study.
iii. a student who is approved into part-time study must complete the Second and Third Professional Year in no more than four years of study. Approval into part-time study must be obtained prior to entering the Second Professional Year.

(d) A student who has completed all academic and ~~non-academic~~work experience requirements ~~outside of~~within the time limitations of the BE(Hons) degree, and meets the GPA requirements, will be awarded the degree with Third Class Honours.

(e) A student who has completed all academic and work experience requirements within the time limitations of the BE(Hons) degree, but does not meet the GPA requirements for one of the classes of Honours, will be awarded a Bachelor of Engineering degree (BE).

(f~~e~~) In exceptional circumstances a student may be permitted by the College of Engineering Dean (Academic) to complete all the requirements, both academic and non-academic, of the award outside the time limitation. In such circumstances the student will be awarded a degree of Bachelor of Engineering (BE).

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Master of Engineering		
Year of introduction of the proposed change	2019		
Department or School	College of Engineering		
College	College of Engineering		
Contact person	Mark Davidson	**Phone number**	95879

1. Purpose of the proposal

To add 600 level Civil, Construction Management, Earthquake, Fire and Transportation Engineering courses to Schedule B of the Master of Engineering Schedule for the Civil Engineering endorsement.

Justification

Students completing an unendorsed Master of Civil Engineering must complete a programme of study that includes 120 points selected from courses listed under Civil Engineering in Schedule B of the Master of Engineering regulations.

2. Proposed new regulations

2018 UC Calendar page 388

Schedule B to the Regulations for the Degree of Master of Engineering (Endorsed)

Civil Engineering

(1) ENCI 601 Risk Management
(2) ENCI 609 River basin flood risk management
(3) ENCI 610 Infrastructure Systems – Criticality and Lifelines
(4) ENCI 621 Concrete Materials and Practice
(5) ENCI 629 Special Topic: Structural Bridge Engineering
(7) ENCI 634 Water Chemistry
(8) ENCI 637 Marine Pollution Modelling
(9) ENCI 638 Environmental Fluid Dynamics
(10) ENCI 639 Advanced Water Hammer Analysis and Design
(11) ENCI 641 Environmental Systems Engineering

(12) ENCI 675 Ground Improvement Techniques
(13) ENGR 683 Special Topic in Engineering
(14) ENCM 620 Construction Procurement and Contract Administration
(15) ENEQ 610 Engineering Seismology
(16) ENEQ 622 Non-Linear Structrual and Finite Element Analysis
(17) ENGR 621 Energy, Technology and Society
(18) ENTR 603 Advanced Pavement Design
(19) ENTR 604 Road Asset Management
(20) ENTR 617 Traffic Network Modelling and Optimization
(21) ENTR 619: Quantitative techniques for transport engineering and planning
(22) ENFE 601 Structural Fire Engineering
(23) ENFE 602 Fire Dynamics
(24) ENNR 423 Sustainable Energy Systems
(25) ENCI 429 Structural Systems
(26) ENGR403 Fire Engineering

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Master of Engineering Studies; MEngSt		
Year of introduction of the proposed change	2020		
Department or School	College of Engineering		
College	College of Engineering		
Contact person	Mark Davidson	**Phone number**	95879

1. Purpose of the proposal

To remove the following endorsements from the Master of Engineering Studies qualification from 2020.

Justification

These endorsements will become part of the new Master of Civil Engineering qualification.

2. Proposed new regulations

2018 UC Calendar page 396

5. Subjects
The degree may be awarded with an endorsement in the following subjects:
~~(a) Civil Engineering~~
~~(b) Construction Management~~
~~(c) Earthquake Engineering~~
(a~~d~~) Fire Engineering
(b~~e~~) Mechanical Engineering
~~(f) Renewable Energy~~
~~(g) Transportation Engineering~~

TEMPLATE 3 – REGULATION CHANGES

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Title of qualification	Postgraduate Certificate in Engineering; PGCertEng		
Year of introduction of the proposed change	2020		
Department or School	College of Engineering		
College	College of Engineering		
Contact person	Mark Davidson	**Phone number**	95879

1. Purpose of the proposal

To remove the following endorsements from the "Postgraduate Certificate in Engineering" qualification.

Justification

These endorsements will become part of the new Master of Civil Engineering (MCivilEng) and Postgraduate Certificate of Civil Engineering (PGCertCivilEng) qualification.

2. Proposed new regulations

2018 UC Calendar page 382

5. Subjects
The degree may be awarded with an endorsement in the following subjects:
~~(a) Civil Engineering~~
~~(b) Construction Management~~
~~(c) Earthquake Engineering~~
(a~~d~~) Fire Engineering
(b~~e~~) Mechanical Engineering
~~(f) Transportation Engineering~~

Memorandum

To:	Council
From:	Professor Ian Wright (Chair, Academic Board) Associate Professor Julie Mackay (Chair, Academic Board Review Working Group)
Date:	18th July 2018
Subject:	Review of Academic Board – Progress Report
Purpose:	For note

The attached paper records the ongoing work of the Academic Board Review Working Group chaired by Associate Professor Julie Mackay.

The paper summarizes: (1) the responses of various College committees, Academic Board, sub-committees of Academic Board (including the Research Committee, Library Committee), and SMT to the first set of proposals of the Academic Board Working Group, and discussions at the February 2018 meeting of Academic Board, and (2) proposes a series of options (including in some cases retaining the status quo) on key aspects of Academic Board structure and its working.

The paper has been sent back to Colleges, SMT, and Academic Board committees for review and comment during July / August, and will come back to Academic Board in September for further discussion. Dependent on the timing of College meetings, and range of agreement, or otherwise, the topic would be discussed further at either / both the August and September Academic Board meetings, with a final set of revised proposals from the Working Group for Academic Board structure and operation available for Council consideration in either October or November.

Action:

Council are invited to note both the progress of the Academic Board Review Working Group, and the emerging options developed thus far through the College and Academic Board sub-committee consultation process.

Professor Ian Wright
Deputy Vice-Chancellor | Tumu Tuarua

Memorandum

College of Education, Health and Human Development
Te Rāngai Ako me te Hauora

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Office: Dean's Office
Extension: 93419
Email: Julie.mackey@canterbury.ac.nz

To:	**Ki:**	Colleges, University Committees and UCSA
From:	**Nā:**	Associate Professor Julie Mackey, Dean of Education and Health Sciences, on behalf of the Academic Board Review Working Party
Date:	**Rā:**	26 June 2018
Subject:	**Kaupapa:**	Academic Board Review Working Party
Purpose:	**Aronga:**	To share the Working Party's response to feedback and inform further discussion

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A Draft Report from the Academic Board Working Party was discussed at the February Academic Board meeting and the documents were then shared with colleges, university committees and the UCSA for further discussion.

As a result of that consultation a wide range of submissions were received reflecting diverse views and perspectives on key aspects of the proposal. Submissions were formally received by the April Academic Board meeting. Since then the Working Party have given careful consideration to the points raised in the submissions as well as the best way to progress this matter in a collaborative and constructive manner.

Rather than re-drafting the proposal the Working Party has prepared a response document that incorporates suggested changes, provides further clarification or justification for recommended changes, and presents options for consideration. The intent is that this will focus the next phase of consultation on key aspects where consensus or decisions are required, and that these views will be discussed at the September Academic Board meeting.

The proposed timeline:

July-August	Colleges and committees review the response document.
September	Academic Board discussion and directions confirmed. Depending on outcomes, the Working Party prepare a revised set of regulations and standing orders to reflect changes agreed.
October	Academic Board endorse a revised set of regulations and standing orders.
November	Academic Board provide advice to Council on revised terms of reference and standing orders.

Further feedback and questions are welcomed by the Working Party and may be sent to Dr Andrew Bainbridge-Smith and Associate Professor Julie Mackey.

Attached:

	Page
• Academic Board Working Party Response and Discussion Points	1-8
• Appendix 1: Education Act 1989 (as amended)	9-11
• Appendix 2: Academic Board Review Summary of Feedback April 2018 This summary is a thematic analysis of the submissions received. Please note the table presents a summary of the key points and reference is made to the relevant page in the April Academic Board agenda for the full text of the submissions	12-17
• Appendix 3: Summary of attendance data 2014-2017	18

Academic Board Review

Response and Discussion Points

Prepared by the Working Party: Julie Mackey, Roger Nokes, Andrew Bainbridge-Smith, Sonia Mazey and Laura Robinson

26 June 2018

1. The role of Academic Board

The majority of submissions focused on the need to clarify the role and function of the board, noting that structure, size and composition should enable and support the function. The Working Party endorses that view and the following section re-iterates and expands the material presented in the original proposal in order to clarify understanding of the Academic Board's role and function.

The Academic Board exists due to the requirement under the Act that the Council establish such a body, and the duties and responsibilities of the Academic Board are linked to the responsibilities of the Council. The functions of the Academic Board are primarily to advise the University Council in decision making on academic matters and matters that may have academic impact, and to exercise powers delegated to it. The Education Act 1989 (section 182(2)) states:

"The council of an institution shall establish an academic board consisting of the institution's chief executive and members of the staff and students of the institution, to:

(a) advise the council on matters relating to courses of study or training, awards, and other academic matters; and

(b) exercise powers delegated to it by the council."

The Council has ultimate responsibility for all matters relating to the University, including all academic matters. The Council is required to seek advice from the Academic Board on academic matters and matters that may have academic impact (The Education Act 1989 section 182(4)) states:

"Without limiting the generality of subsection (1), the council of an institution shall not make any decision or statute in respect of any academic matter referred to in subsection (2) unless it has requested the advice of the academic board and considered any advice given by the academic board."

The Act also permits Council to delegate some of its powers and responsibilities to the Academic Board. The Council also delegates powers to the Vice-Chancellor who may in turn delegate some of these to the Academic Board.

(See Appendix 1 for Education Act 1989 – Sections 182, 193, 222.)

The Council, as the governing body of the university, maintains an overarching perspective of the institution and the Council's work, deliberations and decisions must ultimately serve the interests of the whole institution. If Academic Board is to provide sound advice to Council, then it is implicit that to fulfil its role the Board's work, deliberations and recommendations should also reflect pan-university considerations and strategic objectives.

2. Function: fulfilling the role

While the role of Academic Board is relatively clear, the challenge comes in understanding how this role translates into practice. Several submissions contributed insights into the collective understanding of the Board's function, scope and practices and these are summarised in this section.

2.1 Academic matters

At least two submissions requested a definition of academic matters. The Working Party understands this to mean that any decision that has academic ramifications or implications may be considered an academic matter.

2.2 Adopting a dynamic, proactive and strategic approach

Submissions were supportive of the view that Academic Board could, and should, play a more dynamic, proactive and strategic role within the university. Several submissions offered suggestions as to how this might be achieved, for example through setting an agenda for the year, identifying priorities, and tackling important issues. Submissions supported the view that Academic Board should not only respond to requests for advice on specific matters, but should also influence policy and direction and provide a forum to enable emergent ideas and innovation to 'bubble upwards' and to initiate discussion, debate and strategy.

2.3 Open debate

Submissions concurred that Academic Board provides an important forum for staff, students and management to engage in constructive dialogue and it should provide the arena for robust debate and opportunities to scrutinise, evaluate, critique, and endorse proposals, policies, strategies and other academic matters. Further, Academic Board should not shy away from contentious issues and diverse opinions; rather it should find ways to engage in healthy debate that respects diverse perspectives. However, the point was also made that the Board should aim, wherever possible, to gain some level of consensus on matters in order to provide Council with coherent and judicious advice to inform decision-making.

The Working Party endorses open debate and presentation of diverse views, noting that the Board also has a responsibility to consider issues and provide informed advice that will serve the interests of the whole institution.

2.4 The relationship between Academic Board and SMT

The Library submission provided an aspirational view of greater strategic collaboration between Council, SMT and Academic Board operating in a culture that values whakahoahoa (partnership), evident through listening and working together, and building trust for respectful genuine relationships to support more effective outcomes. Other submissions cautioned against amenability to managerial control and being driven by management imperatives. In practical terms, Academic Board needs to retain a level of independence from SMT if it is to provide advice to SMT as well as Council. At the same time, the point is well made that *where possible*

Academic Board and SMT should contribute to consensus building in advice and decisions to Council so as not to place Council in the role of arbiter.

The working group agrees that Academic Board needs to be able to offer a perspective that is independent from SMT, but independence does not necessarily mean a divergent or oppositional view to that provided by SMT.

2.5 Facilitate and support consultation

Academic Board has a role in representing and consulting with the wider academic community and therefore Academic Board's constituency and processes should facilitate a breadth of engagement within and beyond the Board. In order to fulfil its role, the Academic Board must earn and hold the trust of the wider academic community to engage transparently and openly in these processes. This should be a fundamental principle of the Board's operation irrespective of size, and this point is discussed further under Membership.

3. Board Chair

A key appointment is that of the Board Chair. In recent years at UC, the Vice-Chancellor has not acted as Board chair in order to enable their more active engagement with Board discussions; this model is common at other universities. The Working Party concluded that the Chair needed to have the following characteristics:

- be held in high regard by all groups within the University, including the Vice-Chancellor, for their integrity, experience and objectivity;
- be seen to ensure that the Board provides a voice that is independent of Senior Management;
- be knowledgeable about the core business of the institution;
- possess the leadership skills required to facilitate and lead Board business.

The Working Party considered that the above requirements could be satisfied through the Vice-Chancellor appointing a senior member of the professoriate, who is not a member of the Senior Management Team. Such an appointment would both reassure the academic community that the Board provides an independent voice when advising Council and have the confidence of the Senior Management Team.

Feedback on the draft proposal supported election of the Board Chair by members of the Board on the basis that this process endorsed the independence of Academic Board to provide advice to senior management. Guidelines should be developed to emphasize the Chair's responsibility to be independent, impartial and objective, to facilitate discussion and to retain the confidence of the Board, the Vice Chancellor and the Council.

Options:

1. The Vice-Chancellor or their delegate chair the meeting (status quo).
2. The Vice-Chancellor appoints a senior member of the professoriate (or an Emeritus/Emerita Professor), who is not a member of the Senior Management Team as Chair of the Board.
3. Academic Board elects a Chair from amongst its membership.

4. Attendance, delegates and quorum

Attendance at Board meetings is a vital factor in ensuring the effective working of the Board and in reassuring the Council that the Board's advice is robust and soundly based. In recommending a smaller Board membership, the Working Party expects that all members will have Academic Board meetings timetabled such that they do not have clashes with other core duties such as teaching. Wherever possible attendance at Board meetings should be a priority.

4.1 Quorum

One submission questioned the relatively high quorum in the proposal (67% of members), and expressed concern that this might result in inquorate meetings with the Board being unable to conduct its business. The Working Party maintains a view that the quorum should be achievable through the following measures: an expectation that members prioritise attendance; greater ability to avoid timetable clashes for a smaller group of members; and the following recommendation to allow members to nominate an alternate. The current quorum of 30 members is approximately 25% of eligible attendees, a figure that the Working Party considers to be an unacceptably low proportion of the membership. Two options are proposed for further consideration:

Options

1. The quorum shall be 75% of members assuming an alternate policy is adopted (on the revised membership list this would be 41 members).

2. The quorum shall be 67% of the members assuming an alternate policy is adopted (on the revised membership list this would be 37 members)

4.2 Alternates

Feedback supported the right of members to be able to send an alternate in circumstances when they were unable to attend. Alternates are most effective when they are well-informed about Academic Board business and attend the Board more than once. Hence, unique named alternates seem to be a good compromise that will help ensure high attendance and provide strong continuity.

Options:

1. All members may nominate one named alternate who may attend Academic Board in their place.
2. No alternates are allowed.
3. Ex officio members may nominate anyone to attend meetings in their place, while elected members may seek approval from their Dean to send a delegate (status quo).

5. Committees

The Working Party initially proposed a reduction in the number of committees without providing detail about their role, membership or terms of reference; understandably this proposal attracted considerable feedback during the consultation process. In light of feedback received and the need for the committee structure to support the Board's work, it is now proposed that all existing committees are retained and that one of the first activities of the Academic Board post this review, should be to determine the most appropriate committee structure (status quo or otherwise) to best support the Board's work.

Standing committees play an important role in carrying out the business of the Academic Board. Clear and trusted delegation to standing committees is critical to the Board shifting its focus from transactional to more strategic and influential matters. The Working Party also notes that, rather than reducing the number of standing committees, there is merit in a committee structure that provides more opportunities for non-board members to participate in university level work on committees with focused remits. Board committees provide additional opportunities for people to contribute to academic processes at pan-university level, and provide a wider range of channels and structured forums for input to Academic Board discussion and debate.

6. Representation

The feedback about membership focused on matters of representation, which fundamentally relies on the ability of the wider university staff to trust the Board members and the Board processes.

The feedback about membership highlighted two different, underlying models of representation with regard to the role and purpose of Academic Board. According to the first model, the purpose of the Board is to represent directly the multiple, diverse interests, disciplines and organisational units within the University in Academic Board discussions. The corollary of this model of representation is a very large Academic Board membership. The alternative view, based on a model of indirect representation, promotes the responsibility of Academic Board members to represent a broad range of interests and groups within the University, and to leverage opportunities for consultation and engagement through their participation in committees, departments/schools and colleges. In this latter interpretation, Board members shoulder responsibility for actively engaging with and consulting beyond their own immediate circle of engagement, so that they are able to represent and to promote a more holistic view of the University in Academic Board discussions. The proposed membership reflects this understanding of the responsibility of board members to fulfil a broad remit of consultation, engagement and representation. This model of indirect representation informs the proposed membership of Academic Board.

7. Membership

The Working Party considered that a smaller membership was able to effectively and efficiently fulfil the role and functions of the board, especially if the reduction in membership was accompanied by operational changes such as those outlined in the section “Pragmatics: recommendations for Board operations”. These suggestions include the early discussion of strategic matters and proposals, engagement with standing committees, referral of matters to colleges for input and discussion, and transparent processes to enable diverse perspectives and contributions, then the size of the membership is not the fundamental issue. (Some submissions supported or were agnostic regarding reduction in size.)

Some submissions noted concern that membership was skewed towards more senior academics. The Working Party uphold the view that the Academic Board is the forum where experienced, senior academics should accept leadership responsibility and that there are many opportunities for new and emerging academics to gain experience and make contributions through department and College level committees. Further, if the current number of Academic Board standing committees are maintained and/or increased (as outlined in the section on

Committees) then this provides other opportunities for individuals to serve on pan-university committees as well as further channels for indirect input to Academic Board.

However, there is no stipulation that elected members from Colleges must be from senior ranks and therefore Colleges may choose to elect members from any level best suited to the role.

The Working Party has also put forward a revised membership list for discussion. In summary this:

- Includes the University Librarian.
- Removes the suggested two members elected from the professoriate at large.
- Adds one Pasifika academic staff member.
- Increases the number of elected academic members from each College from three to four.
- Adds an additional elected position from each College tagged for a staff member at Lecturer or Senior Lecturer level. (Taking the total elected from each College to five.)

Feedback was also received on the following matters:

7.1 Secretary to Board

The Working Party agrees the secretary should not be a member or have speaking/voting rights.

7.2 Council members

The Working Party agrees that Council members (other than the Vice Chancellor, the elected academic member, and the UCSA Vice President, all of whom are Board members ex-officio) would not be members and would not be able to attend meetings of the Board.

7.3 Heads of Departments/Schools

There was mixed feedback in relation to HOS/HOD ex officio positions. Arts, Business and AVCA favoured retaining these ex officio positions, COEHHD stated no objection to removing ex officio HOS roles, and other submissions either did not comment directly on these roles or were ambivalent. The main reasons offered for retaining these roles were that Academic Board provides a forum for Heads to interact, and that Heads provide a conduit for information flow to and from departments/schools. While positive justification in nature, these needs could be fulfilled through other mechanisms and communications strategies and were not necessarily a function of Academic Board.

The Working Party considers that reducing ex officio positions (including HOS/HODs) provides opportunity for colleges to influence representation and enhance the depth of knowledge, range of perspectives, and other factors they deemed priorities. These priorities were not necessarily related to schools and departments.

7.4 Student representation

The proposal suggested four student representatives (two fewer than the current board). The UCSA is in favour of downsizing overall and supports this number. A slight change has been suggested in the revised membership whereby the four student members include the Vice President as well as the President, one student nominated by the UCSA and one student representing Māori students selected by Te Akatoki.

7.5 Observer roles

There were mixed views on the inclusion of Observer roles and the Working Party puts forward three options for discussion.

Options:

1. There are groups or individuals with permanent attendance (but not speaking or voting rights) approved at the discretion of the Chair of the Board. (Status quo)
2. There are groups or individuals with permanent attendance (but not speaking or voting rights) approved by the Board.
3. Non-Board members will be invited to attend and speak to specific agenda items at the discretion of the Chair. While this option must also be included in #1 and #2 above, the implication of this particular option is that there shall not be a standing invitation to or permanent attendance of non-Board members.

8. Pragmatics: recommendations for Board operations

A number of constructive, practical suggestions were made about how the Board might improve its effectiveness and processes. Irrespective of any other changes, the Working Party recommends that these suggestions are considered and where appropriate, trialled:

- Prioritise agenda management to promote discussion and interaction on substantive matters rather than focus on transactional business.
- Establish clear expectations and processes to ensure early-stage discussion of new strategies and proposals. (Illustrative examples offered included: the lack of discussion and direction setting when 180 pt masters degrees were first introduced some years ago; the value of the recent, introductory presentation on the proposed Bachelor of Applied Research; the value of recent discussions on Library expenditure on electronic resources; and the need for robust discussion about the university's position on conjoint degrees and micro-credentials).
- Couple early discussion of academic matters with effective delegation of activities such as reviews, proposals and programme changes to relevant committees (while retaining the right to bring items forward for discussion if necessary).
- More frequent use of ad hoc working groups to address particular issues and opportunities, and to formulate recommendations or frameworks for debate by the Board. There would be an expectation that Board members serve on these working parties from time to time.
- Trial different seating arrangements to facilitate debate and interaction rather than formal presenter style.
- The Board explore other mechanisms and fora (possibly twice a year) to discuss key ideas or strategies and specific topics of importance.
- Dedicate time at the end of each academic year and/or the beginning of each year to identify priorities and plan for the coming year

Revised Membership (26/6/18)

Membership		Number	SMT	Ex officio	Elected staff	Students
(i)	the Vice-Chancellor	1	1			
(ii)	the chair	0				
(iii)	the academic staff member on Council	1		1		
(iv)	the student member representative on Council	1				1
(v)	the Deputy Vice-Chancellor	1	1			
(vi)	the Assistant Vice-Chancellor (Māori)	1	1			
(vii)	the Assistant Vice-Chancellor (Academic)	1	1			
(viii)	the College Pro-Vice-Chancellors	5	5			
(ix)	the Deans	7		7		
(x)	the Academic Registrar	1		1		
(xi)	the University Librarian	1		1		
~~———~~	~~two full professors elected by the Professoriate at large~~					
(xii)	one full professor from each of the Colleges elected by the academic staff in their College	5			5	
(xiii)	the Professor of Māori Research	1		1		
(xiv)	one Pasifika academic staff member	1			1	
(xv)	four academic staff members from each of the Colleges elected by academic staff in their college	20			20	
(xvi)	one academic staff member at L or SL from each of the Colleges elected by academic staff in their College	5			5	
(xvii)	Vice President UCSA	1				1
(xviii)	one student representative nominated by the UCSA	1				1
(xix)	a student representing Māori students selected by Te Akatoki	1				1
	Proposed membership numbers	**55**	**9**	**11**	**31**	**4**
	Proposed membership percentages		16%	20%	56%	7%
	Current membership numbers	**106**	**10**	**51**	**37**	**8**
	Current membership percentages		9%	48%	35%	8%

Appendix 1 Education Act 1989 (as amended)

182 Determination of policy

(1) In determining the policy of an institution with respect to any matter relating to the institution, the council of the institution shall consult with any board, committee, or other body established within the institution that has responsibility for giving advice in relation to, or for giving effect to, the policy of the institution with respect to that matter.

(2) The council of an institution shall establish an academic board consisting of the institution's chief executive, and members of the staff and students of the institution, to—

(a) advise the council on matters relating to courses of study or training, awards, and other academic matters; and

(b) exercise powers delegated to it by the council.

(3) The academic board shall be deemed for the purposes of section 222 to be a committee appointed by the council under section 193(2)(i).

(4) Without limiting the generality of subsection (1), the council of an institution shall not make any decision or statute in respect of any academic matter referred to in subsection (2) unless it has requested the advice of the academic board and considered any advice given by the academic board.

(5) Without derogating from the duties of the council of an institution under subsections (1) and (4), a decision or statute made by the council is not invalid merely because of a failure of the council to comply with either of those subsections.

193 Powers of councils

(1) The council of an institution has all powers reasonably necessary to enable it to perform its functions efficiently and effectively.

(2) Except where they are exercised by delegation under this Act, the following powers of an institution shall be exercised only by the institution's council:

(a) to provide courses of study or training, admit students (including provisionally and *ad eundem statum*) and grant awards:

(b) to grant fellowships, scholarships, bursaries, or prizes:

(c) to authorise the making of grants or loans out of the money of the institution to the chief executive, to members of the staff or students of the institution, or to any association of staff or students, on such terms and conditions as the council thinks fit and guarantee loans made by other persons to the chief executive or members of the staff of the institution for housing purposes:

(d) to accept gifts, devises, and bequests made to the institution, whether on trust or otherwise:

(e) to agree to the disestablishment of the institution and its incorporation in another institution of the same class or a different class (for example, the council of a polytechnic may agree to the disestablishment of the polytechnic and its incorporation in a university):

(ea) to agree to the incorporation in the institution of another institution or other institutions, whether of the same class as itself or a different class from itself (for example, the council of a university may agree to the incorporation of a polytechnic in the university):

(f) to arrange for the manufacture of, and distribute (whether by way of sale or otherwise), any article or thing bearing a mark, symbol or writing that is associated with the institution:

(g) to arrange for the provision of (whether by sale or otherwise) goods and services to staff or students of the institution or other persons using, or otherwise attending at, facilities of the institution:

(h) to prescribe fees payable by students of the institution or any of them:

(i) to establish boards or other bodies within the institution to give advice to the council:

(j) to do anything incidental to the exercise of any of the preceding powers.

(3) The council of an institution has power to appoint committees consisting of such persons, whether or not members of the council, as the council determines to exercise such powers as are delegated to them under section 222 and such powers as are conferred on them by statutes made by the council, and to alter, discharge, and reconstitute committees so appointed.

222 Delegation by council

(1) The council of an institution may, from time to time, either generally or particularly, by writing signed by at least 2 members of the council, delegate to the chief executive of the institution or to a committee appointed under section 193(3) any of its functions or powers under this Act (except the power to appoint a chief executive) or any other Act.

(2) Where the council has, pursuant to subsection (1), delegated any functions or powers to the chief executive or a committee, the chief executive or committee may, with the prior approval in writing of the council, by writing signed by the chief executive or by at least 2 of the members of the committee, as the case may be, delegate such of those functions or powers as the council approves to a member of the staff of the institution.

(3) Subject to any general or special directions given or conditions imposed by the council, the person to whom any functions or powers are delegated under this section may perform those functions or exercise those powers in the same manner and with the same effect as if they had been conferred on that person directly by this Act and not by delegation.

(4) The power of the council to delegate under this section—

(a) is subject to any prohibitions, restrictions, or conditions contained in any other Act in relation to the delegation of the council's functions or powers; but

(b) does not limit any power of delegation conferred on the council by any other Act.

(5) A person purporting to act pursuant to a delegation under this section shall, in the absence of proof to the contrary, be presumed to be acting in accordance with the terms of the delegation.

(6) A delegation under subsection (1) to the chief executive shall,—

(a) subject to paragraph (b), if the chief executive to whom it was made ceases to hold office, continue to have effect as if made to the chief executive for the time being; and

(b) if there is no chief executive for the time being, or if the chief executive is absent from duty, continue to have effect as if made to the person for the time being acting in place of the chief executive.

(7) A delegation under subsection (1) to a committee shall be deemed to be a delegation to the persons from time to time constituting the committee.

(8) A delegation under this section to a member of the staff may be made to a specified person or to persons of a specified class, or to the holder or holders for the time being of a specified office or specified class of offices.

(9) A delegation under this section does not affect or prevent the performance of any function or the exercise of any power by the council or affect the responsibility of the council for the actions of any person acting under the delegation.

(10) A delegation under this section is revocable at will—

(a) in the case of a delegation under subsection (1), in writing signed by at least 2 members of the council; or

(b) in the case of a delegation under subsection (2), in writing signed by the chief executive or by at least 2 of the members of the committee, as the case requires,—

and until it is revoked continues in force according to its tenor.

(11) This section applies to the academic board of an institution (established under section 182(2)) as if—

(a) it is a committee of the institution's council; and

(b) all its powers are powers of the council, conferred on the committee by the council by delegation.

Appendix 2: Academic Board Review Summary of Feedback April 2018

The following is a brief overview of the submissions received and it is designed to be more of an 'index' to be read in conjunction with the full submissions. Page numbers refer to the April Academic Board papers (v2), UCSA paper provided separately.

By Theme

From	Key points	Theme
Law	Oppose removal of right to send a delegate (p. 144)	Alternates
Business	Alternates should be allowed. (p. 146)	Alternates
COEHHD	Proxies should be retained – compromise to use named alternates. (p. 147)	Alternates
EDSL	Nominated proxies should be allowed. (p.149)	Alternates
SHSS	Supports delegates when members cannot attend	Alternates
Arts	Chair needs to be knowledgeable about core business of institution; and someone who can enable AB to be more proactive. Should be elected from the Board by the Board members. (p. 140)	Chair
Law	Query the proposed process for appointment of the Chair by VC; other positions including Deputy Chair to be elected. (p. 145)	Chair
COEHHD	Chair should be appointed by decision of AB – underlines AB independence. (p. 147)	Chair
EDSL	Chair drawn from nomination from academic staff, nominees ratified by VC, and then elected from ratified nominees. Should not be appointed by VC. (p. 149)	Chair
Science	The Chair of AB should be appointed by its membership. Guidelines should be developed to emphasize the Chair's duties to be independent, impartial and objective, to facilitate discussion and to retain the confidence of the Board as a whole, the VC and the Council (p. 153)	Chair
VC/SMT	Delegation of authority from Council to AB, and creation of standing committees, should reflect the agreed role of AB. Not assume status quo in relation to existing committees but consider in relation to where primary information flow sits (AB, SMT, other) (p. 127)	Committees
AVCA (LTC and AAC)	LTC could act as an active working group of AB to support strategy. AAC currently discusses and AB ratifies; value in early warning and discussion at AB first. Committees could signal work plans to AB. (p.129)	Committees
AVCA (LTC and AAC)	Request for more clarification on committees; AAC felt its role was clear and that discussion of policy and regs, as well as new programmes was appropriate. Retain Postgraduate Committee.	Committees
Library Cttee	Retain Library Committee as a stand-alone sub-committee of AB. Request more detail about committee proposals. (p. 131)	Committees

Library	AB Sub committees play important role; structured to meet AB and university community needs; support Library Committee submission, and PG Committee – retain both (p. 134)	Committees
Scholarships Advisory Cttee	Call for broader consultation; more details needed re proposed committees and especially renamed Academic Programmes Committee (AAC) and the proposed Scholarships Committee (p. 137)	Committees
Research Cttee	Note absence of ToR of proposed committees; retain Postgraduate committee. (p. 139)	Committees
Arts	Did not see need for permanent Executive Committee. Endorsed Library Committee submission. Question re change of name Academic Programmes vs AAC. (p. 142)	Committees
Law	Proposal lacking in clarification re AAC/Academic Programmes Committee; questions split of Postgraduate Committee functions; questions Library and Resources Committee; Executive Committee would need clear remit and powers – only execute powers exceptionallly. (p. 144-145)	Committees
Business	Lack of detail re committees. (p. 146)	Committees
EDSL	Retain dedicated Library Committee (p. 149)	Committees
Science	Post review AB should determine its committees. (Science notes trepidations about disestablishing Postgraduate Cttee). (p. 154).	Committees
UCSA	Retain Postgraduate committee, Library committee, and no change to AAC. Students are well represented on these committees. Would like further details about proposed changes. Supports feedback from UCSA PG rep.	Committees
PG UCSA rep	Retain PG committee	Committees
SHSS	Justification required for change to committees plus ToR	Committees
Science	Would value examples of deficiency. (p. 152)	Data
Science	Breakdown of attendance by groups/cohorts over 2016-17; reasons for non attendance by group/cohort	Data
VC/SMT	Welcomes clarification of role of AB. Make connections between recommended changes and role of AB. The size, membership and operations of AB should reflect its role and be a prime focus for the review. Support more strategic and dynamic role. Advice and input to SMT; where possible contribute to consensus building in decisions so Council not in position of arbiter. (p. 127)	Function/role
AVCA (LTC and AAC)	The Board should develop strategy, not just approve matters. Composition less important than robust debate and better decision making. (P. 129)	Function/role
AVCA (LTC and AAC)	Role – general support for AB being more discussion focussed with opportunity to present emergent ideas (p. 129)	Function/role

L**ibrary**	Endorse vision for more strategic and dynamic role; support expectation to work constructively. Greater strategic collaboration between Council, SMT and AB in a culture that values whakahoahoa (partnership); listening, working collaboratively on important issues, building trust for respectful genuine relationships will lead to more effective outcomes. Move focus rather than reduce size. Role in gaining buy in for change through consultation with academic community. (p. 133)	Function/role
Arts	Need for AB to be more proactive; clear definition of "academic matters"; set agenda for year; set priorities; tackle important issues; allow ideas and innovation to 'bubble upwards'; AB to be proactive about identifying and tackling important issues relating to teaching and research. (p. 140) AB needs to be functionally independent of SMT and Council, and to provide advice and feedback to both; greater clarity of role between SMT and AB (p. 141).	Function/role
Law	Language used in review implies amenability to managerial control; function in relation to SMT and ability to provide independent advice. (p. 144)	Function/role
Business	Better management of meetings and agendas could overcome the issues associated with a larger board (p. 146)	Function/role
Business	Strong AB required to scrutinise, evaluate, critique and endorse proposals from SMT and Council. (p. 146)	Function/role
COEHHD	AB should be able to act with independence and rigour, without being driven solely by the imperatives of management. More proactive approach; initiating and considering matters at early stage. (p. 147)	Function/role
Engineering	Desirable to have AB more engaged and effective in influencing the direction of university. *See detailed points about business of board* – AB should be chaired in such a way to give opportunity to voice opinions and discuss academic matters; issues to be substantive with reviews, proposals and programme changes delegated and reported, bought forward for discussion where necessary. (p. 150)	Function/role
Science	AB does not always operate as a forum for academic discussion and advice. Agendas have changed over time; items often appear in 'final form' too late for authentic discussion and feedback. (p. 152)	Function/role
Science	The function of AB should be the overriding principle that determines its membership and the nature and structure of committees. For substantive issues, ad hoc working groups of AB members should be regularly used to produce recommendations or frameworks for debate by board. Elected members of AB should be required, from time to time, to contribute to the activities of working groups. (p. 153)	Function/role
Science	AB should discuss what constitutes an academic matter and is therefore eligible for discussion at board.	Function/role

VC/SMT	Those with control of resources and responsibility for decisions must be party to decisions (via delegated authority from Council) therefore VC, DVC, AVCA, AVCM, and PVCs are the executive and academic leaders – should be members of AB. Others should be observer members, with attendance and speaking rights. (p. 128)	Membership
AVCA (LTC and AAC)	HOS – AB only place they got together and removing membership would impact on peer supported decision making. Librarian and Director of Learning Resources should be members. (p. 129)	Membership
Library Cttee	Retain Librarian as member of AB (p. 131)	Membership
Library	Question whether reduction in size will achieve goals. Support more junior faculty members (as members or proxies); retain Librarian (p. 133)	Membership
PG Cttee	Retain the PG Committee as a committee of AB (p. 135)	Membership
Research Cttee	Librarian should be member of AB. (p. 139)	Membership
Arts	Attendance – reducing number may not resolve low attendance. Other reasons for low attendance. Membership top heavy (28 roles for SMT, Deans, Professoriate and 18 others). Proposal not representative of University as a whole – may cause further disengagement. (p. 141). Too many professors. Innovation, creativity, willingness to try new things may characterise lower ranks/younger staff. Concern about allowing Council members to attend (and clarity needed re speaking rights etc). HOS/HODs (seen as conduits to department staff), Librarian and Director of Learning Resources should be retained. (p. 142)	Membership
Law	Membership skewed in favour of management and senior academics; junior staff not represented; student representation reduced. Numbers of academics too low reducing representation; retain breadth of expertise and vision (p. 143)	Membership
Law	Provision for all Council members to attend meetings in breach of Education Act. (p. 144)	Membership
Law	Question that Secretary to Board is a member; conflict of interest; should not have speaking or voting rights. (p. 145)	Membership
Law	Query why Pasifika representation missing (removed). (p. 145)	Membership
Business	Reduction in proportion of ex officio members seen as positive. (p. 146)	Membership
Business	HOD/HOS membership seen as retrograde step by some and may hinder communications between departments and AB. (p. 146)	Membership

COEHHD	Broad agreement that AB size could be reduced but need to retain representation; concern at omission of Pasifika representation; support for Librarian as member; no objection to removal if HOS as ex officio members; recognise that proposed membership improved proportion of elected to ex officio members. (p. 147)	Membership
EDSL*	Agree size is unwieldy. Critical role in university; should be as representative as possible of the UC academic community. Concern over loss of junior academic voice. Lack of diversity and student voice questioned. Retain Librarian. (p.148-149)	Membership
Engineering	Some (not all) members supportive of reduction in size. Overall unconvinced that smaller board would necessarily achieve its intended purpose improved function. Size secondary consideration. (p. 150).	Membership
Science	Guidelines should be developed to specify the obligations of Board members (such as PVCs, Deans, HOD/S and student representatives) who are (at least in part) formal representatives of other bodies of the university to convey the views and decisions of those other bodies. (p. 153). Not all members or people in attendance at AB should necessarily have voting rights on all issues. (p. 154)	Membership
SHSS**	Concern at proportion of SMT on AB; questions more junior academics; support Librarian as member; supports greater student representation;	Membership
UCSA	In favour of downsizing and the 4 proposed student places. Functionality compromised by large numbers of members. Requires representation from international, library, young academics and e-learning. Concern at number of managerial representatives at expense of other voices.	Membership
Law	View that any additional open forums unworkable. (p. 144)	Other
Library	Support idea of open fora prior to AB meetings but urge to consider whether this is only for academic staff or more open.	Other
SHSS	Questions feasibility of suggested quorum. Current quorum 30 members from 123 (24%); suggested quorum approximately 67% of members.	Quorum
Law	Clarification re 'conflict of interest'. (p. 145)	Regulations
Law	Why Regulations proposed rather than Terms of Reference? (p. 145)	Regulations
VC/SMT	Individual members should be present to contribute advice and make decisions in best interests of the whole university not separate units the might represent. (p. 128)	Representation
Arts	AB needs to remain a pan-university, representational body. Size of AB is secondary to its composition, which should be understood in light of only remaining pan-university committee. Comments re meeting of professoriate, and HOS/HOD meetings, might obviate need for such a large board. (p. 141)	Representation

EDSL	Election processes to be reviewed if HOS not members; potential for all elected staff to come from one department; view that this should be debated within Colleges as to how appointment to AB managed. (p. 149)	Representation
Science	Not intrinsically opposed to reduction in size but function should determine changes in size and composition (p. 152). Formal election of academic members who are appropriate and adequately representative of other bodies is critical. Function should determine membership; a wider and more diverse representation than is currently proposed in draft. (p. 154)	Representation

Appendix 3: Academic Board Attendance Statistics

Ix	Position	% Attendance			
		2014	2016	2017	Average
1	VC	90	90	70	83
2	DVC/DVCR	90	60	40	63
3	AVCA/DVCA	50	80	80	70
4	AVCM	60	50	20	43
5	PVC (5)	54	52	62	56
6	DIR LR	-	60	20	40
7	Deans (7)	64	90	75	76
8	Associate Dean (~9)	25	17	25	22
9	HOD/S (~40)	45	40	34	40
10	Professor Māori	-	50	10	30
11	Librarian	52	90	90	74
12	Academic Registrar	100	100	90	97
13	UCSA President	50	50	60	53
14	Committee Chairs not otherwise a member (1)	80	100	60	80
15	Council Member (Elected Academic)	-	50	60	55
16	Elected Members (~45)	42	43	42	42
17	UCSA VP	60	60	80	67

Notes

1. The data has some inherit error which relates to the mechanism by which attendances are kept and the role an individual might hold. Members also change within a year.
2. The attendance record keeping mechanism changed in 2016.
3. Some missing figures from 2014 is suggestive that the value is low.
4. Shifting attendance of the DVC/AVCA role related to the change of person in the role (resignations) and which of the two chaired the AB.
5. AB meetings moved from Wednesdays to Fridays in 2017. This change seems to have materially impacted the Deans only. As that change occurred after teaching had been scheduled it is unclear if that was a transitory issue only.