

COUNCIL

Te Kaunihera o Te Whare Wānanga o Waitaha

EMBARGOED UNTIL 4pm WEDNESDAY 31 JULY 2019

Agenda

Date **Wednesday 31 July 2019**
Time 4.00pm
Venue Council Chamber, Matariki

Refer to
Page No.

1. APOLOGIES: Ms Catherine Drayton
2. CONFLICTS OF INTEREST
Every Member has an obligation to declare any material interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately
3. MINUTES (26 June 2019) 1-5
4. MATTERS ARISING

PART ONE: REPORTS
5. FROM THE CHANCELLOR 7
 - 5.1 Chancellor's Meetings 9
 - 5.2 2019 Council Work Plan
 - 5.3 Council Election Results 11-12
 - 5.4 Degrees Conferred in Absentia
6. FROM THE VICE-CHANCELLOR 13
 - 6.1 Monthly Report 15-32
7. FROM THE FINANCE, PLANNING AND RESOURCES COMMITTEE 33
 - 7.1 Monthly Financial Report to 30 June 2019 35-77
 - 7.2 Mickle Fund Update 79-81
 - 7.3 UCTF Quarterly Report 83-96
8. ACADEMIC BOARD 97-158

9. PUBLIC EXCLUDED MEETING

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

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.	Minutes of the meeting held on 26 June 2019 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5.	Matters arising from those minutes		
6. 6.1	From the Chancellor Research Medal 2019	To protect the privacy of natural persons.	7(a)
7.	From the Vice-Chancellor	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8. 8.1	From the Finance, Planning and Resources Committee UC Futures - UC Futures Summary -GOG papers	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	Social Responsibility and Research Funding	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.3	Domestic Fees	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	Banking Relationships and Treasury Management Framework	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	Student First Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6	Movements in Year End Forecast to May 2019	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

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

10. REPORT FROM THE PUBLIC EXCLUDED SESSION

11. GENERAL BUSINESS

12. NEXT MEETING –Wednesday 28 August 2019

COUNCIL

Minutes

Date	Wednesday 26 June 2019
Time	4.15 pm
Venue	Council Chamber, Level 6 Matariki
Present	Ms Sue McCormack (Chancellor), Mr Steve Wakefield, (Pro-Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Mr Shayne Te Aika, Mr Sam Brosnahan, Ms Keiran Horne, Professor Roger Nokes, Mr Malcolm Peterson Scott, Dr John Wood.
Apologies	Ms Catherine Drayton, Mr Warren Poh
In Attendance	Mr Bruce White, Acting Registrar Professor Ian Wright, Deputy Vice-Chancellor Professor Catherine Moran, AVC (Academic) Ms Alex Hanlon, Executive Director, Learning Resources Ms Robyn Nuthall, UC Futures Director Ms Yvette Bensemman, Acting University Council Co-ordinator
CONFLICTS OF INTEREST	There were no conflicts advised.
MINUTES	The minutes of the meeting held on 29 May 2019 were approved and signed as a correct record, subject to a minor amendment.
MATTERS ARISING	Following a query from Council, Ms Alex Hanlon confirmed that a peer review of the West Building lifts had been undertaken by an independent company and that a report would be presented in due course.
FROM THE CHANCELLOR	<p>Chancellor's Meetings The schedule of meetings was noted for information.</p> <p>Moved <i>That: Council note the report of the Chancellor's meetings.</i></p> <p style="text-align: right;">Carried</p> <p>Council Work Plan 2019 An updated copy of the Work Plan was tabled and the changes since the last meeting were noted, with Mr White observing that some items had been deferred until later in the year. Council was reminded of the upcoming Strategy Day on 27 July.</p>

Moved

That: Council note the Council work plan.

Carried

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.

Moved

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

Carried

FROM THE VICE- CHANCELLOR

Monthly Report

Professor Cheryl de la Rey presented her report noting:

- The Wellbeing Budget had been delivered at the end of May. A 1.8% increase in SAC funding for 2020 was good news, but didn't constitute an increase in real terms.
- The timing of the inaugural University of Canterbury Child Well-Being event which was held the same week the Budget was delivered, was fortuitous. The presence of Professor Gail Gillon on the Prime Minister's reference group for the Child Well-Being strategy reinforced the relevance of UC's research and its ability to make an impact internationally in this area.
- The UC Business School achieved the EFMD EQUIS accreditation on 12 June, joining the top 1% of business schools globally and completing the Triple Crown of international accreditation.
- The VC travelled to Suva with Professor Steven Ratuva and Dr Ian MacDonald to develop strategic partnerships for UC in the Pacific region. A number of research opportunities, particularly in the area of climate change, that would not usually be open to UC were expected to eventuate from these partnerships.
- The collaboration between UC, Ara and secondary schools that was demonstrated during the Japanese Language teaching event held at UC and modelled the kind of co-operation that UC should be establishing with secondary schools and other tertiary institutions in the region.
- Several UC alumni were recognised in the Queen's Birthday Honours List on 3 June.
- UC would work closely with the UC Rugby Club, which was independent but affiliated to the USCA, as they worked to develop a foundation with a long term goal of supporting scholarships to UC for players.
- The VC attended the ground breaking ceremony for the Ilam Fire Station, which signalled a new era in the relationship between UC and Fire and Emergency services.
- The VC met with Minister Hipkins, who attended the opening of the Rehua building and who expressed an interest in attending the opening of Haere-Roa in August.

In discussion it was noted that:

- The VC had initiated a number of discussions with secondary school principals in the Canterbury region, and that she intended to extend this to lower-decile schools after the conclusion of the July holidays.
- The new Sports and Recreation Centre was in the early stages of design and implementation and a Business Case with full design could be expected in late 2019 or early 2020.
- Information on the qualification upgrade of UC's Radiation Officer would be provided to the next Audit and Risk Committee meeting.

Moved

That: 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 first part of his report noted:

Well-Being Strategy

This focused on how academic processes impacted student well-being, with an emphasis on the examination period and the timing and quantity of assessments. The Academic Board was invited to reflect on possible positive changes that could be made and the impacts that these might have.

Children's University

Amy Underdown presented a report on her progress with the Children's University project, which involved a collaboration between UC, Lincoln University and Ngāi Tūāhiriri. This project targeted 7 – 14 year olds from lower decile schools and was designed to provide, among other things, a familiarity with and predilection for higher education. This project was currently in a pilot phase in Canterbury, with 7 schools in Selwyn and East Christchurch involved. There was an opportunity to increase the participation of UC students through volunteering and via the Co-Curricular Record accredited activities.

Student First Programme

A presentation was given on a new online tool for the creation of new courses. This would allow staff to spend less time on administration and to assist with version control.

In discussion it was noted that academics had been engaging with the Well-Being Strategy, and that this covered both staff and students.

Council queried what impact the new Master of Design offered by Auckland University of Technology might have on the Master of Product Design. Professor Moran noted that the UC programme was distinctive in that Product Design was offered from undergraduate through to PhD level, and that in her opinion this offered a significant advantage in terms of credibility and relative flexibility.

The second part of the report from Professor Wright concerned the three motions that were put forward to Council from the Academic Board. In

discussion Council queried the changes being made to the Bridging Programme. It was noted that this programme had three intakes per year, and that enrolment numbers were steady. It was observed that “Transitions” was a term that had positive connotations, and indicated the shift in focus to ensuring that students would transition to university study successfully. There was an interest in increasing participation of Māori and Pasifika students in the programme.

Moved

That:

- i) *Council note the report from the Academic Board, and;*
- ii) *Approve the following curricula developments and forward the proposals to CUAP for their approval:*
 - a) *Amend the Admission Regulations for the Certificate in University Preparation and change the name of the subject from Bridging (BRDG) to Transitions (TRNS);*
 - b) *Introduce a minor in Biomedical Engineering in the BE(Hons) Mechanical Engineering;*
 - c) *Discontinue the Graduate Diploma in Forestry.*

Carried

PUBLIC EXCLUDED MEETING Moved

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4	Minutes of the meeting held on 29 May 2019 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5	Matters arising from those minutes		
6 6.1	From the Chancellor Report from the Honours and Appointments Committee	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.	From the Vice-Chancellor	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8. 8.1	From the Finance, Planning and Resources Committee Report from meeting of 17 June	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)
8.2	UC Futures - UC Futures Summary	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	Student First Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h)
8.4	Movements in Year End Forecast to May 2019	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

8.5	Kia Tōpū Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6	2020 Proposed Budget Assumptions	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

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

Carried

**RETURN TO
PUBLIC MEETING**

Council returned to public meeting at 5.43pm and confirmed the appointment to Council of Ms Gillian Simpson for a four year term commencing 1 August 2019.

**GENERAL
BUSINESS**

There was no general business.

The meeting ended at 5.45pm.

NEXT MEETING

The next meeting is scheduled for 4.00pm on Wednesday 31 July 2019.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Report to the Council from the Chancellor

The Chancellor recommends:

1. Chancellor's Meetings

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

2. 2019 Council Work Plan

That: Council note the Council work plan.

3. Council Election Results

That: Council note the Council election results report.

4. Degrees conferred in absentia

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

Ms Sue McCormack
Chancellor
23 July 2019

Memorandum

Chancellor's Office

Email: chancellor@canterbury.ac.nz



To:	Council Members
From:	Sue McCormack, Chancellor
Date:	24 July 2019
Subject:	CHANCELLOR'S MEETINGS

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

- Attended the New Enlightenment Conference, Edinburgh, UK
- Met with The Registrar and Council Co-ordinator
- Opened a Multi Agency meeting attended by over 90 guests including the Mayor, CEOs, PVCs and others.

and the event Mr Peter Ballantyne attended on my behalf as Acting Chancellor:

- Transition Graduation Ceremony

Meetings planned between today and the Council meeting on 31 July:

- GOG meeting
- Lunch with MPs at Haera-roa
- Council Strategy Day
- Erskine Programme Morning Tea
- Induction for new Council members
- Meetings with the Vice-Chancellor

A handwritten signature in black ink, appearing to read 'Sue McCormack'.

Sue McCormack
Chancellor

Memorandum



Registrar's Office

Office: Level 5, Matariki
Extension: 94511
Email: Bruce.white@canterbury.ac.nz

To:	University Council
From:	Jeff Field, University Registrar
Date:	23 July 2019
Subject:	Council Election Results
Purpose:	For information

As Council members will be aware elections for the Academic and General Staff representatives were held on 5 July 2019.

The elections saw Professor Roger Nokes re-elected as the Academic Staff representative and Ms Liz Bond elected as General Staff representative. Their terms will commence on 1 August 2019 for a period of four years.

Mr Malcolm Peterson Scott was not re-elected and his term on Council will conclude on 31 July 2019.

The elections attracted a strong level of interest. There were three candidates for the Academic Staff representative and 42 percent of the 620 eligible staff voted. There were seven candidates for the General Staff representative and 43 percent of the 1144 eligible staff voted.

The total participation in the election was 43 percent of the 1764 eligible voters.

At the close of the election period on Friday 5 July the results were:

General Staff:

	%	Count
Liz Bond	21.36%	104
Marcus Cullen	9.86%	48
Amanda Derry	14.99%	73
Rebecca Hurrell	16.63%	81
Malcolm Scott	15.81%	77
Stephen Sheere	9.45%	46
Angie Willington	11.91%	58
Total	100%	487

Academic Staff:

	%	Count
Alison Griffith	35.74%	94
Euan Mason	22.43%	59
Roger Nokes	41.83%	110
Total	100%	263

For your information the candidate statements for Professor Nokes and Ms Bond follow:

ROGER NOKES

For the past four years it has been my privilege to be the member of the UC Council elected by the academic staff. During this time I have tried to bring an academic lens to the various issues confronting the Council and to use that perspective to bring balance to the debate. My motivation is always to ensure that UC prospers and in my view, to achieve that, all Colleges within UC must prosper. I am particularly forthright in my view that at this time UC needs to renew and strengthen its academic focus, both strategically and financially.

I am seeking re-election because I believe that continuity in governance during this period of transition from recovery to revitalisation is important. I see three major issues, with significant academic implications, currently, or soon to be, facing Council – namely our relationship with Lincoln, Kia Tōpū, and the new academic strategy. I have been actively engaged in these debates and I believe that I can bring a strong academic perspective to Council decision-making around each of these issues.

LIZ BOND

Tēnā koutou. I have been a general staff member at UC since 2000, and before that at Otago University. I am a graduate of UC with degrees in Science and Arts. As an Academic Manager I am connected to a range of networks at UC: general staff, academic staff, and students. I can bring to the role a wide knowledge of UC's business and processes, and a commitment to quality and continuous improvement. I also understand the changes UC has gone through and the constraints we have to work within.

I am standing for election to Council because colleagues from across the university have asked and encouraged me to do so, and am honoured by their trust in me. I am passionate about UC, and about seeing UC improve and prosper. I am excited by the Vice Chancellor's vision, and academic strategy, for UC, and believe I can make a contribution to that.

I believe good governance comes from understanding the organisation and its people, and supporting those people to come together to make positive change.

Bruce White acted in my absence as Returning Officer and, as required under the electoral statute, the scrutineer appointed by the Chancellor was Ms Yvette Bensemman.

Jeff Field
University Registrar

Report to the Council from the Vice-Chancellor

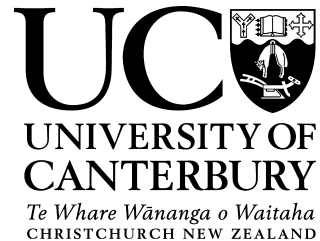
The Vice-Chancellor recommends:

1. Vice-Chancellor's Monthly Report

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

Professor Cheryl de la Rey
Vice-Chancellor
23 July 2019

Professor Cheryl de la Rey
 Vice-Chancellor
 Tel: +64 3 369 3836
 Email: cheryl.delarey@canterbury.ac.nz



**VICE-CHANCELLOR’S REPORT TO
 UNIVERSITY OF CANTERBURY COUNCIL JULY 2019**

1.	INTRODUCTION	2
2.	STRATEGIC MATTERS	3
2.1	E Tū, Kia Ora – Academic Strategy Development	3
2.2	UC Futures Programme UC Ki Mua	4
3.	STUDENT RECRUITMENT	4
3.1	Domestic Recruitment	4
3.2	International Recruitment	5
4.	STUDENT EXPERIENCE	5
4.1	Academic Skills Centre	5
4.2	Equity and Disability Service	5
4.3	UC Careers	6
4.4	Student Care.....	6
4.5	Student Experience Team (SET)	6
4.6	Wellness Services	6
5.	PEOPLE AND CULTURE	7
5.1	Health, Safety and Wellbeing	9
6.	LEARNING AND TEACHING	9
7.	RESEARCH	10
8.	BICULTURALISM	11
9.	FINANCES	11
10.	MAJOR PROJECTS & FACILITIES	13
11.	COMMUNICATIONS	14
11.1	UC in the media	14
11.2	Marketing	14
11.3	Digital.....	15
11.4	Engagements with Alumni and Donors	15
11.5	Other Engagements	15
12.	COLLEGE SUMMARIES (PROVIDED BY PVCs)	16
13.	Appendix 1: VC Activities.....	18

1. INTRODUCTION

With most of July being a time when the students are on their mid-year break, staff used the opportunity to host a number of academic events and I had the honour of being invited to speak at a number of these. Teaching Month commenced with a celebration for the teaching award winners and staff who have recently become fellows of the Higher Education Academy. The winners of the Teaching Awards were Associate Professor Ashley Garrill (Biological Sciences), Dr Marlène Villeneuve (Geological Sciences) and Professor Alessandro Palermo (Civil and Natural Resources Engineering). I had the privilege to deliver a keynote speech on the future of teaching at UC.

I delivered another address at a special UC Māori Research Hui called the Matariki Research Symposium in recognition of the Māori New Year. This hui was attended by Indigenous scholars and elders from Saskatchewan, McMaster and Calgary Universities. I spoke to the group on Indigenous research and my experiences in conducting research in my discipline, psychology.

By far the largest event in July was the UC Open Day | Rā Tōmene 2019 on 11 July when we welcomed some 5,400 prospective students, their families and whānau onto campus. With an overall increase of 29% on 2018 and with attendance at information sessions increased by 60%, the prospects for growth in student numbers looks favourable. Around 200 people arrived into Christchurch International Airport early in the morning and were greeted by UC staff and students at a welcome desk before being bussed to UC. Our guests toured the campus, the halls of residence and our learning facilities to gather information about studying or supporting someone studying at UC. I spoke at two well-attended information sessions for parents and whānau, where a panel from various UC support services presented topics including academic support, health and wellbeing, security and accommodation. These sessions reinforced the message that UC is an institution that offers wrap-around student support. Overall this was a successful event and I wish to thank the Events team and all staff and volunteers who contributed.

Prior to the Open Day, 80 careers advisors from around the country were hosted at UC's Update Day | Rongo o te Wā on 24 and 25 June. Day one saw guests from domestic regions hosted at UC halls of residence and attending an information session hosted by ChristchurchNZ at Tūranga, the new central library, before concluding with dinner. Showcasing UC alongside the City was positively received. Local careers advisors joined the group on day two and in the morning I was pleased to speak to them about the importance of a holistic education. Then, they attended breakout information sessions about each college, before regrouping to hear about UC's newest degree offerings. They were all invited to attend the opening of the new Rehua building that afternoon.

Minister of Education, Hon Chris Hipkins opened the Rehua building on 25 June, with 162 guests ranging from project stakeholders to donors for Education and Entrepreneurship in attendance. Guests were welcomed with a performance by the Christchurch Youth Orchestra. The Chancellor delivered a welcoming speech, I spoke on the importance of Rehua for UC and then the Minister delivered an address where after there was a ribbon cutting before the event concluded with Rehua staff performing a waiata.

The 2018 Early and Emerging Researcher awardee, Dr Dr Mitja Remus-Emsermann, School of Biological Sciences, presented his award lecture at a celebratory event. His lecture on "Understanding bacterial colonisation on plant leaves and the future for sustainable disease management" outlined his fundamental research on the interaction of plant physiology and bacterial populations, and how these might be used for disease management of food crops and potentially protection of iconic native species from pathogens.

There have been a number of pleasing accolades and acknowledgements of the work of staff and students. UC Forestry Professor David Norton's efforts has resulted in UC being awarded about \$100,000 from the One Billion Trees fund to support the Restoration Ambassador Project led by UC.

The UC team 'Electric Sheep', was the only New Zealand team to compete and qualify at the international RoboCup 2019 competition, in Sydney, Australia, recently. The team qualified for the Humanoid League category of the event, which challenges participants to design and build autonomous robot teams capable of playing soccer against each other. Sponsored by UC's College of Engineering, HIT Lab NZ and School of Product Design, the UC team succeeded in creating a new humanoid robot platform with a significantly low budget. Each unit cost approximately UC\$3,000 – compared to an average of UC\$20,000 for other teams.

Two of the three 2019 Ethel Benjamin scholarships awarded by the New Zealand Law Foundation for overseas postgraduate study went to recent UC graduates: Nicola Hodge will complete an LLM at Cambridge University focusing on constitutional and human rights law; and Rosalind Kos will complete an LLM study at Chicago University exploring pragmatic approaches to the prosecution of family violence cases. These awards honour New Zealand's first woman barrister and solicitor, Ethel Benjamin, and are awarded to "outstanding female lawyers".

A UC spin-out company, MARS Bioimaging (developed by Phil and Antony Butler, School of Physical and Chemical Sciences), won the MedTech Commercial Translation Award at Health Tech Week. Professor Maggie-Lee Huckabee's technology (from UC's Rose Centre) for rehabilitating stroke patients' swallowing capability was also short-listed in these awards.

UC has become the first New Zealand university to be an "IRD approved research provider" for the new 15% R&D tax rebate for New Zealand business to undertake research and development, and has already attracted interest from a number of businesses thinking of commissioning research.

In early July, we received information that the proposal prepared by BGH Consortium to acquire all shares in Navitas was accepted by shareholders and the acquisition process is now complete. Navitas has provided assurance of its commitment to remain focused on delivering exceptional outcomes for its students and university partners. Navitas also announced a refresh to the company's leadership team with the appointments of Scott Jones and Colin Pavlovich as Group CEO and CFO respectively.

2. STRATEGIC MATTERS

2.1 E Tū, Kia Ora – Academic Strategy Development

The Academic Board considered the Draft UC Strategic Framework at an extended meeting on 12 July, providing small group written feedback on the day with an additional invitation to give further written feedback by noon on 22 July 2019. Colleges and service units have also been afforded the opportunity to submit feedback by noon on 22 July. In addition, a student survey is in progress. A revised version will be made available to the Council, together with a report on the feedback, for consideration at the Council workshop on 27 July.

The Draft Strategic Framework foregrounds the concept of an 'engaged university' which rests on a canon of academic research and teaching developed since 1996, using the idea of scholarly engagement with communities, sometimes based in a particular place. 'Place-based' scholarly activity is also reflected in an academic body of work that establishes and studies a framework for scholarship and university operations linking these activities to the benefit of the locale in which the university is based (called an 'anchor' university).

This aligns well with the concept of tangata whenuatanga. UC has always engaged with its local communities and the strategic framework signals a more purposeful and driven approach to this.

Research infrastructure is a key component of UC's identity as a research-intensive university and historically the field stations have been a distinctive feature. In this regard, accompanied by Prof Matthew Turnbull, I visited the UC Kaikoura field station which has been closed since 2016 due to health and safety risks. I was pleased to be shown the facilities by Prof David Schiel who informed me about the scientific work that has been conducted at the site since it was opened. Options for the future of this facility are under consideration.

2.2 UC Futures Programme UC Ki Mua

On 25 June 2019 the Minister of Education opened the Rehua building. This celebratory occasion featured an orchestral piece written by Dr Patrick Shepherd, called Rehua, which was performed by the UC Christchurch Youth Orchestra. The College of Education, Health and Human Development, and the College of Business and Law have been occupants of the building from the beginning of the year.

On 4 July 2019, the final meeting of the Graduate Profile Project Control Group was held. This group was tasked with overseeing the introduction of curriculum content for the UC-wide graduate attributes in all undergraduate degrees at UC. These attributes are to be competent in the core discipline, to be employable, innovative and enterprising, to achieve bicultural competence and confidence, to be globally aware and to be engaged with the community.

The Governance Oversight Group (an additional layer of governance provided to support earthquake recovery) will meet for the only time this year on 26 July 2019. This meeting will receive reports on the continued repair of the campus and enrolment levels at UC. Domestic enrolments at UC continue to look positive and international enrolments remain significantly above 2018 levels. UC is on track to reach pre-earthquake enrolment levels in 2020 across the board.

3. STUDENT RECRUITMENT

3.1 Domestic Recruitment

The largest university recruitment event, Open Day | Rā Tōmene, was held on 11 July. All registrations, regardless of whether they led to someone attending or not, have been added to the Customer Relationship Management (CRM) system.

All registered future students and their whānau members were personally contacted through a phone call by a Liaison Officer before Open Day. The purpose was to give a personal touch to Open Day and ensure visitors were prepared for their visit to UC. Additionally, every future student or whānau member who attended Open Day received a personal phone call from a Liaison Officer to ensure they received all the information they needed and were aware of the next steps in their decision-making journey. The team also followed up with those who registered and did not attend Open Day. Information has been sent to future students who did not register for Open Day but are part of the Stay in Touch database to encourage them to visit the UC campus on a Campus Tour.

With Open Day behind us, the conversion campaign has begun. This starts with course planning visits around the country. During these visits the team focuses on transitioning the student to UC. This not only includes providing first-year course advice, but also club and social life planning, mentoring and being part of the Student Volunteer Army. The aim is to improve conversions and transitions by ensuring future students are better connected with UC and the community.

There has also been a focus on the Adult Market. The Liaison team is currently trialling late appointments and phone calls.

UC has also had a presence at the community-organised Careers Expos in Invercargill which attracts future students from Year 11 - 13.

3.2 International Recruitment

Development of a pathway programme into the UC Bachelor of Commerce programme via Huazhong University of Science and Technology is in progress, with the first cohort intended to begin their studies in September 2019. It is anticipated that a coalition comprising UC, local high schools and overseas high schools, with support from ChristchurchNZ, ENZ and overseas government agencies, will create a pathway for international students into UC via NCEA.

Semester 2 International Orientation and Enrolment week commenced on 8 July and ran through to 15 July inclusive. It is important to note that enrol in person was extended into the first week of classes this year, making year-on-year comparisons of EFTS not directly comparable.

Recruitment Mid-Year trends as of 20 July (new students starting mid-year) were as follows:

[This only includes students whose first enrolment in the academic year is in a course starting after 31 May (this number excludes students who simply increase their EFTS load).]

- UC's Domestic mid-year recruitment trends are tracking 2% behind of last year (12 students; 717 vs. 705 students).
- UC's Full Fee mid-year recruitment trends are tracking 10% ahead of last year (32 students; 318 vs. 350 students).

The ongoing problems with INZ visa processing times and messaging in market continue to be an issue with applications from India being the most impacted. Students who have not been able to secure a visa in time for Semester 2 enrol in person (approximately 15-20 students) are being encouraged to defer their commencement until 2020.

4. STUDENT EXPERIENCE

4.1 Academic Skills Centre

GradFest, a week-long event for postgraduates with sessions presented by UC academics and general staff, took place in June. Over 230 students participated in 29 sessions, four social events and the PGSA's Poster Showcase. Evaluations via Qualtrics are under way and there are early indications of a high level of engagement and appreciation of the breadth of topics covered. The next GradFest will run in late October.

Academic Skills Centre conducted three half-day academic orientations for adult, international and first year students. Sessions covered topics such as time management, note-taking, critical thinking and academic writing. These events also gave students the chance to meet other new students.

4.2 Equity and Disability Service

A total of 390 registered students made use of mid-year exam supports during the recent exam period. There were 1,005 individual examination sittings in total across this time, with 40 students requiring enlarged font and 31 students requiring rest break accommodations. Reader/writer accommodations also increased this year.

4.3 UC Careers

‘Workplace Visits’ organised by UC Careers for students continued to prove popular and valuable to participants. The visits, primarily to University departments (e.g. Business Insights, Financial Services, ICT, Design and Marketing, and Communications and Events), helped students explore different career options, find out about skills that are most valued by employers, and learn about workplace culture. As the visits increase in popularity, off-campus visits are also being organised.

4.4 Student Care

Student Care recorded a total of 435 student engagements from 225 unique students during June.

Student Care has continued to experience a significant increase in the numbers of students accessing services. A comparison of the same month last year shows an increase of 221 student engagements for June 2019. Data also indicates 94 more students presented with mental health issues compared with the same period in 2018.

Student Care continued to promote the Supporting Students in Distress Guide to Health & Safety Committees. Student Care staff attended a UNZ-organised hui that brought together practitioners and researchers/academics to continue the work on a cross-sector approach to preventing sexual violence. It focused particularly on the workstreams of baseline data, training and campaigns, practice strategies and scalable pilots.

4.5 Student Experience Team (SET)

SET’s first-year experience programmes closed off Semester 1 with a range of activities to ease students into exam time: Go Canterbury Student Leaders and their groups volunteered for service activities including a beach clean-up and working in the UC Community Gardens; UniLife ended the semester with a Pizza and Games night; three Emerging Leaders Development Programme scholars attended the Aspiring Leaders’ Forum in Wellington (27–30 June); and Programme Coordinators scheduled to share ‘fear of failing’ resources with these first-year cohorts ahead of exam results.

The Mentor and Mentee survey conducted in June returned positive comments including:

- “really like how the programme has changed this last year with the workshops and meet ups”
- “I love being able to help out the UC community and all the extra activities have been a bonus”
- “My mentor inspired and guided me at times when I wanted to give up”
- “Talking to another student, helps to know others are going through similar”
- “I didn’t know where to go when first I needed, but my mentor led me to the appropriate services”.

4.6 Wellness Services

The Wellness Strategy discussion document was launched for feedback on 24 May. The engagement process included the engagement document, an online survey and multiple face-to-face meetings with key staff and student groups (Academic Board to UCSA Executive).

The feedback concluded on 17 June with 925 online survey responses (515 student and 410 staff) and over 250 additional lines of feedback from the face-to-face engagement. The results are currently being assessed and will be incorporated into the final strategy and implementation, due at the end of September.

4.6.1 Rec & Sport

The RecCentre membership base continued to grow steadily, with 7,146 student members and 483 other members, taking the total membership to 7,629 as of 30 June 2019. June saw lower participation than in other months, due to the holiday break, with 22,454 check-ins (May, 33,000), 86% of which were students. However, total participation rates for the year to date were at 140,599 – the highest recorded rate since 2010.

UC enjoyed a number of sporting successes in the past month. The highlights include our men's Hockey team finishing first in the University and Tertiary Sport New Zealand (UTSNZ) tournament, beating Otago University 6-1 in the final. Our premier Netball side gained promotion to the top premier division in Canterbury after winning their grade, which comes after many years of playing in second and third division competitions and also after UC Sport providing additional support over the past eight months. Our premier men's Basketball team won the first-round competition in the premier basketball division in Canterbury and our women's premier Rugby team finished second in their competition.

We also have a new All Black, with student Braydon Ennor being named for the upcoming Rugby Championship. Two UC students have been competing at the World University games in Napoli, Italy. Anna Percy finished 17th in the women's 400m Hurdles and Max Atwell will compete in the men's decathlon.

With the presence of these high-profile athletes on campus, it is timely to note that UC, as a member of the Athlete Friendly Tertiary Network, has committed to develop and implement support systems in relation to high-performance athlete enrolment, courses and assessment. UC has at least 44 students in this category, the majority of whom are studying towards a BE, BCom or BSpC. The Rec & Sport team is UC's intermediary between the athlete, High Performance Sport NZ and the academic departments.

4.6.2 Health Centre

For the first half of this year, 24,985 consultations (face to face) and appointments took place compared with 23,864 in 2018. Counselling had an increase in patients of 24%, supported by the additional contract clinical psychologist as well as the short-term contractors the Health Centre took on immediately post 15 March.

The Counselling team is currently six weeks into a trial of the 'triage/warm handover/rapid access' Counsellor position. This role provides rapid triage of patients on the wait list to assess risk. Early results are encouraging and the team is seeing a greater number of referrals and contacts.

The Health Centre is also rolling out a new online 'patient portal'. This online service allows patients to view their results, communicate securely with their GP, request prescriptions of long-term medications and book appointments with their GP. The service is open to patients who have enrolled in the practice and signed up for the portal. Its intent is to ensure the Health Centre can provide patients quicker, secure access to their own personal details for their own needs as well as better manage demand.

5. PEOPLE AND CULTURE

Learning Resources (LR) is currently undertaking its third round of biennial Organisational Culture/Organisational Effectiveness surveying. The survey closes on 24 July. Once completed LR staff will be considering the results in detail and planning about how to build on them further.

The second "Blue CLUES" * session for 2019 was on the topic of the Team Management Profile (TMP), the development tool UC is using to enhance team dynamics and interactions.

Thirty-one staff in leadership roles attended. The small workshop style sessions showcased UC leaders weaving TMP into professional development, change management and setting team values. The session was well received with attendees getting value from hearing from our UC leaders who are noting successes in utilising the TMP.

“Moving teams through ADKAR in relation to Culture Change” is the theme of this quarter’s “Blue Clues” forum, where attendees will hear from senior management team members and other leaders about where they are in relation to ADKAR+ and how they have moved their teams through the various stages in order to effectively manage changes to improve organisational culture. The aim is to share learnings and inspire other leaders with examples of deliberate interventions to keep the momentum going within their teams.

* Blue CLUES is the name of the professional learning community for UC leaders* - to support their leadership of the culture development programme. The concept of the community is to further develop constructive relationships across UC through shared learning - from each other and from experts - and to provide opportunities to share and solve challenges, and collaborate on opportunities and initiatives. Blue refers to the four constructive styles - Achievement, Self-Actualising, Humanistic-Encouraging and Affiliative – used in our model and CLUES - Culture Leadership Understanding and Education Seminars.

+ ADKAR is a Change Management tool, part of the Prosci Change Management methodology. Prosci was endorsed as UC’s favoured change methodology to be utilised in projects post-quakes. ADKAR is an acronym that represents the five tangible and concrete outcomes that people need to achieve for lasting change: awareness, desire, knowledge, ability and reinforcement.

New Staff Induction

The New Staff Group Induction is organised and facilitated by the Learning and Development Team in the HR department. It is three hours long and run once a month for between 10-22 staff. All continuing and fixed term staff are invited to attend as part of the hire process. So far this year 62 staff have attended six inductions (20 academic staff and 42 general staff).

Topics covered include, but are not limited to:

- A welcome to UC by VC
- How Group Induction fits within wider onboarding process
- Health, Safety and Wellbeing
- Bi-Cultural confidence and competence
- Staff benefits and professional development opportunities
- Records Management and Official Information Requests
- Student Care and referral process
- Snapshot of UC’s past, present and future, including structure and functions within UC
- General information about campus and services available
- There are six guest speakers, including the VC

Other Induction sessions UC offers new staff include: Utilising UCPeople (PeopleSoft) from an employee and as a manager; Library services including eLearning; Academic Services; Research & Innovation.

5.1 Health, Safety and Wellbeing

The UC Hazardous Substance Steering Group has made good progress in sourcing a new location for a central transit depot for hazardous substances, which is proposed to become operational in mid-September 2019.

The Health and Safety team are working closely with the UC Wellness Director to establish a workable Wellbeing Strategy for staff. Results from a recent internal wellbeing/wellness survey are undergoing analysis in order to identify a clear direction for the strategy.

UC halls of residence are undergoing external gap analysis audits throughout 2019 in order to provide reports on where they currently lie within regulatory requirements i.e. first assessment since the new Health and Safety at Work Act. The University as PCBU (Person Conducting a Business or Undertaking) has a primary responsibility to protect its community against harm to their health, safety and welfare as far as is reasonably practicable. In order to comply with these regulatory requirements we carry out regular assessments/audits of our facilities which provides a framework for continuous improvement and progressively higher standards of work health and safety.

The Health and Safety Toolkit content is being moved to a more intuitive web-based format.

6. LEARNING AND TEACHING

Students began the second semester on 15 July and many will have the opportunity to be taught by esteemed Erskine Fellows commencing mid-year. The Erskine Programme Office welcomed 17 Canterbury and Erskine Fellows and their families to UC in July. The Erskine Fellows continue to bring an international flavour and different perspectives to the UC curriculum.

In addition to the students who began at the beginning of the year, new students have joined UC mid-year. The Certificate of University Preparation students celebrated their graduation on 12 July; of this cohort of 59 students, 45 were planning to start degrees across the University on the following Monday.

Staff have also been busy attending conferences, refreshing curriculum and engaging in teaching month activities. Teaching Month commenced with a celebration for teaching award winners and staff who have recently become fellows of the Higher Education Academy, along with a keynote speech from the Vice-Chancellor on the future of teaching at UC. As part of Teaching Month, Professor Thomas Ollson from Lund University in Sweden spoke on the model his university has used to build professional development. Curriculum was another focus, with a range of proposals going to CUAP, including a new degree in International Translation and the addition of new minors. Existing degrees were also refreshed with more contemporary offerings such as the Master of Business Administration. As part of the thinking about future offerings, micro-credentials are an ongoing discussion. UC co-hosted a national symposium on micro-credentials in Wellington, where more than 40 representatives from the university sector discussed micro-credentials and how those can be created, offered and quality-assured at universities.

Teaching and learning, and UC's staff were also showcased to the community when the Children's University was hosted on campus. Providing a campus experience for the Children's University members is an important part of the programme. Fifty-seven Children's University members aged from 7–12 years visited the University of Canterbury with their parents. Over three hours, the children and their parents participated in three hands-on workshops run by staff and academics, exploring the subjects of earthquakes, volcanoes and Antarctica. Our aim is to run more of these experiences in the October school holidays.

Finally, understanding the outcomes of UC's teaching and learning for recent alumni was part of the focus this month. The graduate destinations survey was deployed to over 3,000 alumni from the 2018 graduating year. Work has commenced on preparing data for migration to the data warehouse, in readiness for the development of a prototype data dashboard later in 2019. The aim of that exercise is to use information about UC graduates in ongoing curriculum and teaching developments.

7. RESEARCH

At least seven collaborative UC bids (joint with a mix of universities and CRI collaborators) have been submitted to the competitive MBIE Strategic Science Investment Fund (SIFF) "Data Science" call. MBIE has indicated that up to \$49 million will fund up to four strategic multidisciplinary data science programmes over seven years. A key aspect of the investment is institutional and national collaboration with Singapore. Similarly, a new MBIE "Future Foods" call is in development, which will also be built around collaboration with Singapore. New research funding in the recent budget also creates opportunity for UC, through the regional "Product Accelerator", a new "Advanced Energy Platform" and the new National Energy Centre based in Taranaki.

UC, in collaboration with Callaghan Innovation Technology Incubator, Astrolab Ltd and local fertiliser company Ravensdown, have founded a start-up company to commercialise intellectual property for the detection of nitrates from Dr Deb Crittenden of the School of Physical and Chemical Sciences. A previous UC spin-out, MARS Bioimaging, won the MedTech Commercial Translation Award at Health Tech Week. Professor Maggie-Lee Huckabee's (Rose Centre) technology for rehabilitating stroke patients' swallowing capability was also short-listed in these awards.

At least 12 other projects sit in an externally funded commercialisation pipeline, with a further \$240,000 proposal being prepared by Aaron Marshall and Jonathan Ring from the College of Engineering for consideration by KiwiNet for innovation funding. In parallel, UC has become the first New Zealand university to be an "IRD approved research provider" for the new 15% R&D tax rebate for New Zealand business to undertake research and development. This accreditation has already attracted interest from a number of businesses considering commissioning targeted research.

A consultancy contract with Ministry of Social Development has been secured by Eileen Britt and Martin Dorahy (Psychology). They will provide advice and assistance to deliver training to a team of Christchurch case managers to work with 100 families directly affected by the 15 March terrorist attack.

Elizabeth Hopkins, Acting Director Commercial, R&I, has been appointed by the Minister of Science to the MBIE Science Board, and has attended her first meeting to review the progress of the National Science Challenges.

Postgraduate Research

The UC Doctoral and Masters Scholarships round for mid-2019 closed on 10 July, with selection meetings and scholarship offerings to be made in the forthcoming weeks.

New-supervisor training workshops were run over the last three weeks of June, which saw 20 academic staff attend these three three-hour sessions. The finals of the 3MT (Three-minute Thesis) presentation competition is scheduled for 5–7 pm, 6 August in the UCSA's new Haere-roa building. This year, the competition is being sponsored by Research First, a Christchurch-based research and product-development company.

A number of new initiatives are in development, including: changing EFTS weighting for part-time doctoral students; guidance on academic progression from master's to doctoral qualifications; proposing a change to the allocation process for UC Doctoral Scholarships; and proposing an increase in UC Doctoral Scholarships funding. All of these initiatives will be considered by relevant committees and/or SMT in the coming weeks.

8. BICULTURALISM

Two new team members have started within the Office of AVC Māori this month: Mel Tainui as a Kaiārahi and Lisa Willis as Office Administrator. Three additional new Kaiārahi have also been appointed – Corban Te Aika, Lyndon Waaka and Rāhera Clark – and will be inducted in the team by 19 August.

As of 1 July, 1,413 Māori students (headcount) were enrolled at UC. Kaiurungi (Māori Student Advisors) are currently contacting students under academic progress review to provide academic and pastoral support and guidance. The Kaiurungi coordinated a cultural development noho at Koukourārata Marae for Māori students, which was also timed to coincide with the release of Semester 1 academic results. Key themes covered at the noho included tackling fear of failure, resilience and how Kaiurungi can support ākonga Māori going forward. Kaiurungi and students have been invited back to Koukourārata to plant Māori potatoes in a month's time.

9. FINANCES

June 2019	Actual Year to Date \$000	Budget Year to Date \$000	Budget Variance Year to Date \$000 Fav/(Unfav)	Budget Full Year \$000	Forecast Full Year \$000	Full Year Forecast to Budget Variance \$000 Fav/(Unfav)
Net Surplus/(Deficit)	3,718	(5,469)	9,187	2,080	12,021	9,941
Capital Expenditure	52,305	70,907	18,602	123,637	116,856	6,781
Cash/ Short Term Investments/ Short Term Government Stock	332,180	294,366	37,814	173,363	194,246	20,883

UC had been budgeting for an operating deficit as at the end of June 2019 of (\$5.469) million, but has returned an operating surplus of \$3.718 million.

This is a favourable variance to budget of \$9.187 million. This favourable variance mainly relates to a \$2.850 million reduction in the retiring allowance provision, based on the 30 June actuarial valuation, compared with an expected increase in provision of \$1.500 million that was in the budget, resulting in a \$4.350 million favourable variance.

Other favourable variances relate to \$6.317 million less operating expenses (mainly due to savings in consultancy expenses, contract research, contract teaching, and asset purchases <\$2,500, partially offset with higher commissions and levies), \$1.044 million less depreciation, \$0.877 million more interest income, \$0.708 million favourable variances in total personnel expenses (in addition to the retiring allowances described above), and \$0.750 million more net profit that was realised in May on the FENZ deal due to lower demolition costs than had been budgeted for.

This favourable variance has been partially offset with unfavourable variances coming from (\$1.072) million less income from UCF/ Trusts, (\$1.843) million less international tuition income, (\$0.977) million less PBRF income following recent reassessment of UC PBRF-related performance and (\$1.107) million less research external income.

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

Capital expenditure is \$18.602 million below budget. Of the expenditure incurred to date, \$14.028 million is UC Futures related (RRSIC, Rehua and CETF) against a year to date budget of \$30.067 million, much of which relates to programme delays and final account payment requests yet to be received for the larger building projects.

The June 2019 cash position of \$332.180 million is higher than budget by \$37.814 million due largely to higher than expected balances at 31 December 2018, and lower capital spend.

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

	Headcount			EFTS		EFTS			
	Applications to Enrol			Actual Enrolment		Full Year Enrolled			
	ATE Enrolment Week: 42 (13/07/2019)			Enrolments (13/07/2019)		Actual	Actual	Forecast (as at June)	Budget
	2017	2018	2019	2018	2019	2017	2018	2019	2019
Domestic 1st Year	5,313	5,461	5,983	3,578	3,688	3,262	3,662		
Returning	9,646	9,944	10,569	8,508	9,087	8,409	8,704		
Total	<u>14,959</u>	<u>15,405</u>	<u>16,552</u>	<u>12,086</u>	<u>12,775</u>	<u>11,671</u>	<u>12,366</u>	<u>13,095</u>	<u>12,972</u>
International 1st Year	3,417	3,975	5,059	848	869	744	922		
Returning	810	945	1,122	757	888	674	781		
Total	<u>4,227</u>	<u>4,920</u>	<u>6,181</u>	<u>1,605</u>	<u>1,756</u>	<u>1,418</u>	<u>1,704</u>	<u>1,896</u>	<u>2,019</u>
Total	19,186	20,325	22,733	13,691	14,531	13,089	14,069	14,990	14,990

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

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

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

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

10. MAJOR PROJECTS & FACILITIES

Major Building Projects

RRSIC programme: The Defects Period for Ernest Rutherford finishes at the end of July and the contractor is targeting completion in accordance with those contractual requirements. The programme completion date for the Beatrice Tinsley building continues to hold at August 2019 with no indication from the contractor at this stage that it will move.

Canterbury Engineering the Future: CAPE Gas Line manifold is now installed and works are completed. Fire Lab (ECU) discharge consent application has been lodged; fan and motor modifications are underway and are to be completed by end of July. The minor repair works outstanding are to be completed by end of August.

Rehua: The remaining defects numbers are now very low and approaching completion. Fluid Viscous Dampers (FDVs) remain a fundamental issue in delaying the provision of Practical Completion (PC) and lodgement of Final Account until the third quarter. Hawkins' response to the requirement to immediately inspect and remediate the FDVs' surface damage has been poor and UC is now escalating contractual pressure through Engineer to Contract.

Haere-roa (UCSA building): Opening of the building occurred as planned on 9 July 2019. All outstanding works are targeted for completion by 26 July and lodgement of PC by the contractor is expected at the end of August 2019.

Garden Hall (Homestead Lane): The ground level of the site, including footings and compacted fill, is completed to under-ground slab level; steel erection has commenced with off-site pre-fabrication of floor slabs underway.

Logie and Locke: The contractor has increased on-site activity considerably, with all asbestos products removed in the Locke building by 19 July. The College has commenced vacating two floors to facilitate early access for the asbestos removal team in Locke and a review of programme has been initiated. UC has received the final asbestos report after invasive testing and inspections on the Locke building, and the report is under review to inform scope for asbestos removal works commencing on 22 July.

School of Product Design growth: The final small areas are to be completed for the School once current occupants relocate into the Beatrice Tinsley building by the fourth quarter.

University of Canterbury Library | Ngā Puna Mātauraka o Waitaha

Semester 1 exam study time saw large numbers of undergraduate students using all three libraries for study and support. Students particularly welcomed the tea and coffee stands, asking for them even before the planned commencement date. In Semester 2, the Library proposes to start this service three days earlier. Questions via AskLive were up 20% on the same period last year, indicating a number of students were studying elsewhere but still using the services of Library staff.

The Library's social media platforms – Facebook, Twitter and Instagram – all demonstrated increased numbers of followers in the past 12 months. (Instagram is up 212% to 907 followers.)

IT Services | Te Ratonga Tautoko Hangarau

A number of projects aimed at reducing technical debt were completed in June. All SharePoint sites have now been re-designed and information currency improved as part of a migration to a newer version. This has allowed the decommissioning of SharePoint 2010.

The Jade student management system has been migrated to newer hardware and also upgraded to the latest software version to maintain its supportability while the Student First programme continues.

A number of significant network upgrades were successfully completed during the mid-year break, minimising disruption to staff and students.

11. COMMUNICATIONS

11.1 UC in the media

Around 60 media queries were handled during June. Media coverage this month included the new journal, Series of Unsurprising Results in Economics (SURE). There were also media queries and stories about UC helping Sumner prepare for tsunami evacuation, UC Fulbright scholarship winner Abbas Nazari, UC students organising a climate change summit, and Professor Steven Ratuva's HRC research grant into Pacific community health.

An analysis of coverage delivered from 1–30 June 2019 (Broadcast, Internet, Print) found 548 items. This coverage reached a cumulative audience of 9,002,495 and had an advertising space rate of \$1,464,184.

The following UC media releases and news stories appeared in Broadcast, Internet and Print media:

- Sustainability important to international tourists – new research
- Turning food waste into bioplastics
- Dark Sky Project launches in Tekapō
- Towards a clean, green Aotearoa: students lead climate conference
- UC scholar studies Māori perspectives on plant-based kai
- Education Minister opens award-winning new UC building
- UC ecologist leads urgent global call to change river management
- University of Canterbury improves QS ranking
- UC buildings recognised with regional and national awards
- Three UC graduates win Fulbright scholarships to study in US
- Free public talk: In bed with the Romans (R18)
- Canterbury researchers seek firmer footing for 'Disaster Law'

11.2 Marketing

This month's focus was the Adult Student and Go Canterbury campaigns, which are in market July to August. Semester 2 results were positive, with online placements delivering 109% more clicks to website than in 2018.

UC also had good results from the national portion of the Open Day campaign. With a similar overall budget as 2018, online clicks/results increased by 147%.

UC Me remains in market with new outdoor content in both Wellington and Christchurch and new student videos. Other video content produced included an international student series, club videos, UC Minds (research-related), college-specific content and campaign support.

11.3 Digital

Over the coming weeks the Digital team's focus will be predominantly on the new T4 upgrade. A series of demonstrations and training sessions started mid-July for all users.

The Digital team is working closely with the Comms team on Phase 2 of UCGo, putting together a series of user stories.

The Digital team also recently launched the new Rankings section in the website and has been supporting the Mature Market campaign by updating the pages and student bios.

UC's social media presence is strong, with Open Day coverage and promotions set to increase engagement.

11.4 Engagements with Alumni and Donors

Income in the year to date is \$3.7 million, made up of 975 donations from 627 supporters. Distributions are at \$2.5 million including \$880,000 to UCSA.

The Ngaio Marsh Theatre has 154 named seats, along with a further 25 rooms and areas named in recognition of supporters. The official opening is planned for 2 August.

The Chalky Carr Trust has committed \$50,000 in scholarships over the next five years to support students affected by cancer.

The Estate of Marie Lockie gave \$50,000 for the purposes of research into nutrition and mental health. In June, four new members joined the Partners in Excellence programme. These are people that have confirmed they are leaving a gift in their Will. The UC Foundation renewed its contract with Justly (an online will-writing service), providing all UC staff with the opportunity to access will-writing services and a statement of wishes online for free from early July.

The UC Foundation Annual Report has been sent to all 2018 donors. Links to the Annual Report, Research Report and Chronicle have also been sent to all alumni with a known email address (68,000). Alumni also received an eNews in June, and the Chronicle was sent to alumni, school principals and key stakeholders.

11.5 Other Engagements

UC hosted a site blessing and sod turning ceremony on 6 June to celebrate construction commencing at the new Ilam Fire Station and Fire Training and Education Facility. The event was a collaboration between UC and Fire and Emergency New Zealand, with guests including key stakeholders from each organisation.

248 staff attended the second 2019 Staff Forum | Wānanga Kaimahi on 1 July, where an update was provided around the academic review (E tū, kia ora). Staff also had the opportunity to connect with and ask questions of the Senior Management Team. The final Staff Forum | Wānanga Kaimahi of 2019 is scheduled for early December.

Thirty eight members of the local community attended a Community meeting | Hui ā-hapori on 2 July where they were updated on relevant issues from UCSA, Learning Resources and Fire and Emergency New Zealand. The next community meeting is scheduled for mid-October.

12. COLLEGE SUMMARIES (PROVIDED BY PVCs)

College of Arts | Te Rāngai Toi Tangata

Chia-rong Wu, senior lecturer in Chinese, is taking over from Phil Marshall-Lee as Director of the Confucius Institute. The Department of Cinema Studies has been merged into the Department of English. The College is continuing to work on the review of the BA through all-College workshops. It is rolling out an online version of its workload planning template, including for the first-time service elements alongside teaching and supervision. It is also reviewing the European/EU Studies programme in conjunction with the NCRE. For information on the College's many cultural and scholarly events, see its regular newsletter, *Arts Update*: <http://www.canterbury.ac.nz/arts/arts-news/archive/arts-update/>.

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

Colleagues welcomed new staff member, Associate Professor Diane Mollenkopf to the Business School. Diane was formerly the McCormick Associate Professor of Logistics at Haslam College of Business, University of Tennessee and has research and teaching expertise in global supply chain/logistics integration and sustainability. Ruth Ballantyne, currently Professional Practice Fellow, Law Faculty, University of Otago, has been appointed to a lectureship in Private/Family Law, and Adrienne Paul has been appointed as a part-time lecturer in Māori Land Law. A registered Barrister and Solicitor, Adrienne is currently an Advisory Team Member of the Ministry of Justice Māori Land Court and Motiti Commissioner in the Department of Internal Affairs.

UC Accounting Professor Markus Milne was recognised for his work at the Asia-Pacific Interdisciplinary Research in Accounting conference in July when he was inducted into the *Accounting, Auditing & Accountability Journal* Hall of Fame for “distinguished service contributions to the progress of interdisciplinary accounting research”. Markus’ research focus is on social and environmental reporting, and sustainability, specifically how organisations apply ‘triple bottom line’ accounting methods. Associate Professor Andrea Mencolva and Asaad Ali were awarded the 2019 Statistics NZ prize “for the paper that is deemed to have the best use of official statistics”. They received the award for their paper “Returns to Initial Years of Formal Education: How Birthdate Affects Later Educational Outcomes”, which found that timing of birth – and hence school start dates – significantly influence students’ NCEA and UE results.

College of Engineering | Te Rāngai Pūkaha

The HITLab is awaiting the imminent arrival of three high-profile new staff as part of the TEC’s recent Entrepreneurial University funding round: Associate Professor Heide Lukosch and Associate Professor Stephan Lukosch, both at Delft University of Technology, and Professor Andrew Phelps, until recently at the Rochester Institute of Technology, USA. Together, this ‘dream team’ will bring over 50 years of expertise to bear on developing applied immersive gaming for education, simulation and training in New Zealand, and significant entrepreneurial and commercialisation knowledge.

The College office staff have been busy helping students who have received exam results and, as a consequence, may need to change their engineering choice. The College aims to find the right pathway for all and keep everyone at UC.

At the recent Open Day, the College invited all applicants for its WiECan residential week back in January this year to catch up and have lunch with staff. About 30 prospective female students attended with their whānau for a detailed question-and-answer session, followed by lunch.

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

This month's highlight was the official opening of Rehua with the Minister of Education, council members and honoured guests. The UC Christchurch Youth Orchestra's welcome included the waiata *Rehua* composed by Dr Patrick Shepherd from the School of Teacher Education. Te Rū Rangihau: Māori Research Lab hosted Indigenous scholars and elders from Saskatchewan University and 70 UC scholars at the recent Te Matariki Research Hui. Ngā Pae o te Māramatanga summer scholar Marie Gibson won first prize from the organisation for her essay and presentation on her internship project.

Over 800 Canterbury secondary school students, along with hundreds of family and whānau supporters, converged on the Christchurch Adventure Park for the UC Education Mud Run. The College has been the major sponsor since the creation of the event in 2011.

At a recent staff morning tea, the College celebrated Matariki. Kaiārahi Jeanine Tamati-Elliffe shared the history and traditions of this important cultural season.

College of Science | Te Rāngai Pūtaiao

As of writing, the final defects in the PC2 laboratories in the Ernest Rutherford building, which have been preventing compliance certification, are being rectified. This work will enable the intended research to start in those labs. Staff and postgraduate students have tolerated the delays with forbearance, and are very much looking forward to beginning work in the new labs within the next two weeks.

The College is pleased to have welcomed several new staff in the last month. Among them is speech scientist Dr Toby Macrae, who has arrived from Florida State University to take up a permanent academic role. Toby is re-joining the staff: he is an alumnus of UC, having completed his undergraduate and master's degrees in speech pathology in the Department of Communication Disorders. He then studied for his PhD at the University of Nevada, supervised by a former UC Erskine Fellow whom Toby connected with while they were both at the College. Toby joins his sister Dr Phoebe Macrae, also a speech scientist, on the staff in the new School of Psychology Speech and Hearing | Te Kura Mahi ā-Hirikapo.

13. Appendix 1: VC Activities

Past	
27 June 2019	<ul style="list-style-type: none"> Met with the Principal of Riccarton High School, Neil Haywood
1 July 2019	<ul style="list-style-type: none"> Delivered a keynote address at the 2019 Teaching Awards Hosted a Staff Forum
3 July 2019	<ul style="list-style-type: none"> Delivered an address at the Māori Research Hui Symposium
4 July 2019	<ul style="list-style-type: none"> Met with Principal of Papanui High School, Jeff Smith Met with Principal of St Margaret's College, Diana Patchett
8 July 2019	<ul style="list-style-type: none"> Spoke at UCs International Student Welcome Event
11 July 2019	<ul style="list-style-type: none"> Spoke at Open Day parents and whānau sessions
17 July 2019	<ul style="list-style-type: none"> Addressed Lincoln University Academic Board meeting
18 July 2019	<ul style="list-style-type: none"> Attended the Early and Emerging Research Career's Awards
19 July 2019	<ul style="list-style-type: none"> Visited the Kaikōura Field Station
22 July 2019	<ul style="list-style-type: none"> Met with the Vice-President for Institutional Equity from Duke University Spoke at the Canterbury Club as part of their 2019 Speaker Series
23 July 2019	<ul style="list-style-type: none"> Met with Professor Wendy Lerner (Provost at Victoria University), President of the Royal Society Met with Gillian Dudgeon, Deputy CE of the Tertiary Education Commission Met with Roy Sharp, former Vice-Chancellor of UC Met with Dr Prue Williams, General Manager Science System Investment and Performance of MBIE Attended the Sir Edmund Hillary Centenary Celebration at Banquet Hall in Parliament
24 July 2019	<ul style="list-style-type: none"> Spoke at the proposed Ōtautahi Christchurch Research Institute Stakeholder Workshop Spoke at the Rochester and Rutherford Hall for formal dinner
Future	
26 July 2019	<ul style="list-style-type: none"> Attending GOG Meeting
30 July 2019	<ul style="list-style-type: none"> Attending Erskine Programme Morning Tea
1 August 2019	<ul style="list-style-type: none"> Speaking at Empowering Women in their Careers event
2 August 2019	<ul style="list-style-type: none"> Meeting with Principal of Hornby High School Meeting with Ruth Dyson on campus Attending Haere-roa opening
6 August 2019	<ul style="list-style-type: none"> Attending 3MT (Three Minute Thesis) event
7 August 2019	<ul style="list-style-type: none"> Meeting with EU Ambassador on campus
8 August 2019	<ul style="list-style-type: none"> Attending Universities New Zealand joint VCs and Chancellors meeting
9 August 2019	<ul style="list-style-type: none"> Speaking at Annual Secondary Schools Principals Day
12 August 2019	<ul style="list-style-type: none"> Speaking at Christchurch Business Club Luncheon
14 August 2019	<ul style="list-style-type: none"> Meeting with Chinese Consulate
16 August 2019	<ul style="list-style-type: none"> Attending Canterbury West Coast Principals Association meeting
22 August 2019	<ul style="list-style-type: none"> Attending VC General Staff Development/ H&S and Wellbeing Awards Attending The Chalky Carr Scholarship Launch event
23 August 2019	<ul style="list-style-type: none"> Meeting with Principal of Wellington College in Wellington Meeting with Principal and Headmaster of Scots College in Wellington Meeting with Rector of St Patrick's College in Wellington
28 August 2019	<ul style="list-style-type: none"> Attending Women in Leadership Breakfast

Report to the Council from a meeting of the Finance, Planning and Resources Committee held on Monday 15 July 2019

The Committee recommends:

1. Monthly Financial Report to 30 June 2019

That: Council note the Monthly Financial Report to 30 June 2019.

2. Mickle Fund Update

That: Council note the Mickle Fund Six Monthly Update.

3. UCTF Quarterly Report

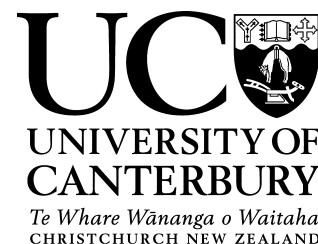
That: Council:

- i) note the UCTF Quarterly Report to June 2019,*
- ii) Note that the FPRC supports the Eriksens' recommendation to increase the targeted growth asset allocation to 60%, noting that the CFO would consider the advice and bring forward a recommendation to Council for consideration.*

Ms Catherine Drayton
Chair
Finance, Planning and Resources Committee

16 July 2019

Memorandum | Pukapuka



Financial Services | Te Ratonga Ahumoni

Office: 6th Floor Matariki
Extension: 93454
Email: keith.longden@canterbury.ac.nz

To:	Ki:	Council
From:	Nā:	Keith Longden
Date:	Rā:	24 July 2019
Subject:	Kaupapa:	Monthly Report – 30 June 2019
Purpose:	Aronga:	To provide information

This memorandum is presented in eight sections:

1. **Executive summary**
 2. **Operating results – actual year to date**
 3. **Operating results – forecast to end of year**
 4. **College contribution margin**
 - 5A. **EFTS reporting – numeric**
 - 5B. **EFTS Reporting - graphs**
 6. **Capital reporting**
 7. **Net operating cash flow trends**
 8. **Covenants and targets**
- Appendix – cash flow trends to 2022**

CONFIDENTIAL

Benchmarks in the monthly report are drawn from the 31 December 2018 financial statements of all New Zealand universities (excluding UC).

Fees-Free - please note we classify the Fees-Free contribution from TEC as Tuition Fees. The TEC and Crown financial returns we complete from time to time classify these under Government Grants.

Overall assessment of current financial and EFTS performance:	↔
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The 'green' rating is an improvement on results reported in April and May. This is mainly due to improved actual and forecast operating results and a stabilising capital spend programme. However, EFTS improvement remains a focus.

1 Executive summary - operating results



\$'000	Actual year to date	Budget year to date	Actual vs budget	Full year budget	Full year forecast	Full year forecast variance
Total operating income	186,694	189,919	(3,225)	391,174	391,387	213
Total operating expenditure	182,976	195,388	12,412	389,094	379,366	9,728
Total operating surplus/(deficit)	3,718	(5,469)	9,187	2,080	12,021	9,941
Working capital	167,154	135,396	31,758	119,438	142,809	23,371
Net assets	1,444,469	1,432,019	12,450	1,440,008	1,603,194	163,186
Net cash received from operating activities	88,071	86,473	1,598	68,222	70,018	1,796
Closing cash balance	332,180	294,366	37,814	173,363	194,246	20,883

Highlights:

Movements in month

- The main movement this month is the inclusion of the actuarially valued employee benefits, something we normally include twice a year at 30 June and for the 31 December annual report. After several years of steady increases (rising over \$10 million or 50% in the last 10 years) the valuation has seen a reduction. The budget included a \$1.500 million increase, in line with previous years' experiences, but compounding small changes such as certain senior management eligibility, discount rates, and staff numbers have led to a decrease of \$2.850 million.
- Actual expenditure remains below budget, and many expenditure headings are currently below budget, but with specific savings in Personnel costs and Consultancy costs.
- Actual research revenue, including PBRF and drawdowns from the UC Foundation and UC Trust Funds, is (\$1.967) million less than budget, but with corresponding savings in research expenditure (research revenue is recognised as related expenditure is incurred).
- The failure to meet budget on the drawdown of funds from UCF and UCTF funds (research and non-research) is a continuing disappointment and are now (\$1.118) million below budget, although an improvement on the 31 May position.
- We continue to forecast a surplus in excess of budget, and an increase of \$6.394 million on the 31 May forecast, with overall improved savings in personnel costs (mostly the actuarial valuation noted above), consultancy and library periodical costs.

Year to date actual operating surplus is \$3.718 million compared to a budgeted deficit of (\$5.469) million – there are cost savings but revenue is below budget.	↔
Actual total revenue is less than budget – this reflects research revenue recognition, currently considered to be phasing but including the PBRF reductions, and reductions in Tuition Fees, and non-research drawdowns from UC Foundation and Trust Funds.	↔
Actual total expenditure is less than budget - reductions in research-related expenditure (personnel and consumables and sub-contract costs) reflect reductions in research revenue, with the exceptional reversal of the actuarially valued employee benefits coupled with other personnel budget phasing savings.	↑

Forecast full year net surplus of \$12.021 million is higher than budget – losses of EFTS related revenue and PBRF are forecast to be offset by increases against budget in interest earned, and Research revenue and Consulting revenue. Total operating expenditure is expected to come in under budget, with all main expenditure headings expected to be under budget, most significantly Personnel with \$6.263 saving against budget (\$4.500 million being the actuarial valuation variance).	↑
EFTS – the University forecasts total EFTS exactly on budget but significantly in excess of 2018 and in line with the Funding Agreement targets (within tolerable allowances). However, International Full Fee EFTS are below budget, with a consequential impact on revenue.	↔
UCIC – despite ongoing challenges for UCIC in the changes to visa terms and English Language certification, and recent events in Christchurch, UCIC are showing EFTS performance marginally in excess of budget. However, this is significantly behind the original business case targets.	↔
Capital expenditure – year to date expenditure of \$52.305 million is (\$18.602) million (26%) under budget, another monthly improvement. Greater activity on the two buildings closing on completion and a rapid start well ahead of budget in Garden Hall have been the main contributors.	↔
Net operating cash flow is below budget. Lower tuition fee revenues have been compensated for by additional other revenue such as research and interest revenue, but there has been higher operational expenditure. Forecast is to be on budget.	↔
The University forecast is in line with its Funding Agreement targets for 2019.	↔

2 Operating results - Actual Year to date

↔

Year to date actual operating surplus is \$3.718 million against a year to date budgeted operating deficit of (\$5.469) million.

REVENUE

<p><i>Movement in month</i></p> <ul style="list-style-type: none"> Revenue is now (\$3.225) million unfavourable to budget, similar to 31 May. This is mainly due to the drop in PBRF (following the 2018 reassessment) and International Full Fee revenue (EFTS have not achieved budget). These reductions have been offset by improved interest and consultancy revenue and higher than expected surplus on the FENZ sale.

EXPENDITURE

<p><i>Movement in month</i></p> <ul style="list-style-type: none"> Expenditure remains significantly under budget, reductions in research-related expenditure (personnel and consumables and sub-contract costs) reflect reductions in research revenue, with the exceptional reversal of the actuarially valued employee benefits coupled with other personnel budget phasing savings.

3 Operating results – Forecast to end of year



The University forecasts a net surplus of \$12.021 million (Budget surplus \$2.080 million).

Movement in month

The forecast surplus has increased by \$6.394 million from 30 April.

Year to date revenue deficits against budget in PBRF and International Full Fee revenue are included, but will be offset by increased External Research revenue, Consultancy, Interest revenue and the FENZ surplus. The forecast also anticipates the full drawing down of cash from UC Foundation and UC Trust Funds.

Forecast Personnel costs have improved as they include the actuarial valuation reversal noted above of \$4.500 swing as well as expected personnel cost savings, with operating cost savings in consultancy and depreciation offsetting forecast overspends in Director Learning Resources in outsourcing/contracts. The consultancy savings are mostly in DVC responsibilities, attributable to underspends in Student First and Kia Tōpū First projects.

Further discussion of the forecast financial result is contained in the Forecast Movement Memorandum.

4 College contribution margin



To give context for the performance against budget by colleges, we have prepared the following table that compares the actual 2018 budgeted result for each college with the pure Contribution Margin (CM) calculation. This excludes Education Plus.

Calculated CM compared with Budget CM	College of Arts	College of Business and Law	College of Engineering	College of Science	College of Education, Health and Human Development	Total Colleges
CM Required per formula	17,623	21,172	38,035	25,471	14,971	117,272
<i>as a % of Total Revenue</i>	43.9%	40.3%	32.7%	32.8%	40.2%	36.2%
Budgeted result	15,526	21,664	42,562	23,258	14,262	117,272
<i>as a % of Total Revenue</i>	38.6%	41.3%	36.6%	30.0%	38.3%	36.2%
Difference	(2,096)	492	4,527	(2,213)	(709)	0

The University continues to use the CM model as the starting point for the budget process. This presents some challenges in that the College of Engineering significantly exceeds its pure CM target, while both the College of Arts and the College of Science in particular are not generating sufficient EFTS and other revenue to make the expected contribution under the CM model. We continue to review the model to ensure it is fair to all.

For further context, the comparison of the budgeted result with the current forecast is as follows shows a total unfavourable variance against the budgeted margin of (\$0.264) million (unfavourable (\$1.251) million as at 31 May). :

All colleges were affected by the allocation of the decrease in PBRF revenue.

Budget CM compared with Forecast CM	College of Arts	College of Business and Law	College of Engineering	College of Science	College of Education, Health and Human Development	Total Colleges
Budgeted result	15,526	21,664	42,562	23,258	14,262	117,272
<i>as a % of Total Revenue</i>	38.6%	41.3%	36.6%	30.0%	38.3%	36.2%
Forecast result	15,473	21,344	42,536	23,510	14,145	117,008
<i>as a % of Total Revenue</i>	38.4%	40.4%	35.3%	29.0%	38.8%	35.3%
Difference	(53)	(319)	(26)	252	(117)	(264)

Reduction in EFTS-related revenue and PBRF reductions has been compensated for by forecast increased Research and Consulting revenue, and savings in Personnel costs against budget.

5A EFTS reporting - Numeric



The summary EFTS position for 2019 is as follows **(detail on page 20 - 22 of the monthly report)**:

Movements in month

Forecast total EFTS increased by 8 on the previous month: a decrease of 1 Domestic EFTS and an increase of 9 International EFTS.

The Funding Agreement target for 2019 is 14,597 total EFTS, and 13,075 Domestic EFTS, both of which the University currently forecasts to exceed.

(EFTS)	2018 Full Year	2019 Budget Full Year	2019 Forecast Full Year	Variance Forecast to Budget
Domestic	12,366	12,972	13,095	123
International	1,704	2,019	1,896	(123)
Total	14,069	14,990	14,990	0

Overview

Domestic EFTS to exceed and Total EFTS to meet Budget.

The University forecast is for a deficit against budget in tuition + SAC funding by (\$2.007 million), (0.8%), due to a higher proportion of domestic students in the forecast compared to budget.

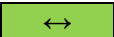
Tuition Fees show an unfavourable forecast to budget for International Fees (\$4.009 million), (7.6%), and favourable Domestic Fees + SAC funding of \$2.001 million, 1%.

The 2019 University forecast compared to 2018 Full Year shows growth in tuition + SAC funding by \$15.813 million, 6.5% favourable and EFTS by 921, 6.5% favourable.

UCIC

- **UCIC Students at UCIC:** Term One New to UCIC is 38 EFTS, compared to 36 EFTS in 2018, up 8%. Total Term One EFTS is 99 EFTS, compared to 94 EFTS in 2018, up 5%.
- **UCIC Transfers to UC:** The forecast is for 482 EFTS against a 2019 Budget of 463 EFTS from UCIC at UC.

5B EFTS reporting – Graphs in the Monthly Report

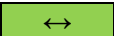


The Monthly Report contains a series of graphs **on pages 20 to 30**.

Movements in month

There have been no significant movements in forecast EFTS reporting during the month. UCIC short and medium term forecasts on page 26 show static EFTS. Current year royalty revenue is forecast to be \$0.778 million under the original business case expectation for 2019.

6 Capital expenditure



Year to date capital expenditure of \$52.305 million is (\$18.602) million (26%) under budget.

Movements in month

- The expenditure for June was again above budget, mainly due to activity on the Heritage Garden Hall. There has been significant early cost on design fees, excavation and screw piling, and P&G costs.
- Levels of activity and expenditure are increasing on the Beatrice Tinsley building and the UCSA building as project handover to the University draws closer.
- The issue with the Fluid Viscous Dampers in Rehua has caused Practical Completion and the final account settlement to be delayed further.
- The overall total underspend against budget has reduced \$2.947 million in June.

Capital expenditure by activity is on **page 22 of the monthly report**. An analysis of the main items is as follows:

Year to date	FY budget	Budget	Actual	Variance	Variance
June	\$000	\$000	\$000	\$000	%
Main buildings	76,975	50,930	38,523	(12,407)	-24%
Other construction	12,675	6,370	3,302	(3,068)	-48%
Minor capital/make good	8,891	2,751	2,409	(342)	-12%
IT	3,048	884	904	20	2%
Student First	5,271	2,616	1,752	(864)	-33%
Research Strategic Fund	1,500	0	0	0	#DIV/0!
Library	3,727	1,776	2,044	268	15%
Colleges	8,352	4,093	2,902	(1,191)	-29%
Projects < \$500,000 annual budget	3,188	1,487	469	(1,018)	-68%
Totals	123,627	70,907	52,305	(18,602)	-26%

The categories are as follows:

Category	Composition
Main buildings	CETF, Rehua, RRSIC, Heritage Garden Hall, UCSA, Sport and Recreation
Other construction	Communications Disorders, Locke and Logie, Ilam boiler, Te Ao Marama, Connon Hall Product Design growth space
Minor capital/make good	Minor Capital: Facilities Management, Campus Services, IT, IT audio visual; make good Kirkwood and Dovedale villages
IT	eLearning, IAMS, Data Storage
Student First	Student First project capital expenditure
Research Strategic Fund	\$1.500 million research strategic fund, led by Deputy Vice-Chancellor
Library	Includes books, serials and information resources capitalised.
Colleges	Individual Colleges and some Service Units.

The single reduction in forecast against budget to date relates to RRSIC, where the Fletchers final account for RRSIC Stage 1 was budgeted for January 2019 but actually paid in December 2019. Amounts outstanding on RRSIC include the finalisation of the Beatrice Tinsley building, final retention payments to Fletchers once defects are fixed, and work in West Building on the workshop, the latter two totalling approximately \$4 million.

The UCSA building is behind on expenditure but is still forecast to complete in August.

Rehua is at the tail end of the project with the final account stage now delayed following discovery of corrosion issues with the Fluid Viscous Dampers, which need to be addressed before Practical Completion can be reached and the final account determined. No invoices have been raised by Hawkins (Downer) for now, although budgeted for January to March 2019.

Garden Hall is \$7.219 million over the budget to date due to the early start on groundworks and some large material costs being booked as received.

The School of Product Design growth space is close to completion although some work will continue through to early 2020, and is currently slightly overspent against the year to date budget. There are programme delays in Locke and Logie with work also extended to April 2020; Te Ao

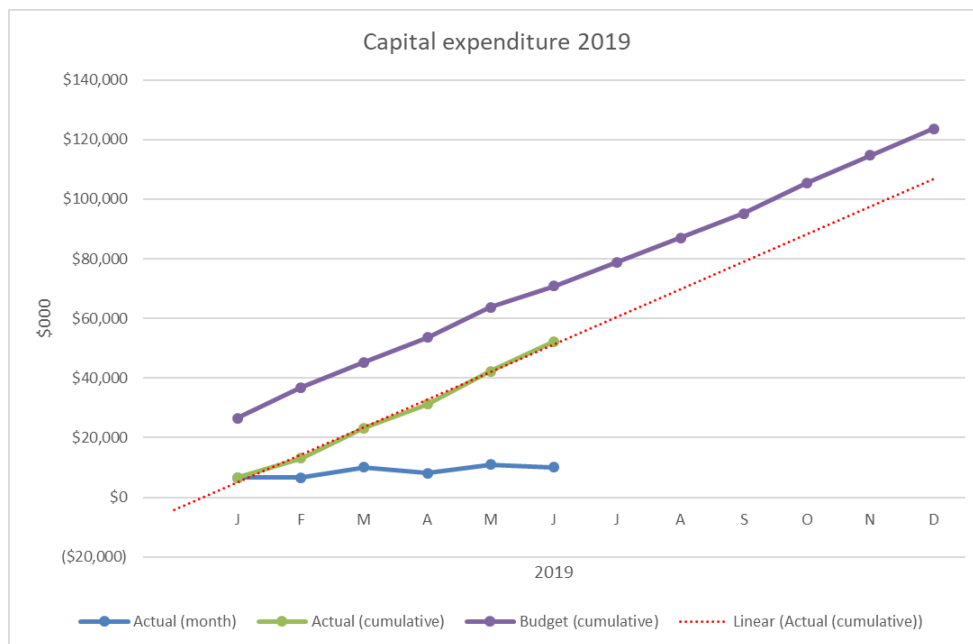
Marama is now anticipated to be worked on mostly in 2020 and 2021. The Ilam Boiler project is reviewing its options and could now be delayed.

The majority of the make good work on the two village sites is timed for later in the year and the minor capital work is close to budget. While some of the village buildings have been removed, the majority remain for now.

eLearning is phased for later in the year with nothing spent to date, and IAMS is forecast to come in under budget.

The Research Strategic Fund is new in 2019, and is phased for July through to October, as the process has just begun.

The current trends on total capital spend are as follows:



We have reduced the forecast capital spend by \$6.400 million by year end, representing the final account for Fletcher’s budgeted for January 2019 but paid in December 2018. The final account from Hawkins (Downer) for Rehua is not anticipated until September or later. Current spend is established on or above budget in the last three months, with overspending against year to date budget on Heritage Garden Hall compensating for underspends on Rehua (delays in final account), Locke and Logie and Student First.

We review the capital forecast on a monthly basis.

7 Net operating cash flow trends



Working capital

The working capital position is in excess of budget due to additional unbudgeted cash being brought forward from 2018 and capital spending under budget.

Current cash balances and deposits are being held strategically on relatively short terms of 6 -10 months as interest rates are currently fairly flat after 120/150 days, and longer term deposits are not attractive where this would tie up capital. We review this position regularly.

Net assets

Net assets are in line with budget, the increase being mainly the operating surplus. The University will be revaluing its land and buildings at 31 December 2019, and has estimated a \$150 million increase in the depreciated replacement cost valuation. The buildings were last revalued for 31 December 2016. In the period 2014 to 2016 the increase was \$188 million.

We have not assessed any increase in land values (valuations for these have moved by minor amounts in previous valuations, and have been both positive and negative) or Artworks and the permanent collection (similarly not expected to be material).

Cash flow assumptions

The report includes the monthly five year projection of our net operating cash and cash balance position. Key assumptions remain the timing and cost of investment in our capital programme; and student numbers increasing.

Net operating cash flows 2010 to 2022 are included in **Appendix 1** to this memorandum.

8 Covenants and targets



The borrowing consent signed in 2014 places certain reporting requirements on the University, including Council papers and formal annual capital asset management planning and capital expenditure reporting, and the requirement for the appointment of an independent advisor “as soon as practicable after UC Council forms the view that it will be required to borrow more than \$65 million under the terms of the funding agreement”. This is currently under review with TEC as required in the original borrowing consent.

The Funding Agreement signed with the Crown also provides certain operational and financial targets, which we have included in the monthly report. See the summary on **page 7 of the monthly report**. The requirements of the Funding Agreement remain in place until 2022 or earlier if decided by the Governance Oversight Group (GOG).

Note that the “allowable tolerance” for EFTS and revenue targets is $\pm 5\%$, while the other targets have their ranges as shown in the report.

Bond requirements

All Trustee bond requirements have been met.

Recommendation:

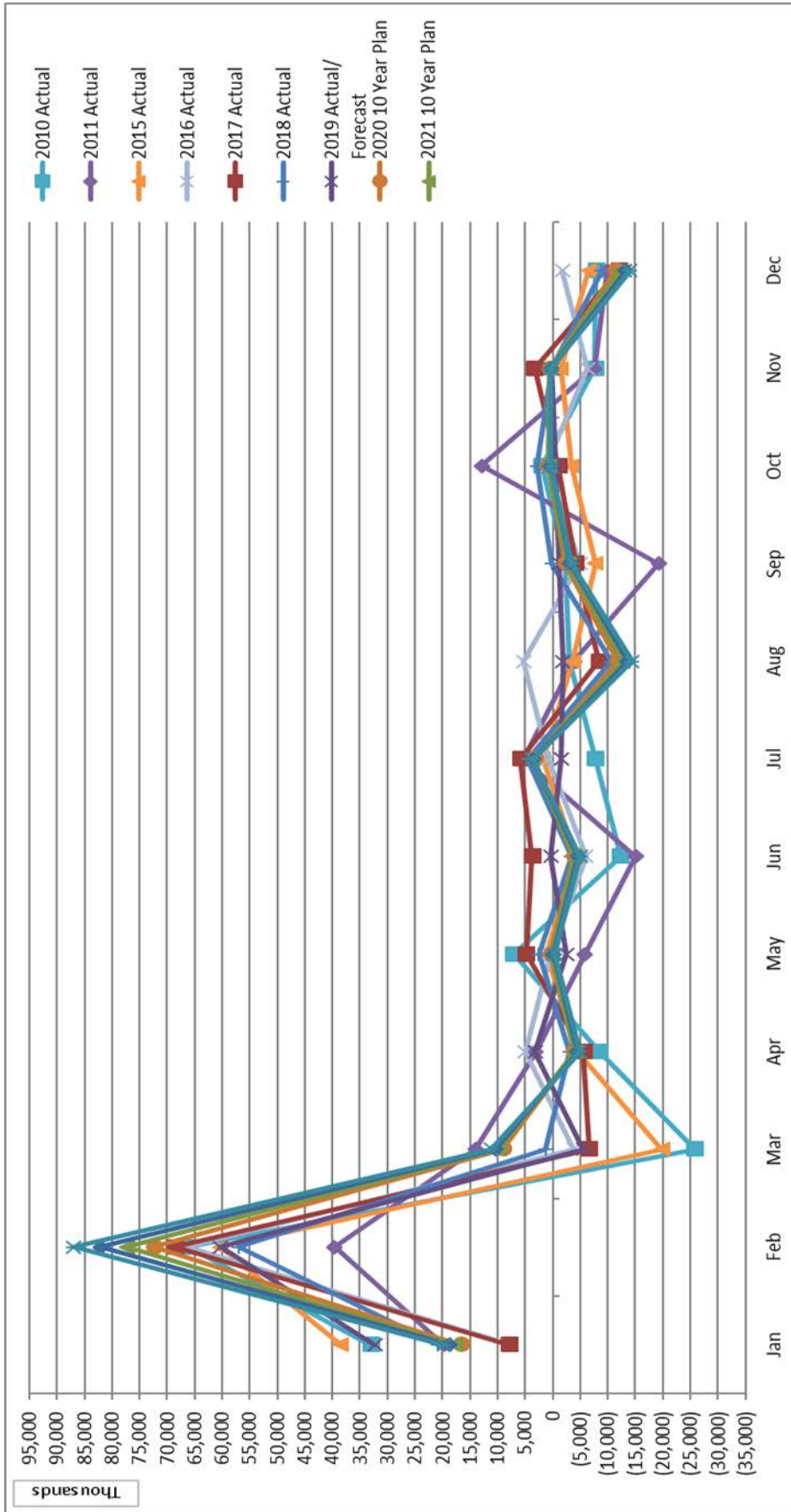
For information.

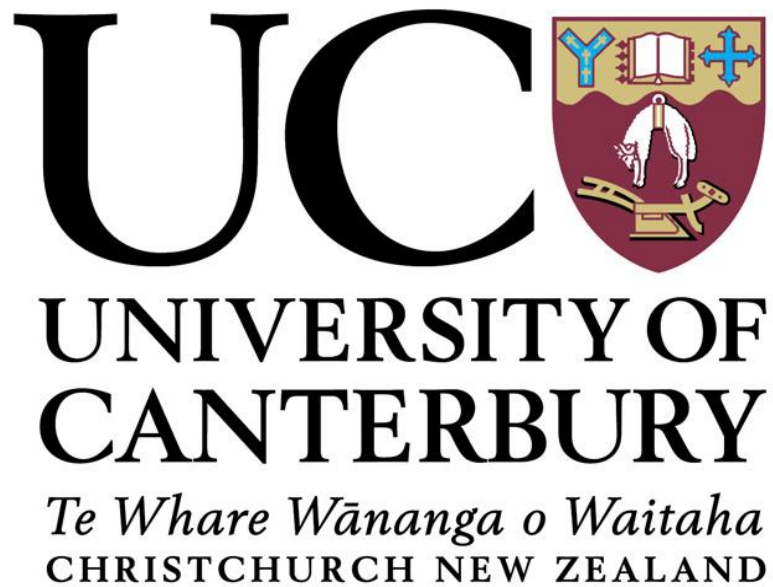
Ngā mihi

Keith Longden

Executive Director/Chief Financial Officer | Kaihautū Matua Ahumoni

Appendix – Net operating cash flows to 2022





Council Monthly Report

June 2019

Report approved by:

Keith Longden
Chief Financial Officer

24 July 2019

June 2019

Council Monthly Report

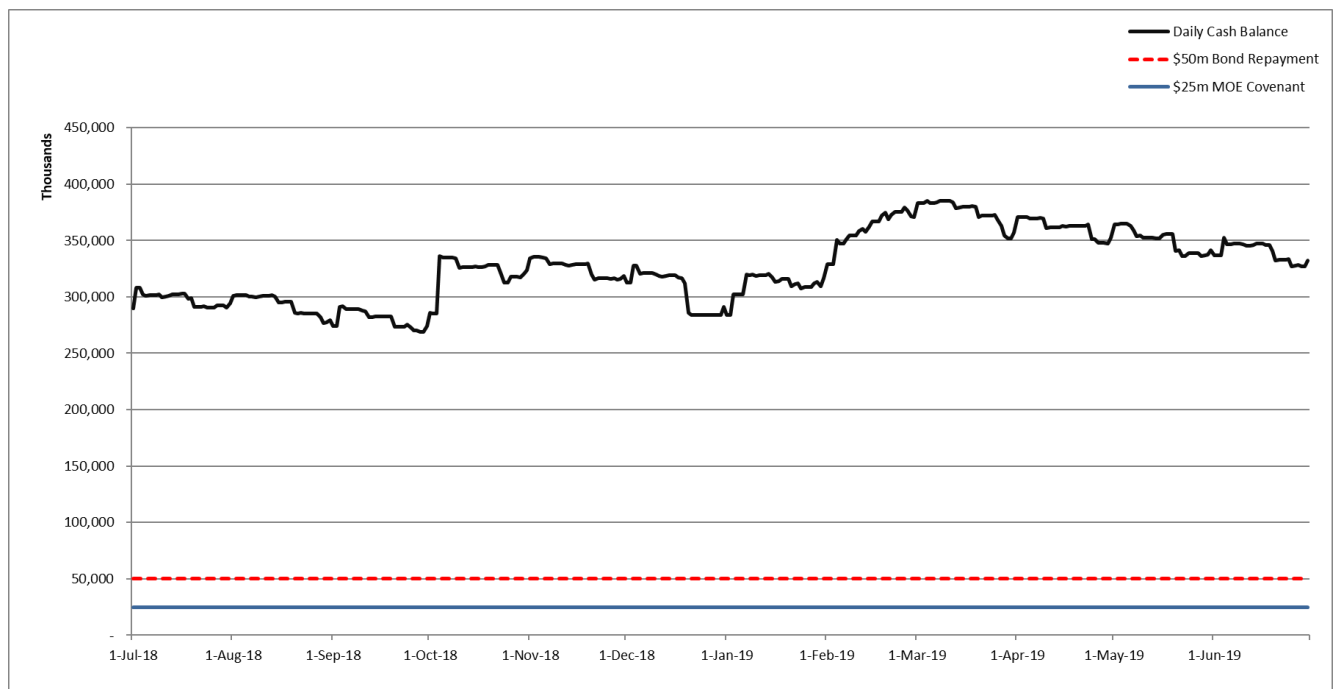
CASH	3
Cash Position as at June 2019	3
Daily Cash Balance (rolling 12 months)	3
Monthly Cash Balance Monitoring	4
Interest Rates on Deposits June 2019	4
Five Year Projection of Net Cash from Operating Activities	5
Five Year Projection of Cash position	6
COVENANTS	7
Governance Oversight Group – Funding Agreement Targets	7
Philanthropic Bond Trust Deed	7
MOE	7
FINANCIAL INDICATORS	8
Indicators Relating to Financial Performance	8
Indicators Relating to Financial Position	9
Indicators Relating to Cashflows	9
FINANCIAL STATEMENTS	10
Total Operating Surplus/ (Deficit) Variances to Budget	10
Statement of Financial Performance for period ending June 2019	11
Statement of Financial Position as at June 2019	12
Statement of Cash Flows for period ending June 2019	13
Financial Statements Commentary	14
Capital Expenditure by Activity	19
EFTS SUMMARY	20
Total EFTS	20
Domestic EFTS	21
Full Fee EFTS	22
New to UC and Returning Trends	23
SAC Guarantee Value	24
UC 10 Year Forecast	25
UCIC Long Term Forecast	26
UCIC at UCIC	28
UCIC Converts to UC	29
HUMAN RESOURCES SUMMARY	31
Statistical Summary – Annualised Rolling FTEs	31
GLOSSARY	32

Cash

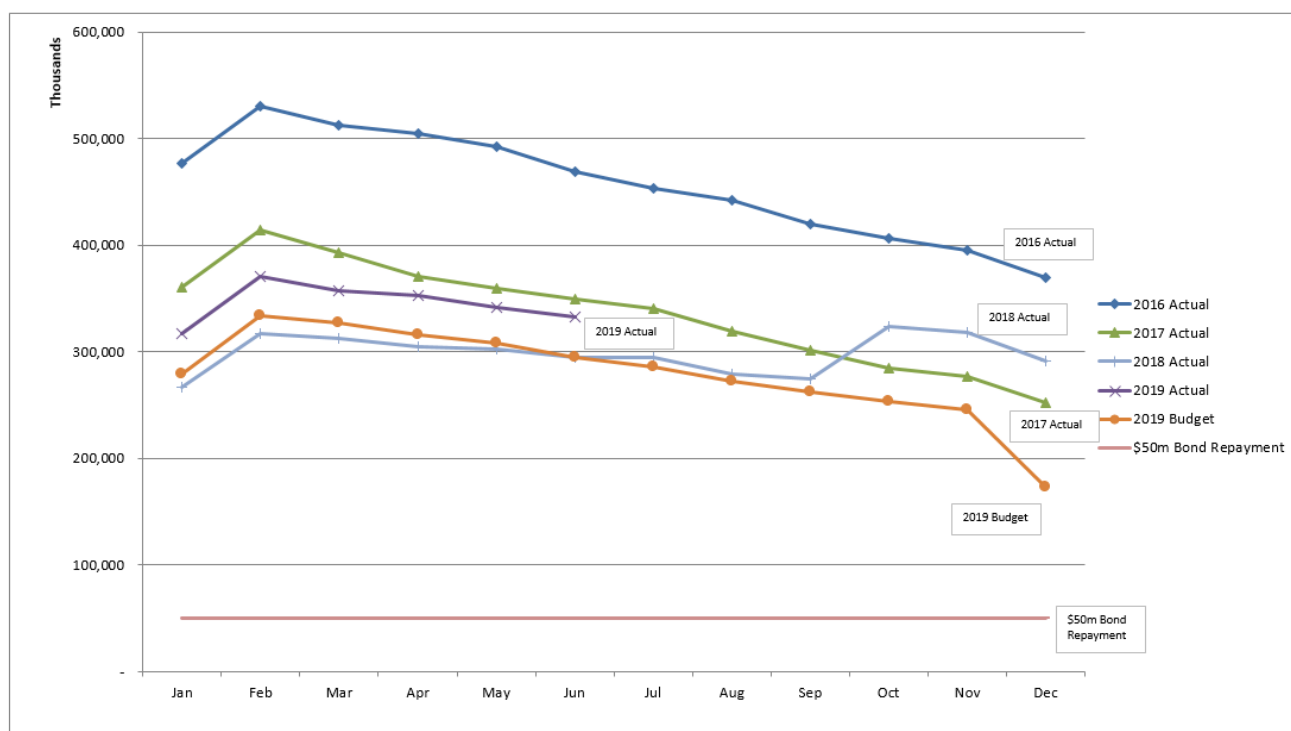
Cash Position as at June 2019

	Actual Year to Date in \$000s	Budget Year to Date in \$000s	Variance Year to Date in \$000s	Forecast Full Year in \$000s
Cash/ Short Term Investments/ Short Term Government Stock	332,180	294,366	37,814	194,246

Daily Cash Balance (rolling 12 months)



Monthly Cash Balance Monitoring



The above summary includes Government Stock and Long Term Investments.

Interest Rates on Deposits June 2019

Bank	Interest Rates	Total Days Invested	Current \$M	Term \$M
ANZ	2.85% - 3.37%	105 - 296	\$ 84.86	\$ -
ASB	2.59% - 3.38%	163 - 283	\$ 40.88	\$ -
BNZ	2.95% - 3.36%	202 - 371	\$ 26.43	\$ -
Kiwibank	2.70% - 3.45%	122 - 371	\$ 47.48	\$ -
Westpac	2.79% - 3.31%	154 - 283	\$ 112.12	\$ -
Call Accounts	2.05% - 2.05%	-	\$ 14.63	\$ -
Current Account	2.50%	-	\$ 0.42	\$ -
Foreign Currency Account	0.10%	-	\$ 5.36	\$ -
TOTAL			\$ 332.18	\$ -
Average annual interest rate			3.03%	0.00%

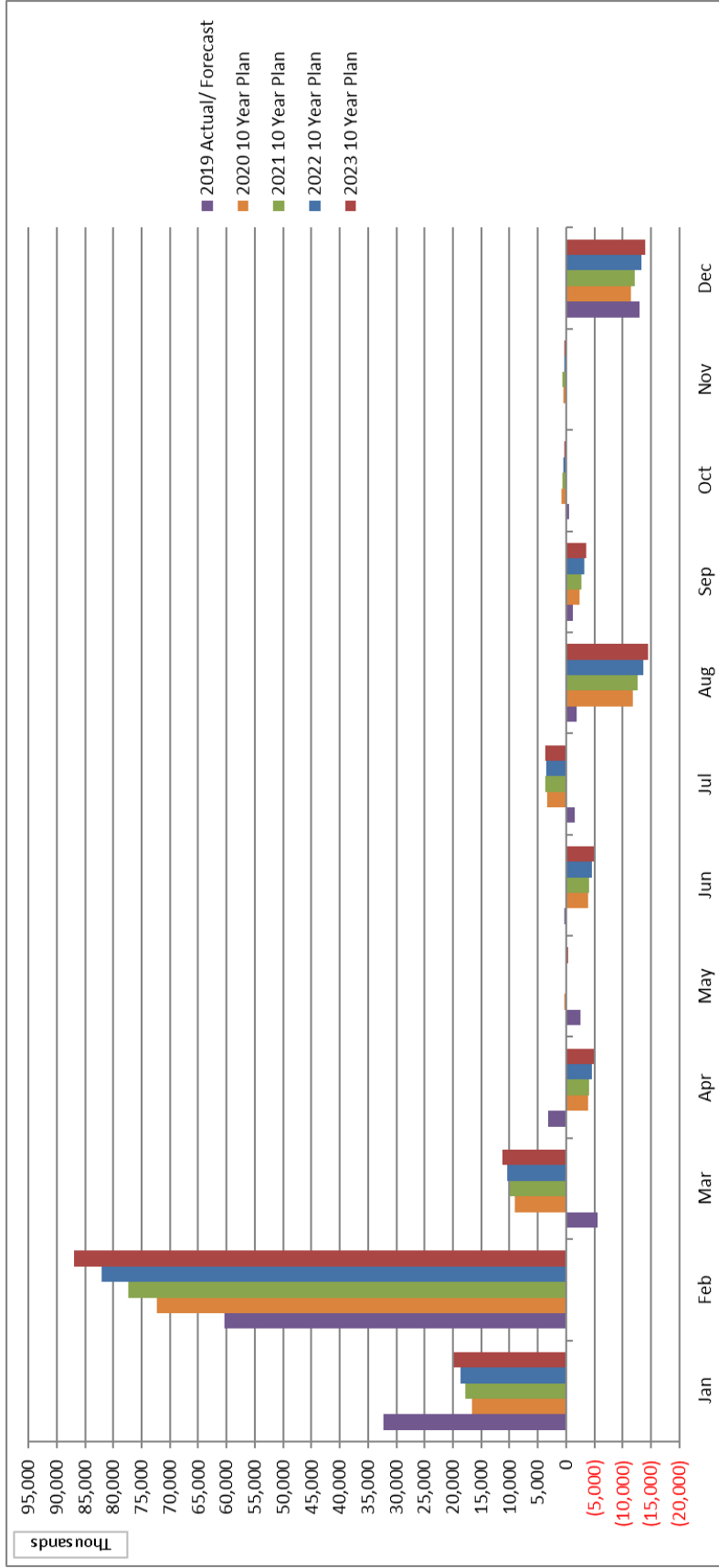
Note that short term deposit rates (30-120 days) are currently at 2.77% on average.

The benchmark information relating to deposit amounts and interest rates is drawn from the [31 December 2018 published financial statements for Universities](#) as follows:

	Current	Term
Range of deposit rates	0.67% - 5.77%	2.17% - 2.20%
Average amount on deposit as at 31 December 2018	\$76.385 million	\$5.862 million

Five Year Projection of Net Cash from Operating Activities

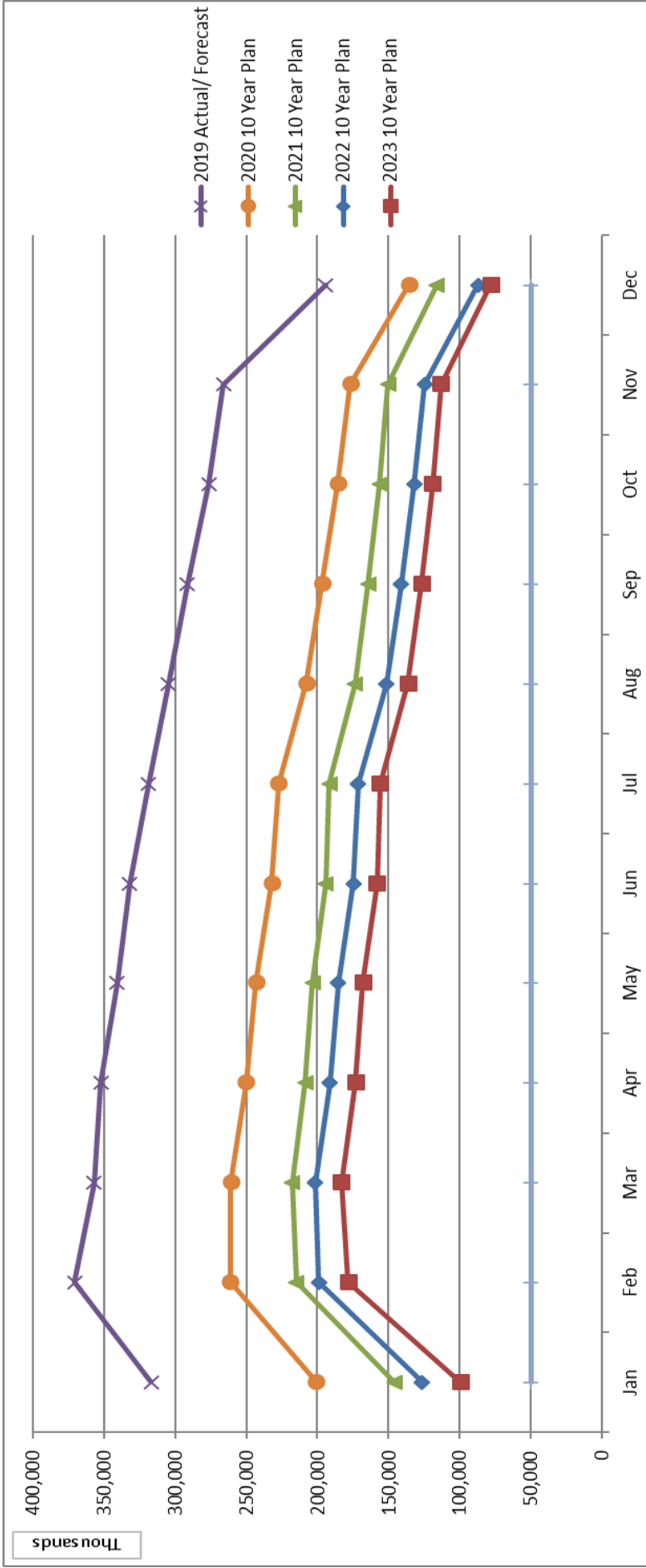
The following graph reflects cash from operating activities less cash to operating activities for the current year Actuals, and 2020-2023 from the 10 Year Plan (ver. 70).



2019 Actual/ Forecast: January – June is based on Actuals with the remaining months based on the 2019 Forecast.

Five Year Projection of Cash position

The following graph reflects the balance of cash on hand at the end of each month for the current year Actuals, and 2020-2023 from the 10 Year Plan (ver. 70).



2019 Actual/ Forecast: January – June is based on Actuals with the remaining months based on the 2019 Forecast.

Covenants

Governance Oversight Group – Funding Agreement Targets: June 2019

	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Target Full Year
Domestic EFTS	12,575	n/a	12,972	13,095	13,075
Overall EFTS	14,176	n/a	14,990	14,990	14,597
Total operating revenue (\$million)	187	190	391	391	362
Net cash flow from operations (cash inflow/(outflow) from operations) (%)	157%	157%	121%	122%	115% +
Net operating surplus before abnormals/ total income (%)	2.0%	-2.9%	0.5%	3.1%	0% to 3%
Ability to service debt (interest coverage ratio)	2.7	(1.5)	1.5	3.7	1.0x to 1.5x
Debt to (debt + equity) ratio (%)	3.4%	3.4%	0.1%	0.0%	0% to 7.5%

Philanthropic Bond Trust Deed

Indicator	Full Year Budget	Full Year Forecast	Actual Full Year 2016	Actual Full Year 2017	Actual Full Year 2018	Benchmark
Debt/Debt plus Equity	0.1%	0.0%	3.5%	3.6%	3.4%	3.4%
	Ok	Ok	Ok	Ok	Ok	n/a

Note that at 31 December 2019 the only debt will be that owed to the Sonoda Corporation, of \$736,000. The Philanthropic Bond is due to be repaid December 2019.

Indicator	Full Year Budget	Full Year Forecast	Actual Full Year 2016	Actual Full Year 2017	Actual Full Year 2018	Benchmark
Secured Debt/Debt plus Equity	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Ok	Ok	Ok	Ok	Ok	n/a

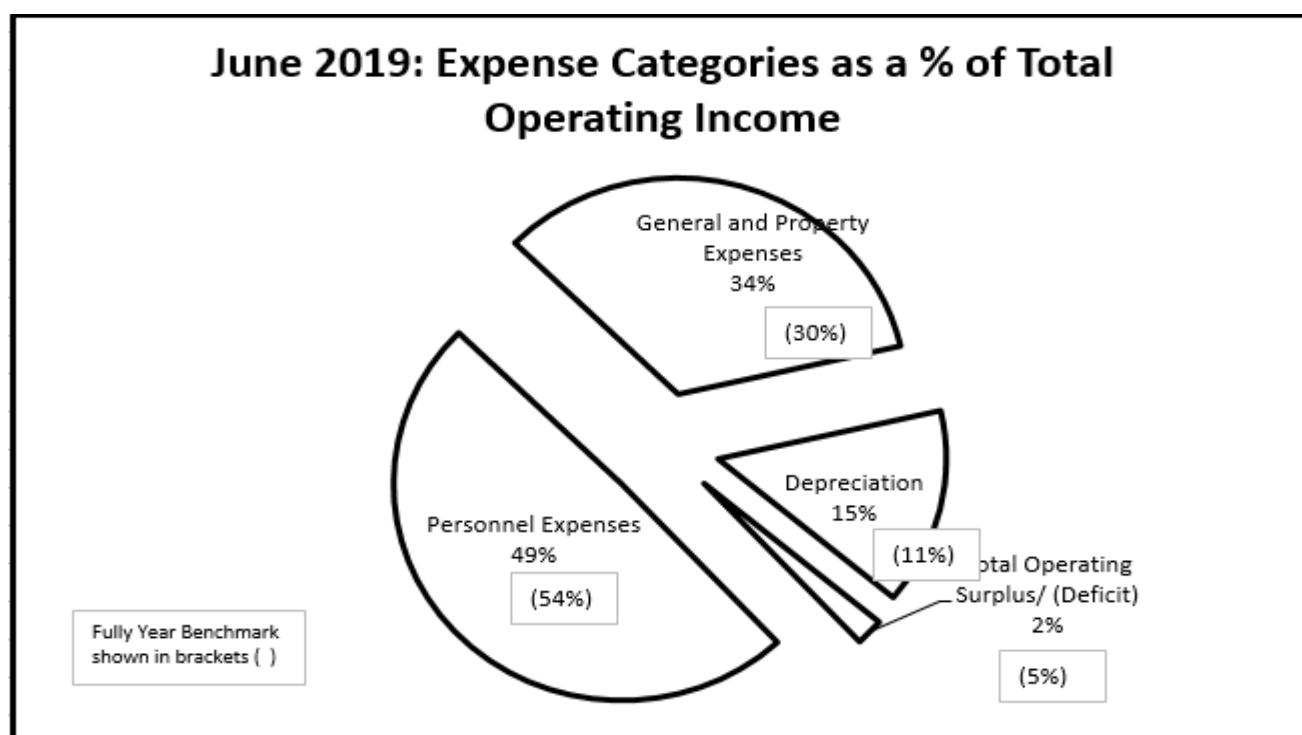
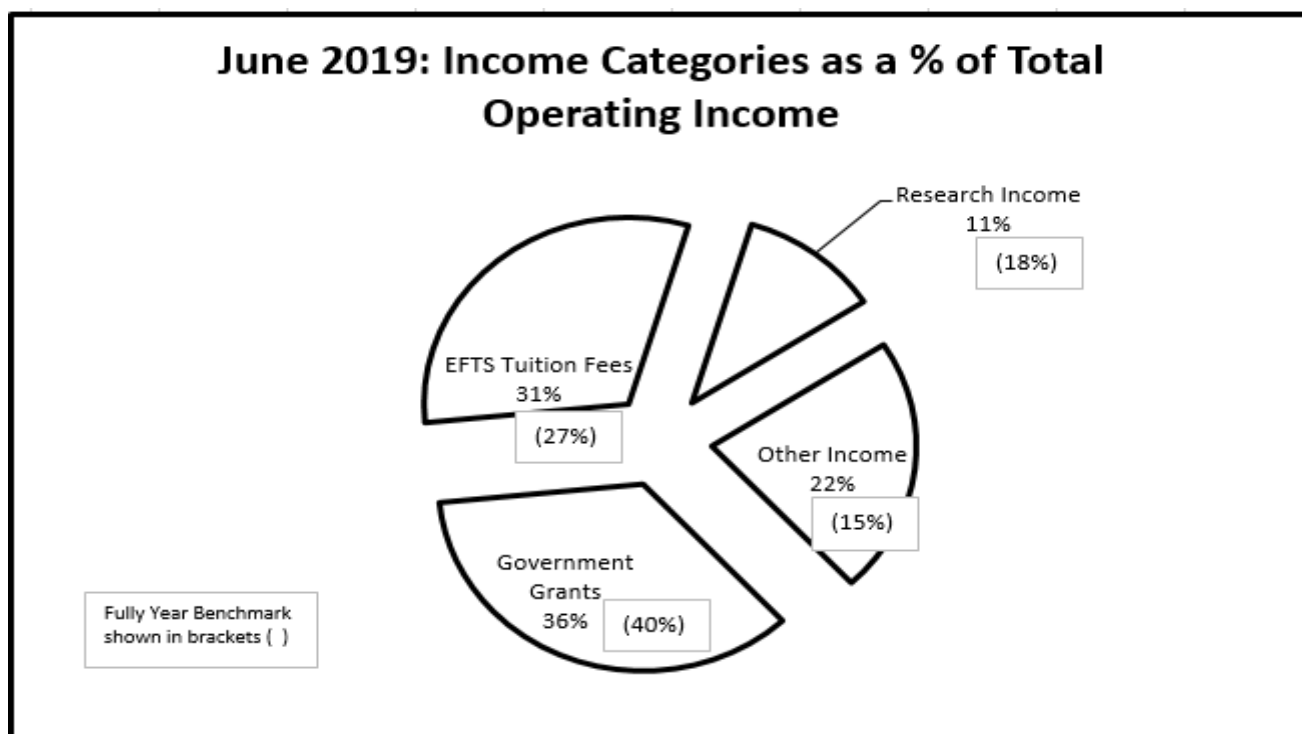
MOE

All MOE covenants have been replaced by a consent that requires appointment of an independent advisor as soon as practicable after UC Council forms the view that it will be required to borrow more than \$65 million under the terms of the funding agreement; provision of FPRC and Council papers; limits on use of assets as security; and provision of capital asset management planning and capital expenditure reporting. There are no financial covenants.

Financial Indicators

These were MOE covenant indicators, but which we continue to report as relevant liquidity measures.

Indicators Relating to Financial Performance:



	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark Full Year
EBITDA \$000	27,823	20,550	56,894	62,970	82,634
EBITDA/ Revenue %	14.9%	10.8%	14.5%	16.1%	15.4%

Indicators Relating to Financial Position: June 2019

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Working Capital \$000	Positive	167,154	135,396	119,438	142,809	*
Working Capital Ratio	> 1	1.8:1	1.7:1	2.2:1	2.5:1	0.8:1
		Ok	Ok	Ok	Ok	n/a

* Benchmark working capital is negative.

Year to date working capital is \$31.758 million more than budget.

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Total Borrowings/Total Assets	< 25%	3.0%	2.9%	0.0%	0.0%	3.0%
		Ok	Ok	Ok	Ok	n/a

Indicators Relating to Cashflows: June 2019

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Net Debt/ Net Cash from Operating Activities	< 1.8	0.0	0.0	0.0	0.0	0.0
		Ok	Ok	Ok	Ok	n/a

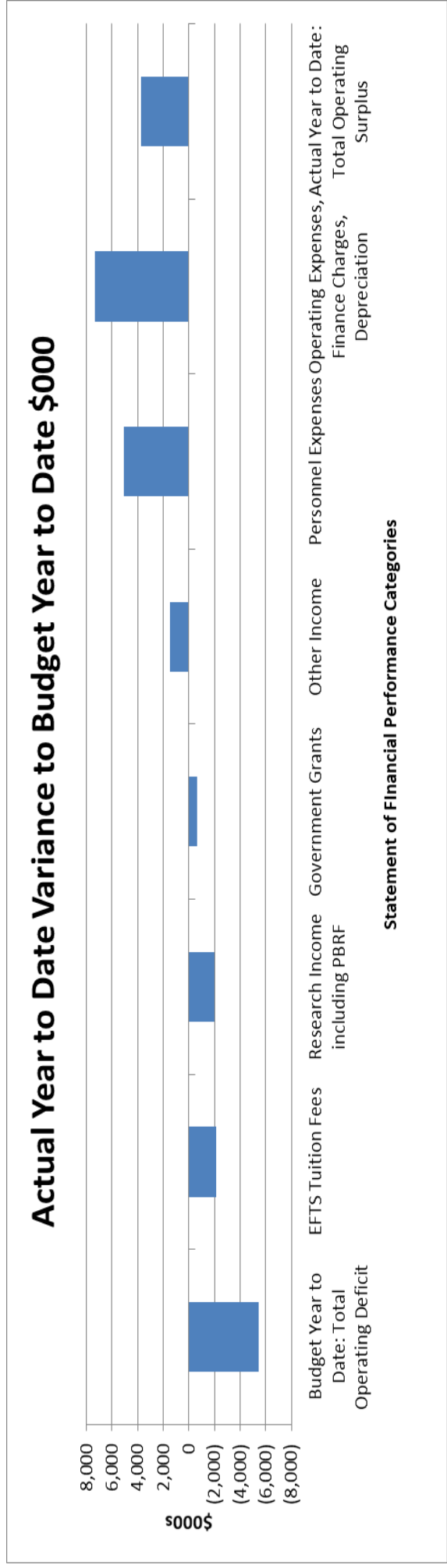
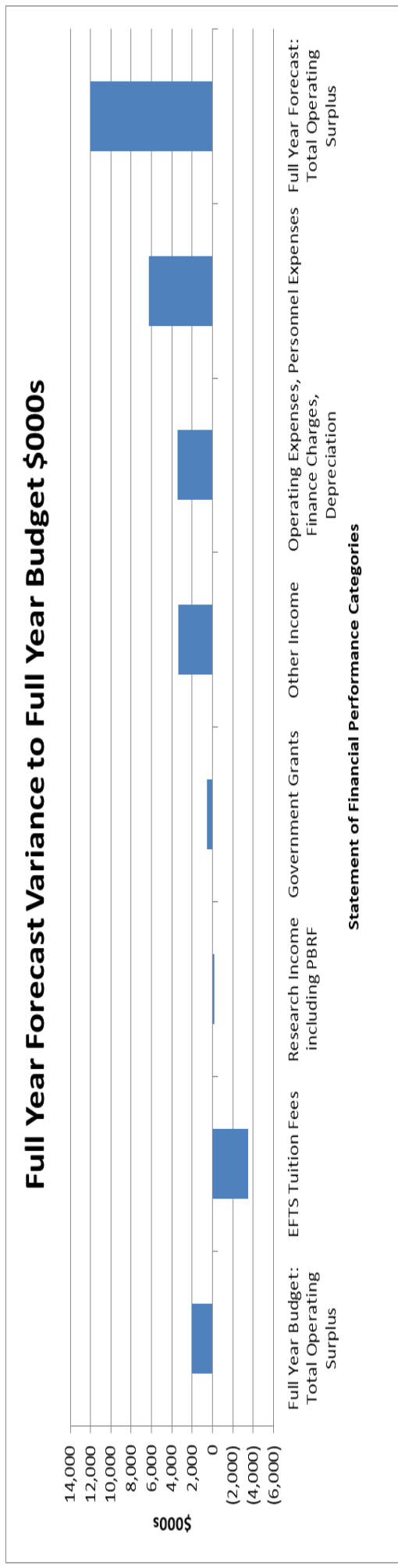
Where Cash & Short Term Investments are greater than Debt, resulting in Net Debt being in a negative position, the ratios are reported as zero rather than negative.

	Indicator	Actual Year to Date	Budget Year to Date	Budget Full Year	Forecast Full Year	Benchmark
Cash Cover in months	> 1.5	12.8	10.6	6.3	7.2	2.0
		Ok	Ok	Ok	Ok	n/a

This ratio does not take into account the significant capital programme currently in hand.

Financial Statements

Total Operating Surplus/ (Deficit) Variances to Budget: June 2019



Statement of Financial Performance for period ending June 2019

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Previous Year Actual Year to Date \$000	Full Year Budget \$000	Full Year Forecast 2019 \$000	Full Year Forecast 2020 \$000 ¹
OPERATING INCOME							
Government Grants							
SAC Student Achievement Component ²	63,140	63,209	(69)	63,786	129,988	131,299	141,246
Other Government Grants	2,882	3,449	(567)	3,010	7,322	6,561	7,894
Total Government Grants	66,022	66,658	(636)	66,796	137,310	137,860	149,140
EFTS Tuition Fees							
Student Tuition Fees Full Paying	20,750	22,593	(1,843)	18,244	52,901	48,892	53,343
Student Tuition Fees Domestic Fee Paying	37,699	37,745	(46)	34,961	77,932	78,621	84,563
Student Tuition Fees Other	1	220	(219)	149	414	202	398
Total EFTS Tuition Fees	58,450	60,558	(2,108)	53,354	131,247	127,715	138,304
Research Related Income							
Research excluding PBRF	20,804	21,794	(990)	20,537	44,308	46,079	45,050
PBRF Income	14,112	15,089	(977)	15,067	30,178	28,223	28,708
Total Research Income including PBRF	34,916	36,883	(1,967)	35,604	74,486	74,302	73,758
Other Income							
Interest Income	5,444	4,567	877	4,987	7,668	9,000	5,143
Student Services Levy	5,356	5,376	(20)	4,841	10,452	10,397	11,114
Sundry Income	16,506	15,877	629	17,549	30,011	32,113	28,859
Total Other Income	27,306	25,820	1,486	27,377	48,131	51,510	45,116
TOTAL OPERATING INCOME	186,694	189,919	(3,225)	183,131	391,174	391,387	406,318
OPERATING EXPENDITURE							
Personnel Expenses							
Academic Continuing	36,382	36,794	412	33,515	74,598	73,200	96,858 ³
Academic Temporary	8,634	8,972	338	8,027	18,209	18,628	
General Staff Continuing	36,060	38,044	1,984	35,789	76,918	72,867	89,404 ⁴
General Staff Temporary	7,541	6,046	(1,495)	6,541	12,228	15,428	
Other Personnel Expenses	3,361	7,180	3,819	7,176	13,209	8,776	14,550
Total Personnel Expenses	91,978	97,036	5,058	91,048	195,162	188,899	200,812
Operating Expenses	61,449	67,766	6,317	67,105	131,450	130,518	138,893
Finance Charges	2,206	2,199	(7)	2,220	4,460	4,475	0
Depreciation	27,343	28,387	1,044	26,065	58,022	55,474	56,804
TOTAL OPERATING EXPENDITURE	182,976	195,388	12,412	186,438	389,094	379,366	396,509
NET SURPLUS/(DEFICIT)	3,718	(5,469)	9,187	(3,307)	2,080	12,021	9,808

¹ Full Year Forecast 2020 as per the 10 Year Model version 74 (May 2019)

² UC can claim an extra 2% or \$2.592 million above the TEC SAC Plan. UC is forecasting to claim \$1.687 million. This leaves \$0.905 million before the 2% threshold is reached

³ Total for Academic Continuing and Academic Temporary

⁴ Total for General Staff Continuing and General Staff Temporary

Statement of Financial Position as at June 2019

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget		Previous Year Actual Year to Date \$000	Full Year Budget \$000	Forecast 2019 \$000
			\$000	%			
Cash/Short Term Investments	332,180	294,366	37,814	12.8%	277,442	173,363	194,246
Trade Debtors	8,486	11,488	(3,002)	(26.1%)	10,165	5,816	6,040
Other Current Assets	27,329	31,317	(3,988)	(12.7%)	24,406	36,078	34,899
Total Current Assets	367,995	337,171	30,824	9.1%	312,013	215,257	235,185
Trade Creditors	4,521	5,438	917	16.9%	6,164	6,352	6,719
Other Current Liabilities	196,320	196,337	17	0.0%	133,760	89,467	85,657
Total Current Liabilities	200,841	201,775	934	0.5%	139,924	95,819	92,376
Working Capital	167,154	135,396	31,758	23.5%	172,089	119,438	142,809
Term Assets	1,326,271	1,350,341	(24,070)	(1.8%)	1,306,181	1,374,445	1,508,570
Term Liabilities	48,956	53,718	4,762	8.9%	101,934	53,875	48,185
Net Assets	1,444,469	1,432,019	12,450	0.9%	1,376,336	1,440,008	1,603,194
Represented by:							
Community Equity	1,162,865	1,151,382	11,483	1.0%	1,097,964	1,159,371	1,171,590
Student Service Levy Capital Reserve	10,320	10,176	144	1.4%	7,911	10,176	10,320
General Equity	1,173,185	1,161,558	11,627	1.0%	1,105,875	1,169,547	1,181,910
Revaluation Reserves	271,284	270,461	823	0.3%	270,461	270,461	421,284
Total Equity	1,444,469	1,432,019	12,450	0.9%	1,376,336	1,440,008	1,603,194

Statement of Cash Flows for period ending June 2019

	Actual Year to Date \$000	Budget Year to Date \$000	Previous Year Actual Year to Date \$000	Full Year Budget \$000	Forecast 2019 \$000
OPERATING ACTIVITIES					
<i>Cash Provided From:</i>					
Government Grants	82,980	83,368	81,863	167,488	166,083
Tuition Fees	108,872	111,596	98,954	131,247	127,715
Other Revenue	46,638	38,486	40,250	84,771	88,589
Interest Received	3,959	5,207	7,841	7,982	10,351
Total Cash Provided from Operating Activities	242,449	238,657	228,908	391,488	392,738
<i>Cash Applied To:</i>					
Personnel Expenses	89,252	91,097	90,283	194,501	192,784
General Expenses	63,655	59,598	62,106	125,450	127,218
Interest Paid	1,934	1,934	1,932	3,903	3,903
Net GST Movement	(463)	(445)	(445)	(588)	(1,185)
Total Cash Applied to Operating Activities	154,378	152,184	153,876	323,266	322,720
Net Cash Provided from/ (Applied to) Operating Activities	88,071	86,473	75,032	68,222	70,018
INVESTING ACTIVITIES					
<i>Cash Provided From:</i>					
Proceeds from disposal of Fixed Assets	0	0	0	0	0
Proceeds from disposal of Investments	0	0	0	0	0
Insurance reimbursements (Earthquake)	0	0	0	0	0
Maturity of Deposits	0	0	0	0	0
Total Cash Provided from Investing Activities	0	0	0	0	0
<i>Cash Applied To:</i>					
Purchase of Fixed Assets	47,007	70,907	32,356	123,627	116,856
Deposits with terms >12months	0	0	17,833	0	0
Purchase of Investments	0	0	0	0	0
Total Cash Applied to Investing Activities	47,007	70,907	50,189	123,627	116,856
Net Cash Provided from/ (Applied to) Investing Activities	(47,007)	(70,907)	(50,189)	(123,627)	(116,856)
FINANCING ACTIVITIES					
<i>Cash Provided from:</i>					
Loans	0	0	0	0	0
Capital Contributions	0	0	0	0	0
Total Cash Provided from Financing Activities	0	0	0	0	0
<i>Cash Applied To:</i>					
Repayment of Loans	0	0	0	50,032	50,032
Crown Repayment	0	0	0	0	0
Total Cash Applied to Financing Activities	0	0	0	50,032	50,032
Net Cash Provided from/ (Applied to) Financing Activities	0	0	0	(50,032)	(50,032)
Change in Cash	41,064	15,566	24,843	(105,437)	(96,870)
Opening Cash Balance	291,116	278,800	252,599	278,800	291,116
Closing Cash Balance	332,180	294,366	277,442	173,363	194,246

Financial Statements Commentary: June 2019

Actual year to date variances to budget of >\$500k and >10% (favourable or unfavourable) are indicated in red in the analysis below.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
SAC Student Achievement Component	63,140	63,209	(69)	(0.1%)	129,988	131,299

Not a significant variance year to date. UC can claim an extra 2% or \$2,592,252 above the TEC SAC Plan, UC is forecasting to claim \$1,686,847, this leaves \$905,405 before the 2% threshold is reached.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Other Government Grants	2,882	3,449	(567)	(16.4%)	7,322	6,561

This unfavourable variance is largely due to less income in college of Business and Law and relates to SIGNAL. There is a compensating favourable variance in expenditure. This has been reflected in the forecast.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Student Tuition Fees Full Paying	20,750	22,593	(1,843)	(8.2%)	52,901	48,892

The University forecasts a tuition deficit against Budget (\$4m), (7.6%) and International EFTS shortfall to Budget by (123) EFTS, (6.1%). This deficit is comprised of College of Business & Law (94) EFTS, (11.3%) unfavourable, College of Science (16) EFTS, (7.5%) unfavourable, College of Education, Health and Human Development (3) EFTS, (1.5%) unfavourable, College of Engineering (18) EFTS, (3%) unfavourable, partially offset by College of Arts 8 EFTS, 4.4% favourable. Overall, the unfavourable variance in International Fees of (7.6%) is higher compared to the unfavourable variance in EFTS of (6.1%), suggesting, on average, enrolments in lower price bands, or fewer enrolments in the higher priced courses.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Student Tuition Fees Domestic Fee Paying	37,699	37,745	(46)	(0.1%)	77,932	78,621

The University forecasts a tuition + SAC funding surplus against Budget \$2m, 1% and Domestic EFTS to exceed Budget by 123 EFTS, 0.9%. This surplus is comprised of College of Business & Law 77 EFTS, 3.2% favourable, College of Science 50 EFTS, 2.2% favourable, College of Engineering 15 EFTS, 0.4% favourable, College of Arts 18 EFTS, 0.7% favourable, and Service Units 16 EFTS, 12% favourable, fully offsetting College of Education, Health and Human Development (52) EFTS, (2.7%) unfavourable. Overall, the favourable Domestic Fees of 1% is higher compared to the favourable variance in EFTS of 0.9%, suggesting, on average, enrolments in higher price bands, or fewer enrolments in the lower priced courses.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Student Tuition Fees Other	1	220	(219)	(99.5%)	414	202

Not a significant variance.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Research Excluding PBRF	20,804	21,794	(990)	(4.5%)	44,308	46,079

This unfavourable variance is largely due to research external income (\$1.107) million mainly coming from DVC (QuakeCore), Research Institutes, and College of Engineering.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
PBRF Income	14,112	15,089	(977)	(6.5%)	30,178	28,223

The interim results of the PBRF quality evaluation measure show (\$2.4) million less income than budgeted for the full year. The research degree completion measure and the external research income measure show \$0.4 million more income for the year than budgeted. This full year reduction of (\$2.0) million has been reflected in the forecast and an accrual of \$0.977 million (pro-rata) has been included in actual year to date.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Interest	5,444	4,567	877	19.2%	7,668	9,000

The forecast reflects higher forecast interest income due to the higher forecast cash position.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Student Services Levy	5,356	5,376	(20)	(0.4%)	10,452	10,397

Not a significant variance year to date.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Sundry Income	16,506	15,877	629	4.0%	30,011	32,113

The main favourable variances are \$0.750 million lower demolition costs than budgeted in relation to the deal with FENZ for the old Communication Disorders site on Montana Ave; \$0.593 million additional revenue from external sales (mainly Student Services and College of Education, Health and Human Development); \$0.561 million more sundry income (mainly coming from DVC and College of Arts).

These favourable variances have been partially offset with a (\$1.188) million unfavourable variance relating to income from UCF/Trusts (non-research). This is mainly in Financial Services (\$0.400) million relating to the Arts Centre and is now expected later in the year; College of Engineering (\$0.489) million; DVC (\$0.103) million; College of Education, Health and Human Development (\$0.125) million; College of Business and Law (\$0.083) million; and College of Science (\$0.080) million.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Academic Continuing	36,382	36,794	412	1.1%	74,598	73,200

Not a significant variance.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Academic Temporary	8,634	8,972	338	3.8%	18,209	18,628

Not a significant variance.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
General Staff Continuing	36,060	38,044	1,984	5.2%	76,918	72,867

The favourable variance is across most areas and some of this will be as a result of the trade union negotiations. This saving has been reflected in the full year forecast.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
General Staff Temporary	7,541	6,046	(1,495)	(24.7%)	12,228	15,428

This unfavourable variance is mainly coming from all colleges (\$0.957) million and Student Services (\$0.493) million. Generally, this tends to be research revenue related.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Other Personnel Expenses	3,361	7,180	3,819	53.2%	13,209	8,776

The main favourable variance is mainly due to the actuarial valuation result as at 30 June 2019 for retirement leave. The year to date budget included a charge of \$1.500 million and the actual provision resulted in a credit of \$2.850 million, resulting in a favourable variance of \$4.350 million. This has been reflected in the forecast.

This has been partially offset with an unfavourable variance of (\$0.330) million in the leave provision adjustment, mainly in College of Education, Health and Human Resources, Student Services, College of Engineering, and College of Arts. This is thought to be timing related and has not been reflected in the forecast.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Operating Expenses	61,449	67,766	6,317	9.3%	131,450	130,518

The main favourable variances in the Colleges are in the College of Business and Law \$1.524 million (scholarships and contract teaching), and College of Education, Health and Human Development \$0.416 million (mainly in outsourcing contracts and scholarships). These favourable variances have been partially offset with an unfavourable variance of (\$0.773) million College of Engineering (mainly scholarships).

The main favourable variance in the service and support departments is in DVC \$2.621 million (consultancy expense, contract research and scholarships) and Learning Resources \$2.458 million (asset purchases < \$2,500 (excl. computer equip), consultancy expenses, contractors, and publications/ electronic data purchased). This favourable variance has been partially offset with an unfavourable variances in Student Services (\$1.007) million and relates to commission fees. This is timing related (phased evenly in the budget) and the forecast has been updated to reflect a smaller variance of (\$0.106) million by the end of the year.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Finance Charges	2,206	2,199	(7)	(0.3%)	4,460	4,475

Not a significant variance.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Depreciation	27,343	28,387	1,044	3.7%	58,022	55,474

Not a significant variance year to date. However, the full year forecast has been reduced mainly due to buildings. The budget has been calculated using a blended rate for building depreciation. However, as more transactions (mainly related to Rehua) are capitalised with the actual rates applicable for each category (structure, fitout, structure, and services) the calculated forecast depreciation has reduced.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Net Cash Provided from/ (applied to) Operating Activities	88,071	86,473	1,598	1.8%	68,222	70,018

Actual year to date is higher than budget due to more sundry revenue partially offset with higher cash paid out for general expenses.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Net Cash Provided from/ (applied to) Investing Activities	(47,007)	(70,907)	23,900	33.7%	(123,627)	(116,856)

Actual year to date is lower than budget due to less cash capital expenditure. The full year forecast was reduced by \$6.4 million in February relating to reduced capital spend on RRSIC due to the Fletchers settlement being in December 2018 but budgeted for in 2019. Current capital expenditure forecast is expected to be achieved.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Net Cash Provided from/ (applied to) Financing Activities	0	0	0	0%	(50,032)	(50,032)

Not a significant variance.

61

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Cash and Short Term Investments	332,180	294,366	37,814	12.8%	173,363	194,246

The June 2019 cash position is \$37.814 million more than budget due largely to a higher than expected opening cash balance and lower capital spend. The forecast has been updated to reflect the higher than expected opening cash balance, \$6.4 million less capital spend, and lower forecast operation spend.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Total Current Assets	367,995	337,171	30,824	9.1%	215,257	235,185

This favourable variance is mainly due to the cash and short term investments variance as explained above.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Total Current Liabilities	200,841	201,775	934	0.5%	95,819	92,376

Not a significant variance year to date. The current year to date balance includes the \$50 million philanthropic bond that is due to be repaid in December and student fees received in advance.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Working Capital	167,154	135,396	31,758	23.5%	119,438	142,809

This is largely due to the total current assets variance as explained above.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Term Assets	1,326,271	1,350,341	(24,070)	(1.8%)	1,374,445	1,508,570

This unfavourable variance is mainly a result of a lower opening balance (due to less actual capital spend in 2018 than considered at the time the budget was set) and reduced capital spend against the current year to date budget. The forecast has been updated to reflect the lower than expected opening cash balance, \$6.4 million less capital spend, and the forecast capital revaluations due as at 31 Dec 2019. Capital revaluations are not considered in the budget as a general rule. This is forecast to be an increase of \$150M.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Term Liabilities	48,956	53,718	4,762	8.9%	53,875	48,185

Not a significant variance.

	Actual Year to Date \$000	Budget Year to Date \$000	Actual Year to Date Variance to Budget \$000	Actual Year to Date Variance to Budget %	Full Year Budget \$000	Full Year Forecast 2019 \$000
Capital Expenditure	52,305	70,907	18,602	26.2%	123,627	116,856

Capital expenditure is \$18.602 million below budget. \$16.039 million of the variance in expenditure is related to the UC futures projects, against a year to date budget of \$30.067 million. The remaining capital spend (excluding UC Futures) is favourable by \$2.563 million, against a year to date budget of \$34.076 million.

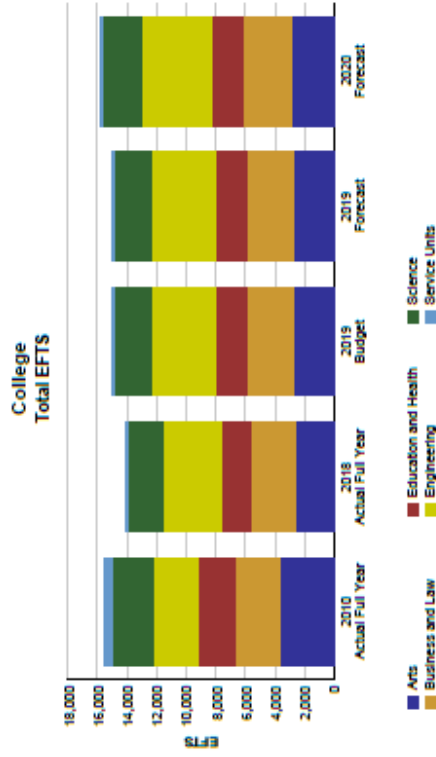
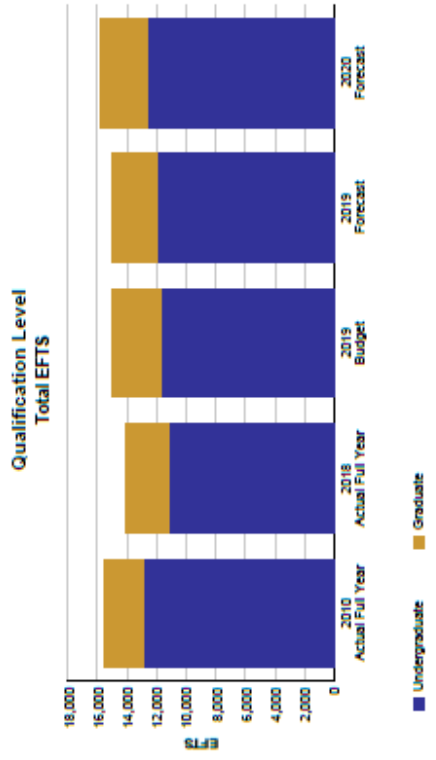
Capital Expenditure by Activity: June 2019

	Actual Year to Date \$000s	Budget Year to Date \$000s	Variance Year to Date \$000s	Budget Full Year \$000s	% Spent	Forecast 2019 \$000
Deputy Vice-Chancellor	1,752	2,616	864	6,776	26%	6,400
College of Science	577	1,171	594	2,915	20%	2,915
Director of Learning Resources	33,599	34,101	502	76,011	44%	76,011
College of Engineering	1,834	2,102	268	4,203	44%	4,203
Total Other Activities	517	850	333	1,259	41%	1,264
Sub Total (excluding Earthquake and UC Futures Related Activities)	38,279	40,840	2,561	91,164	42%	90,793
Earthquake Related Activities	(2)	0	2	0	0%	0
UC Futures Related Activities	14,028	30,067	16,039	32,463	43%	26,063
Grand Total	52,305	70,907	18,602	123,627	42%	116,856

The table above shows those activities with the most significant year to date actual variance to budget (favourable or unfavourable). All other activities are included within 'Total Other Activities'.

EFTS SUMMARY

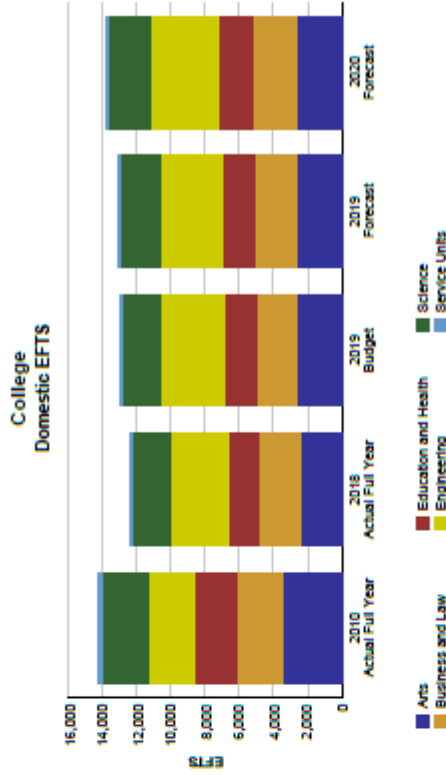
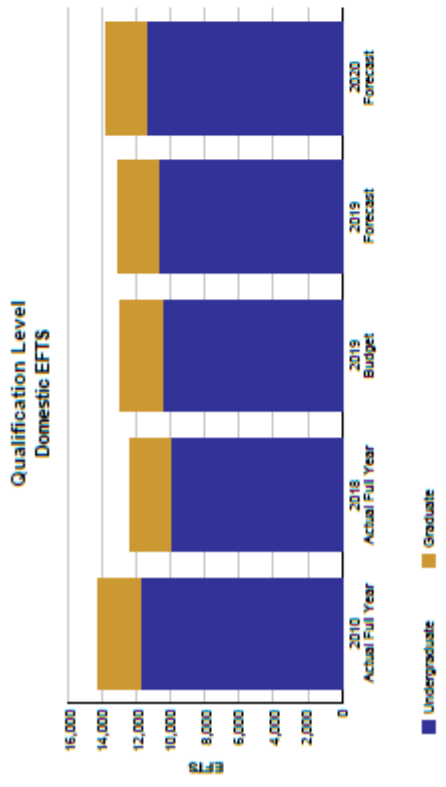
Total EFTS: June 2019



	2010		2018				2020	
	Actual Full Year	Actual Full Year	Actual YTD	Budget	Forecast	Forecast	Forecast	
Arts	3,634	2,603	2,599	2,764	2,789	25	2,913	
Business and Law	3,030	3,060	2,953	3,202	3,194	-17	3,271	
Education and Health	2,601	1,977	1,982	2,114	2,059	-55	2,127	
Engineering	2,967	3,915	4,111	4,300	4,296	-3	4,666	
Science	2,835	2,384	2,414	2,479	2,514	34	2,633	
Service Units	427	130	117	132	148	16	157	
Total	16,484	14,068	14,178	14,880	14,880	0	16,787	
Undergraduate	12,867	11,137	11,437	11,751	11,937	186	12,592	
Graduate	2,627	2,932	2,740	3,239	3,053	-186	3,175	
Total	16,484	14,068	14,178	14,880	14,880	0	16,787	

Qualification Level: Undergraduate excludes Graduate Diplomas which are grouped with Graduate Qualifications.

Domestic EFTS: June 2019

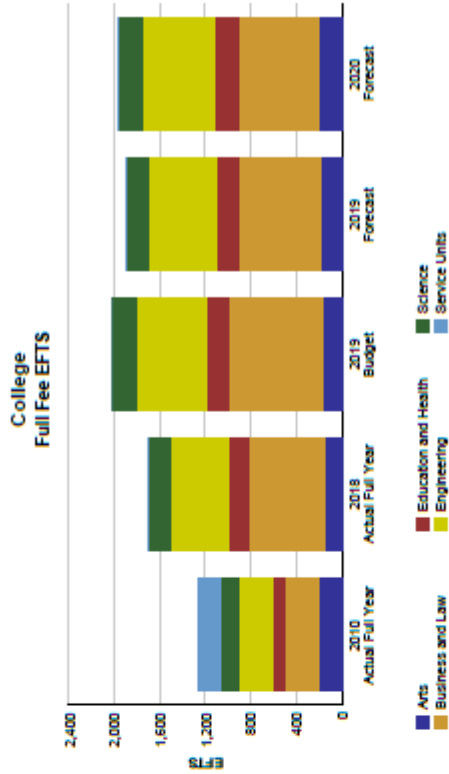
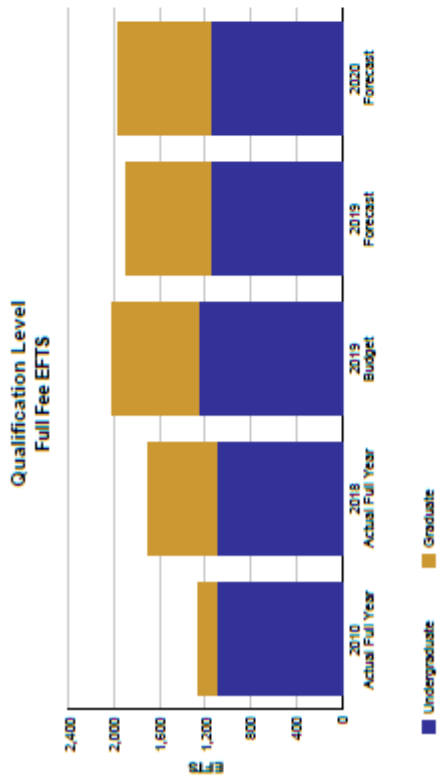


	2018		2019		2020	
	Actual Full Year	Actual YTD	Budget	Forecast	Forecast	Forecast
Arts	3,433	2,458	2,592	2,610	18	2,704
Business and Law	2,721	2,343	2,373	2,460	77	2,572
Education and Health	1,801	1,806	1,806	1,868	-52	1,925
Engineering	3,401	3,598	3,699	3,699	15	4,016
Science	2,666	2,253	2,270	2,320	50	2,439
Service Units	229	117	132	148	16	157
Total	14,228	12,676	12,872	13,086	123	13,813
Undergraduate	11,759	10,457	10,500	10,777	277	11,445
Graduate	2,469	2,118	2,472	2,318	-154	2,369
Total	14,228	12,676	12,872	13,086	123	13,813

Domestic Fee Students: These students pay Domestic fee rates and are normally eligible for SAC funding. Domestic students are usually New Zealand citizens, permanent residents, or Australian citizens. International PhD students, who reside in New Zealand, are also eligible for SAC funding and pay fees at Domestic rates. Some Domestic students are not eligible for SAC, for example STAR (High School) students and PhD students who have exceeded the 4 EFTS funding limit.

Qualification Level: Undergraduate excludes Graduate Diplomas which are grouped with Graduate Qualifications.

Full Fee EFTS: June 2019

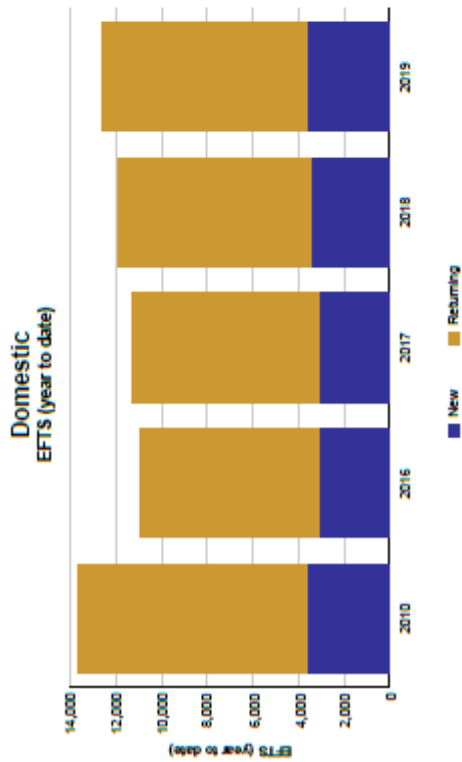


	2010 Actual Full Year	2018			2019			2020 Forecast
		Actual Full Year	Budget	Forecast	Forecast	Forecast	Forecast as % of Budget	
Arts	201	153	172	179	8	4.4%	209	
Business and Law	309	659	829	735	-94	-11.3%	699	
Education and Health	94	176	194	191	-3	-1.5%	202	
Engineering	295	515	615	597	-18	-3.0%	649	
Science	169	201	210	194	-16	-7.5%	194	
Service Units	198	0	0	0	0	.0%	0	
Total	1,287	1,704	2,018	1,886	-132	-8.1%	1,864	
Undergraduate	1,109	1,101	1,252	1,160	-91	-7.3%	1,147	
Graduate	178	603	767	726	-41	-4.1%	717	
Total	1,287	1,704	2,018	1,886	-128	-8.1%	1,864	

Full Fee (International fee) Paying Student: Students who pay international tuition fees are those who don't qualify for domestic fee rates (see domestic fee paying notes for more detail). International Full fee paying students do not attract SAC funding (until 2015 Master's thesis students attracted a small amount of SAC funding). Most International PhD students qualify for domestic tuition fees so are included with Domestic fee paying students (i.e. excluded from above). FRP/ thesis completion funding apply equally to both domestic and international fee paying students.

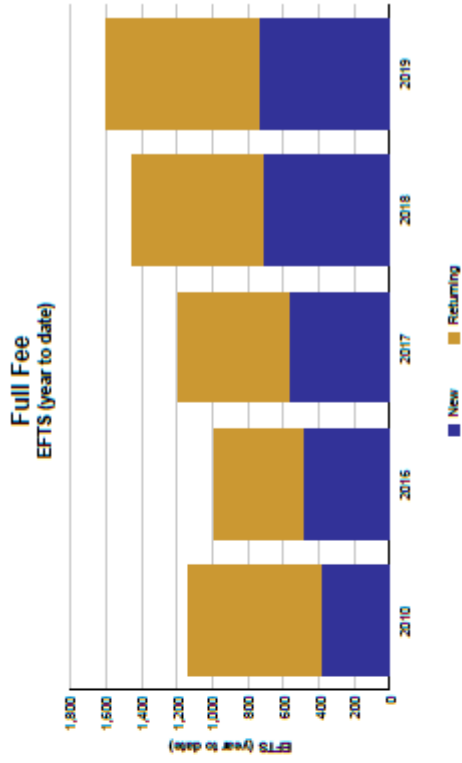
Qualification Level: Undergraduate excludes Graduate Diplomas which are grouped with Graduate Qualifications.

New to UC and Returning Trends: June 2019



EFTS (year to date)	Domestic			
	2010	2018	2017	2019
New	3,629	3,098	3,132	3,497
Returning	10,019	7,865	8,131	8,371
Total	13,668	10,964	11,263	11,868

1. A 'New to UC' student is a student who has never enrolled with UC before. 'New to UC' will include new postgraduate students in addition to new undergraduates. 'New to UC' should not be confused with 'stage one' or 'freshie' students.
2. Numbers compare year to date EFTS
3. 2010 has been included as a pre-quake yardstick.

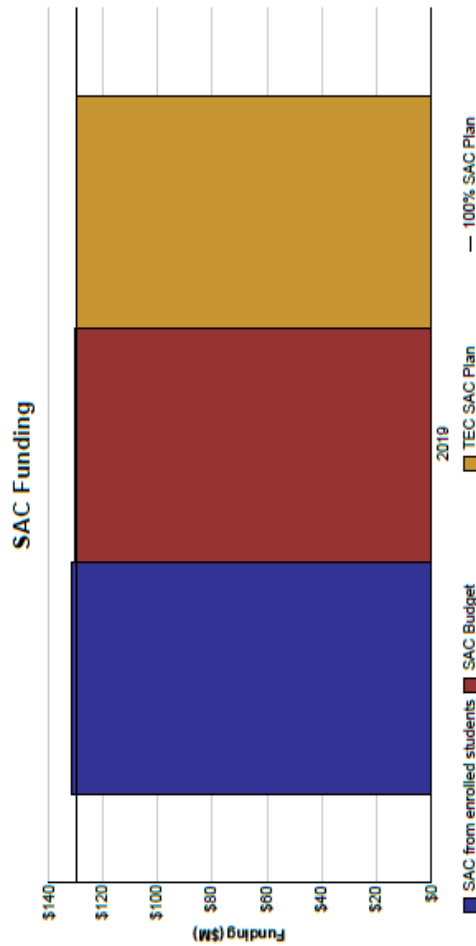


EFTS (year to date)	Full Fee			
	2010	2016	2017	2019
New	392	494	571	716
Returning	748	498	627	731
Total	1,140	993	1,198	1,447

1. A 'New to UC' student is a student who has never enrolled with UC before. 'New to UC' will include new postgraduate students in addition to new undergraduates. 'New to UC' should not be confused with 'stage one' or 'freshie' students.
2. Numbers compare year to date EFTS
3. 2010 has been included as a pre-quake yardstick.

SAC Guarantee Value: June 2019

SAC Rule Summary:
SAC Guarantee Ends: UC had a SAC guarantee in place from Jan-2010 to Dec-2018.
Each year TEC agrees SAC funding with each University, this is called the 'TEC SAC Plan'.
If UC exceeds its TEC SAC Plan we can claim an extra 2% above our TEC SAC Plan. Funding above 102% of our TEC SAC Plan is at TEC's discretion.
TEC will also seek to recover SAC if UC does not achieve 99% of our TEC SAC Plan. The 1% tolerance applies to any enrolment level, for example if UC achieved 80% of our TEC SAC Plan, we could retain 91%.

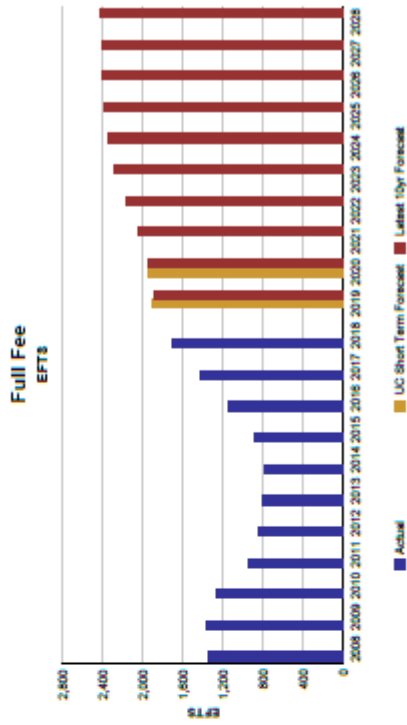
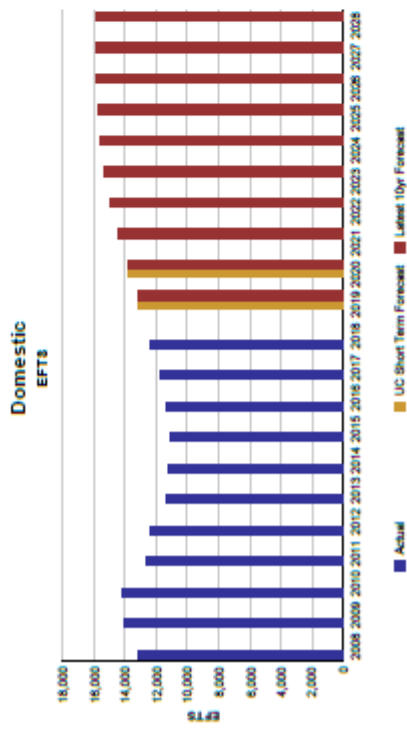


	Budget	Forecast
TEC Budget (SAC Plan)	\$129,612,583	\$129,612,583
% of SAC Plan	100.3%	101.3%
SAC from enrolled students	\$129,887,622	\$131,299,430
SAC Plan Gap \$ (Under)/Over	\$375,039	\$1,686,847
Extra SAC to be claimed (up to 102%)*	\$375,039	\$1,686,847
Potentially unfunded enrolled students (over 102%)	\$0	\$0

* UC can claim an extra 2% or \$2,592,252 above the TEC SAC Plan. UC is forecasting to claim \$1,686,847, this leaves \$805,405 before the 2% threshold is reached.

Technical Notice:
 To qualify for the extra 2% SAC funding universities need to keep their course completions above 70%. UC consistently has course completions rates in the high 80%. From 2019 International Masters Thesis students no longer attract any SAC funding (previously Universities could claim a reduced amount of SAC for these students). In 2018 UC's calculated SAC from International Masters Thesis students was \$120k.

UC 10 Year Forecast: June 2019



1. Latest 10yr Forecast is the 2019 May Version (Draft)
2. UC Short Term Forecasts: UC updates the current and next year forecasts on a monthly basis. The 10 year forecast is updated annually.

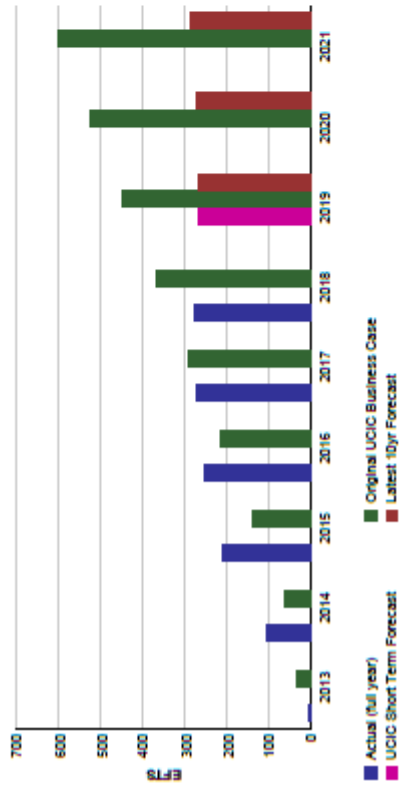
EFTS	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Domestic	Actual	11,565	11,871	12,396									
	UC Short Term Forecast			13,095	13,813								
	Latest 10yr Forecast			13,089	13,813	14,451	14,850	15,353	15,854	15,750	15,822	15,857	15,889

EFTS	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Full Fee	Actual	1,134	1,418	1,704									
	UC Short Term Forecast			1,896	1,854								
	Latest 10yr Forecast			1,870	1,854	2,054	2,167	2,277	2,349	2,385	2,403	2,412	2,417

EFTS	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Total	Actual	12,402	13,050	14,050									
	UC Short Term Forecast			14,990	15,787								
	Latest 10yr Forecast			14,968	15,787	16,505	17,117	17,630	18,135	18,228	18,228	18,269	18,298

UCIC Long Term Forecast: June 2019

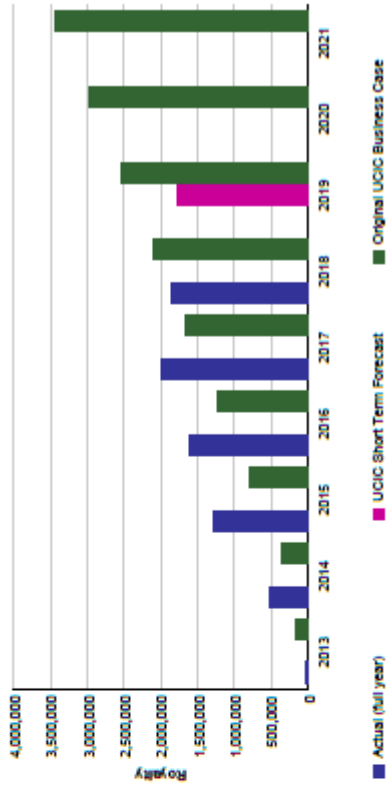
UCIC Students Enrolled With UCIC
EFTS



1. The Original UCIC Business Case (2013-2021) approved by SMT/Council in 2012.
2. Latest 10yr Forecast is the: 2018 May Version (Draft)

EFTS	2013	2014	2016	2017	2018	2020	2021
Actual (Full year)	3	105	206	250	272	274	
UCIC Short Term Forecast						285	
Original UCIC Business Case	30	60	137	214	291	368	445
Latest 10yr Forecast						265	268

UC Royalty Income from UCIC Students Enrolled with UCIC
Royalty Income

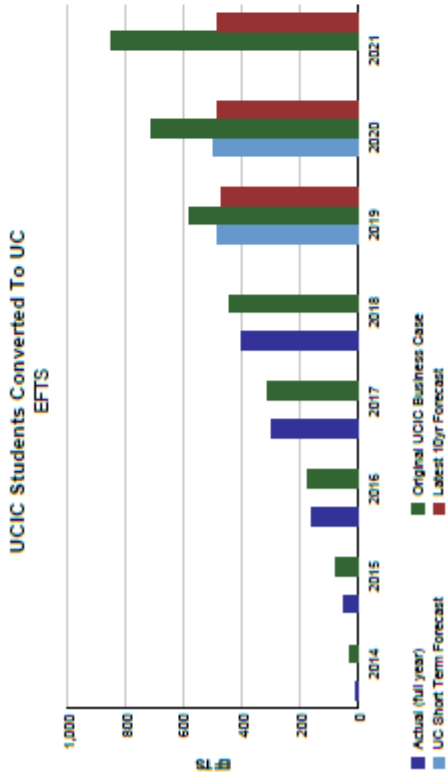


1. The Original UCIC Business Case (2013-2021) approved by SMT/Council in 2012 for \$65M income over 10 years.

Royalty	2013	2014	2016	2017	2018	2019	2020	2021
Actual (Full year)	23,948	529,327	1,276,272	1,609,573	1,995,575	1,845,391		
UCIC Short Term Forecast						1,764,405		
Original UCIC Business Case	171,391	342,783	762,687	1,222,591	1,662,496	2,102,400	2,542,304	2,982,209

Commentary:
EFTS are projected to be below the 2012 Business Case, mainly due to unexpected changes to NZQA language visa requirements. UCIC/UC Partnership Agreement renewed in 2018 for a further 5 years.

UCIC Long Term Forecast (continued): June 2019

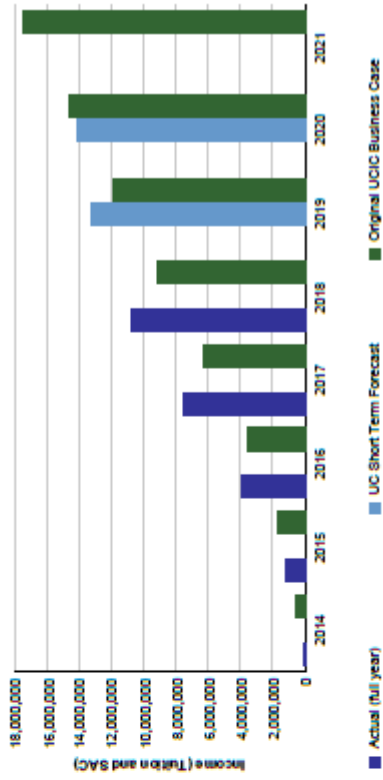


1. The Original UCIC Business Case (2013-2021) approved by SMT/Council in 2012.

2. UC Short Term Forecasts: UC updates the current and next year forecasts on a monthly basis. The 10 year forecast is updated less frequently.

EFTS	2014	2015	2016	2017	2018	2019	2020	2021
Actual (full year)	5	46	150	295	403			
UC Short Term Forecast					482	500		
Original UCIC Business Case	27	80	174	310	445	590	715	851
Latest 10yr Forecast					471	487	484	

UC Income from UCIC Students Converted to UC Income



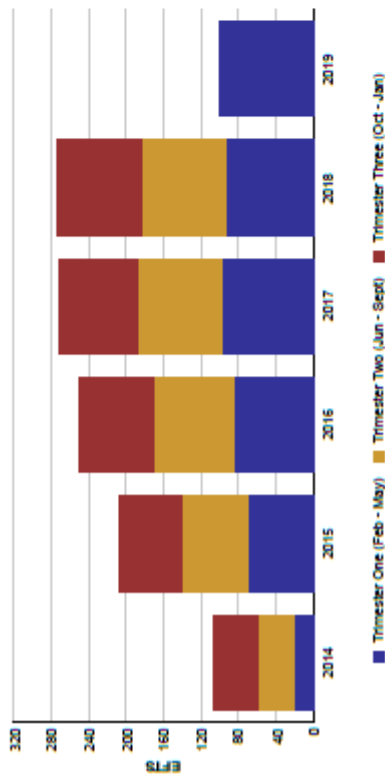
1. The Original UCIC Business Case (2013-2021) approved by SMT/Council in 2012 for \$65M income over 10 years.

2. Occasionally students change residency status and become SAC eligible.

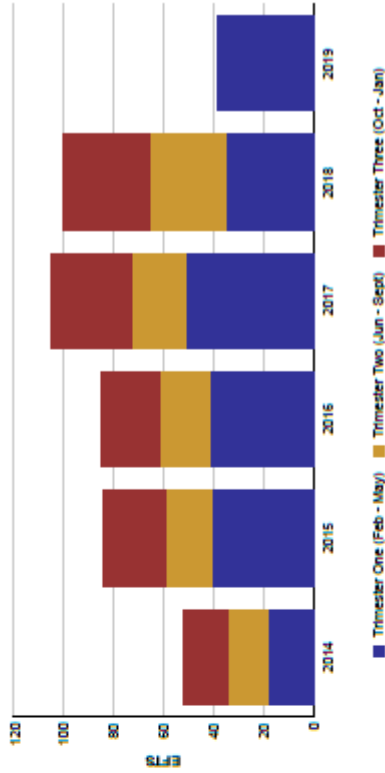
Income (Tuition + SAC)	2014	2015	2016	2017	2018	2019	2020	2021
Actual (full year)	113,284	1,145,439	3,952,627	7,495,923	10,756,801	13,285,427	14,071,877	
UC Short Term Forecast								
Original UCIC Business Case	552,672	1,637,548	3,561,667	6,345,498	9,108,860	11,872,222	14,635,584	17,419,415

UCIC at UCIC: June 2019

All Students at UCIC (at UCIC)
EFTS



New Students to UCIC (at UCIC)
EFTS



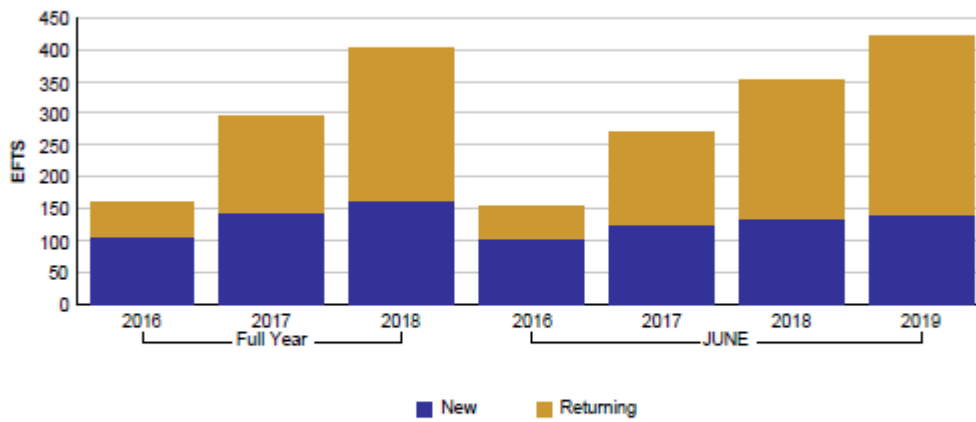
UCIC year is made up of three trimesters
 'New Students to UCIC' is a student who has never enrolled with UCIC before. Only counted as 'new' in their first trimester.

EFTS	2014	2015	2016	2017	2018	2019
Trimester One (Feb - May)	22	70	84	98	93	99
Trimester Two (Jun - Sept)	38	71	86	90	90	
Trimester Three (Oct - Jan)	46	66	80	85	90	
Total	106	208	250	272	274	99

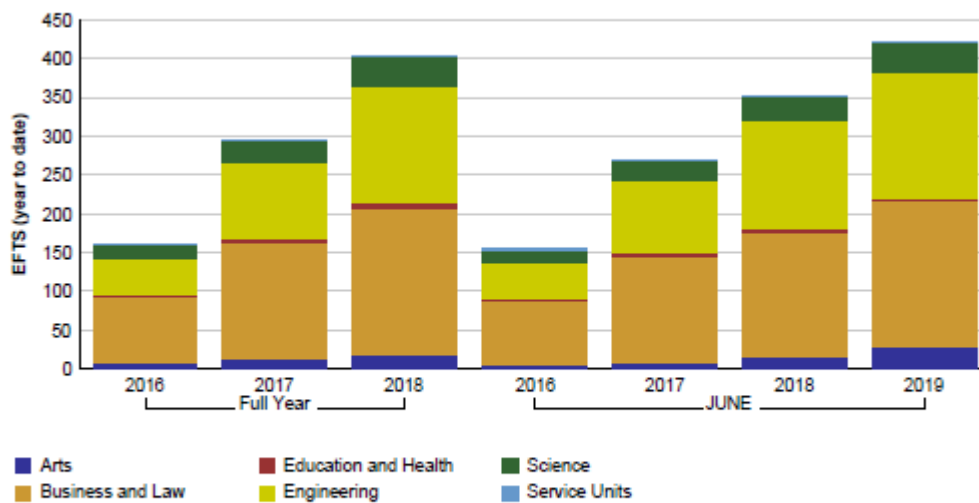
EFTS	2014	2015	2016	2017	2018	2019
Trimester One (Feb - May)	18	41	42	51	35	38
Trimester Two (Jun - Sept)	16	18	20	21	30	
Trimester Three (Oct - Jan)	17	25	23	32	34	
Total	62	84	86	106	100	38

UCIC Converts to UC: June 2019

UCIC Converts at UC - EFTS
(full year and year to date) at UC

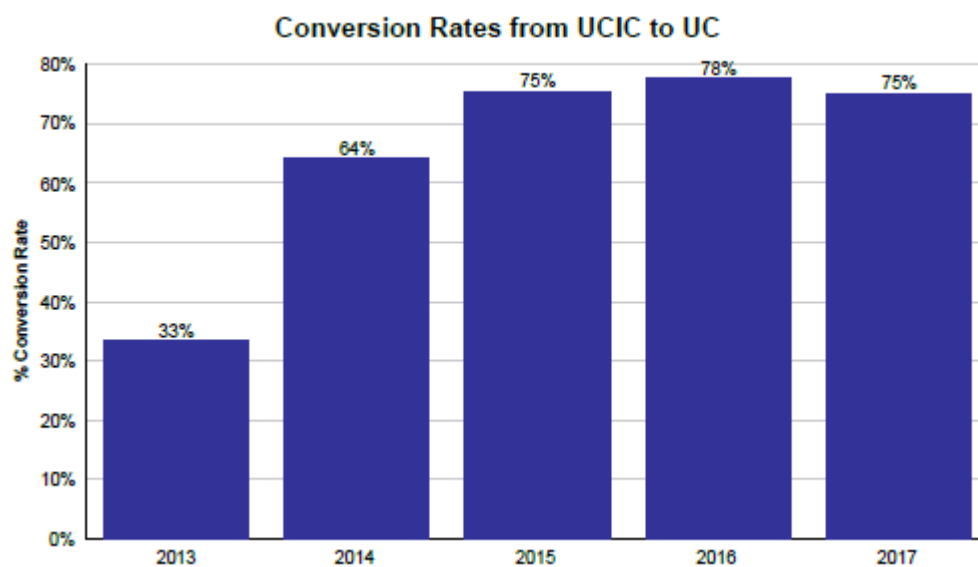


UCIC Enrolments by College*
EFTS (year to date) at UC



* College is based on teaching college rather than programme owning

UCIC Converts to UC (continued): June 2019



UCIC Start Year	Number who started with UCIC (excl Study Abroad)	Number who completed a UCIC programme	Number who converted to UC	% Conversion Rate to UC	Number who have completed a UC qualification (so far)
2013	9	4	3	33%	3
2014	139	95	89	64%	66
2015	215	166	162	75%	62
2016	216	175	168	78%	13
2017	271	206	203	75%	0

Note: Students who started at UCIC mid last year will not convert to UC until at least mid year, hence conversion will grow as the year progresses.

Footnote:

1. Average UCIC Preparatory Programme length is one year
2. Numbers above are headcount

Human Resources Summary

Statistical Summary – Annualised Rolling FTEs

Staffing						
	UC Total			Total excl. Externally Funded		
	JUN-19	JUN-18	Change	JUN-19	JUN-18	Change
Full Time Equivalent (Annualised FTE):						
Continuing	1,487	1,456	31	1,482	1,452	30
Temporary	466	451	15	357	360	(3)
Total Annualised FTEs	1,953	1,907	46	1,839	1,812	27
Academic Continuing	558	523	35	557	523	34
General Continuing	828	832	(4)	825	829	(4)
Technical Continuing	101	101	(0)	100	100	(0)
Total Continuing Annualised FTEs	1,487	1,456	31	1,482	1,452	30

Glossary

Annualised FTE A rolling 12 month annualised FTE measure.

Worked hours in the last 12 months *divided by* Full time standard worked hours (37.5 hours x 52 weeks)

Benchmark Average 2018 data relating to the seven NZ Universities (excludes UOC).

Cash Cash and Short Term Investments

Cash Balance For the purposes of UC monthly reporting, 'cash balance' is defined as including bank-based deposits (including all term deposits) that the University has unrestricted use of. These could be represented either as cash balances or term deposits that could, if required, be converted into cash balances at short notice with the capital value being maintained.

Cash Cover (Free Cash Balance) An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. It measures the number of months average operating cash expenditure for the year would be covered by current cash holdings. The covenant was **no less than 1.5 months**.

Cash and Short Term Investments *divided by* (Total Expenses YTD excluding depreciation *divided by* number of months year to date)

Cash from Operating Activities An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. It measures the ability of an organization on a cash basis to cover expenditure flowing to its operating activities with the incomes flowing from the same activities. The covenant was **greater than 111%**.

Operating Cash Inflows *divided by* Operating Cash Outflows

Debt An obligation or liability

Debt/Debt plus Equity A Philanthropic Bond Trust Deed Covenant being **less than 25%**.

(Long Term Debt *plus* Short Term Debt) *divided by* (Long Term Debt *plus* Short Term Debt *plus* Equity)

Depreciation The systematic allocation of the depreciable amount of an asset over its useful life (Source: NZIAS16 Property, Plant and Equipment)

Domestic Fee Student These students pay Domestic Fee rates and are normally eligible for SAC funding. Domestic students are usually New Zealand citizens, permanent residents, or Australian citizens. International PhD students, who reside in New Zealand, are also eligible for SAC funding and pay fees at Domestic rates. Some Domestic students are not eligible for SAC, for example STAR (High School) students and PhD students who have exceeded the 4 EFTS funding limit.

EBITDA Earnings before interest, tax, depreciation and amortisation. EBITDA gives an indication of the current operational profitability of the business and is widely used when assessing the performance of a business.

Financing activities Activities that result in changes in the size and composition of the contributed equity and borrowings of the entity. (Source: NZIAS7 Statement of Cashflows)

Full Fee Paying Student Full Fee students do not qualify to pay domestic fee rates. Most full fee students do not attract SAC funding. Full Fee research students i.e. Master's Thesis do qualify for some SAC funding but at a reduced rate when compared to Domestic students.

Investing activities The acquisition and disposal of long-term assets and other investments not included in cash equivalents. (Source: NZIAS7 Statement of Cashflows)

MOE Ministry of Education

Net Debt Debt less Cash and Short Term Investments

Operating activities The principal revenue-producing activities of the entity and other activities that are not investing or financing activities. (Source: NZIAS7 Statement of Cashflows)

SAC Student Achievement Component

Total Borrowings/Total Assets An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. The covenant was **no greater than 25%**.

Philanthropic Bond Liability *divided by* (Current Assets *plus* Non-Current Assets)

Working Capital An indicator which was a MOE covenant, but which we continue to report as a relevant liquidity measure. Working Capital represents operating liquidity, i.e. the ability of the organization to cover current liabilities with its current assets. The covenant was **greater than 1**.

Current Assets *minus* Current Liabilities

Memorandum | Pukapuka



Financial Services | Te Ratonga Ahumoni

Office: 6th Floor, Matariki
Extension: 93454
Email: keith.longden@canterbury.ac.nz

To:	Ki:	Council
From:	Nā:	Keith Longden
Date:	Rā:	23 July 2019
Subject:	Kaupapa:	Doctor AFJ Mickle Student Loan Fund update
Purpose:	Aronga:	To provide information

Background

The Doctor AFJ Mickle Student Loan fund was established in 1937 as a result of a bequest by Mrs AME Mickle, widow of Doctor AFJ Mickle, medical practitioner of Christchurch, of a one-eighth share in her estate to establish a “Special Trust Fund to be known as the Doctor AFJ Mickle Student Loan Fund for the purpose of assisting to continue their studies at the Canterbury University College any deserving students of ability and good character who would otherwise by reason of their financial circumstances be unable to do so or be seriously handicapped in doing so.”

Although the bequest was made in 1937, the fund had not been used regularly and has been accumulating since then. In 2013, the University Council reviewed the regulations of the fund to provide wide discretion to the University Council in respect of how it made the money available for loans to students in financial need. On 31 July 2013, the regulations were amended to reflect the University Council’s desire for greater flexibility in relation to the amounts loaned and the interest that could be charged.

To gain access to this loan, students complete an application with the University of Canterbury Student Association (UCSA). The UCSA has been delegated the administration of the loan, vetting student applications before providing this to Financial Services. Financial Services remains responsible for approving, making payment and collecting loan repayments.

The students who access this funding are already in a very difficult financial position. Most of the requests we receive are characterised as “urgent” and the loans go to meet the very basic costs of living – food and accommodation. Many students in receipt of a Mickle Fund loan have already been turned down and/or exhausted options for scholarships or funding from their academic department, the University hardship funding, and the UCSA, and have suffered personal or family tragedy that has curtailed expected funding. All applicants have little or no cash in the bank (we check three months’ worth of bank statements, plus we require a declaration from their bank of all accounts held by the applicant). In at least two instances, students have been traumatised by abusive relationships and have suffered loss as a result.

When the loan is granted, repayment is not normally expected before completion of the student’s studies (which is counter-productive), although we encourage early repayment.

Loan status update

This memorandum is to provide Council with an update of the Doctor AFJ Mickle Fund as at 30 June 2019.

In summary, eight loans have been granted to students between 1 January and 30 June 2019 bringing the total number of loans since 2013 to 78 loans. Loans granted over the last six months have a total value of \$40,356. One loan application was declined as the student did not fulfil the criteria for the loan.

Since 2013, 31 loans worth \$116,509 have been fully repaid, and 15 loans with an outstanding balance of \$59,404 are overdue. Nine loans have been declined over this period.

Loans are currently being assessed for recoverability. Factors influencing loan recoverability are age, value of the overdue loan, and student type (e.g. domestic or international). All students with overdue loans are in the process of being contacted. Our review for recoverability will focus on loans which are overdue for two years or more. These have a value of \$48,869, which is the assessed current exposure to doubtful debts at this time.

Our procedures for credit monitoring are as follows:

- Review repayments each month.
- Send reminders every six months (April and October).
- Where loans are due within three months, we email student to remind them of loan repayments due in three months.
- When loans are due, we provide the details to Accounts Receivable to raise an invoice to follow up through the usual debt recovery process for the University:
 - Student receives invoice noting loan is due for repayment now.
 - Monthly statements and reminders are sent each month for three months after debt is due.
 - Manage student response – repayment plan may be needed.
 - No response - sanction student record and investigate student status.

Once we have been exhausted these procedures, we will write off the debt. A doubtful debt provision will be made for the 31 December 2019 financial reporting. We note that, the students having been in a parlous financial situation to begin with, full settlement was always going to be an issue. The Dr Mickle bequest anticipates this, and permits the full expending of all monies, including capital, in meeting its goals. These procedures are balanced with bearing in mind the “student experience” should not be impaired for the individuals involved.

Loans summary (as at 30 June 2019)				
	Number	Loan value granted		Value outstanding
Not yet due	32	\$ 249,959	\$	225,619
Overdue	15	\$ 59,404	\$	51,674
Fully repaid*	31	\$ 116,509	\$	0
Total	78	\$ 425,872	\$	277,293

*Two loans, with a value granted of \$7,726, were fully repaid in the last six months.

Total granted by year				
	Number	Loan value granted		Value outstanding
2013	5	\$ 10,350	\$	-
2014	13	\$ 53,860	\$	22,936
2015	18	\$ 88,286	\$	43,432
2016	17	\$ 119,600	\$	71,900
2017	7	\$ 37,588	\$	33,968
2018	10	\$ 76,647	\$	64,691
2019	8	\$ 40,356	\$	64,691
Total granted	78	\$ 425,872	\$	277,068

The audited movements in the reserve fund balance as at 31 December 2018 are as follows:

Dr Mickle Fund		
Opening balance (31 Dec 2017)	-\$	938,339
Investment income*	\$	12
Interest income**	-\$	117
Increase in debtors	\$	56,003
Closing balance (31 Dec 2018)	-\$	882,441

*Investment income identified relates to interest income received and recognised this year. A loss was distributed this year.

**Interest income relates to income from interest on loans received this year.

Summary demographics of total loans granted to students:

Number of loans granted in total	
Undergraduate	31
Postgraduate	47
Total	78

Number of loans granted in total	
International	27
Domestic	51
Total	78

Colleges	No of students
Arts	24
Business & Law	9
Business & Law/Arts	1
Education, Health and Human Development	13
Engineering	13
Science	18
Total	78

The Fund continues to receive new applications of varying amounts from both domestic and international students studying in a mix of programmes and levels, showing student awareness of the fund.

Recommendation: Receive this update of status of Doctor AFJ Mickle Student Loan Fund.

Ngā mihi,

Keith Longden
Executive Director / Chief Financial Officer | Kaihautū Matua Ahumoni

Memorandum | Pukapuka



Financial Services | Te Ratonga Ahumoni

Office: Room 609, Matariki
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Email: keith.longden@canterbury.ac.nz

To:	Ki:	Council
From:	Nā:	Keith Longden
Date:	Rā:	23 July 2019
Subject:	Kaupapa:	UC Trust Funds – 30 June investment report
Purpose:	Aronga:	For information

The 30 June quarterly report on the UC Trust Funds performance from Eriksens Global is attached.

Recommendation:

For information.

Ngā mihi,

Keith Longden
Executive Director/ Chief Financial Officer | Kaihautū Matua Ahumoni

UNIVERSITY OF CANTERBURY TRUST FUNDS

QUARTERLY REPORT 30 JUNE 2019

8 JULY 2019

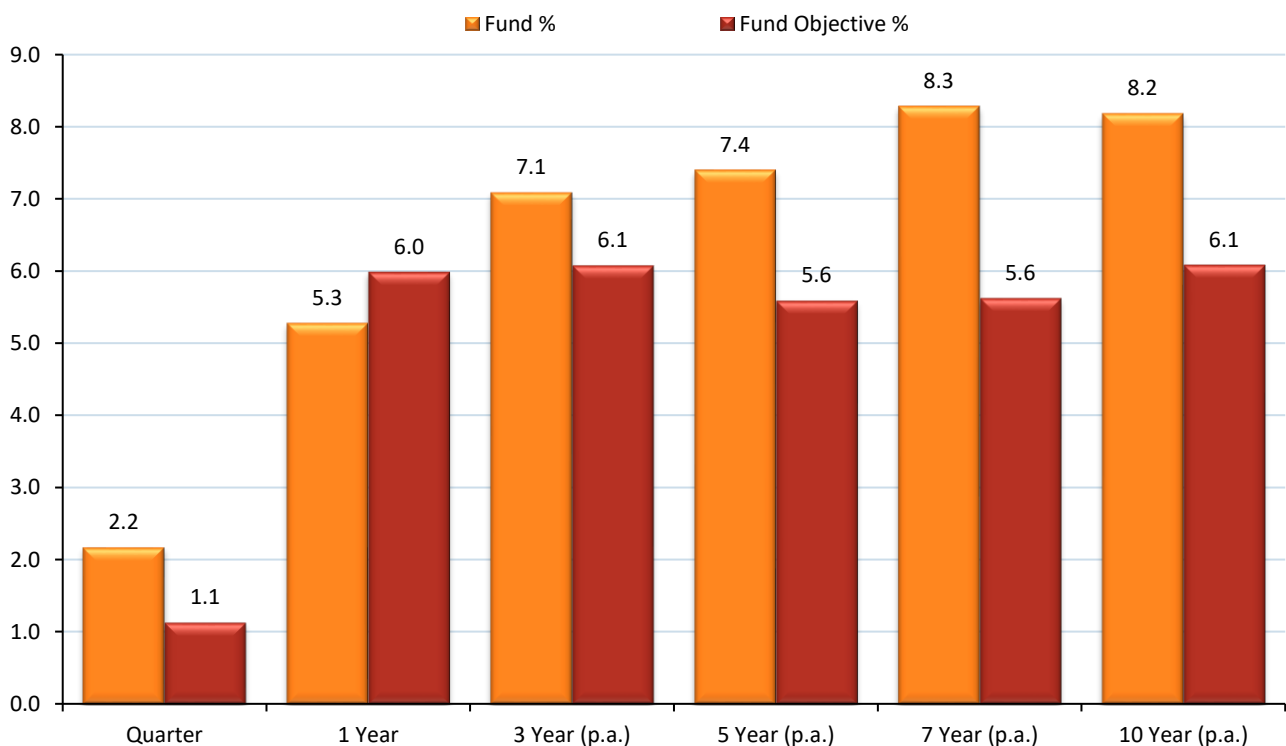
CONTENTS

Executive Summary	3
Introduction.....	4
Market Performance	5
Fund Performance	6
Fund Growth.....	8
Asset Analysis	9
Asset Allocation	10
Economic Commentary	11
Appendix: Benchmarks.....	13

EXECUTIVE SUMMARY

- The Fund outperformed the objective of NZ CPI plus 4.5% per annum over all periods except the year.
- The Fund underperformed the weighted average benchmark over all periods.
- The Fund outperformed the Morningstar Conservative benchmark over three, five and seven years. It underperformed the Morningstar Balanced benchmark over each time horizon.
- Castlerock was revalued upwards in June and paid a distribution of \$25k. Both Pencarrow V and Pencarrow Bridge were revalued marginally downwards in June for fees. These are the only private equity funds to have been revalued as at 30 June.
- Valuations at 31 March were received in June for Movac, Pioneer Capital and Murray Capital. Each fund was revalued upwards.
- Scales shares paid a dividend of \$36,000 in June.
- A change in actuarial assumptions coupled with an appreciation in the NZD decreased the value of Credit Suisse Longevity.
- The current proportion of growth assets is 54.6%. Income assets make up the remaining 45.4% of assets. These are within the target asset allocation ranges. All individual assets are within their allowable ranges.
- A capital withdrawal of \$2,000,000 was made from the Fund in June.

FUND RETURN VS FUND OBJECTIVE



INTRODUCTION

This is the quarterly investment report to the University of Canterbury Trust Fund by EriksensGlobal. This report is based on the SIPO dated July 2017.

All performance figures are time-weighted returns shown net of fees and gross of tax, and include gains and losses associated with conversion back to NZD.

Past performance is not a guarantee of future performance and care should be exercised not to make decisions based on past performance only.

The target allocation as per the SIPO is split 50%/50% between growth and income assets.

MARKET PERFORMANCE

Financial market behaviour over the past year is summarised in the table below:

Index	1 Month %	3 Months %	1 Year %
Global Equities			
MSCI Emerging Markets	4.6	0.2	1.8
S&P 500 (US)	6.9	3.8	8.2
Nikkei 225 (Japan)	3.3	0.3	-4.6
FTSE 100 (UK)	3.7	2.0	-2.8
DAX (Germany)	5.7	7.6	0.8
CAC 40 (France)	6.4	3.5	4.0
Trans-Tasman Equities			
S&P/NZX 50	3.8	6.7	17.4
S&P/ASX 300	3.6	8.0	11.4
Bonds			
S&P/NZX NZ Government Stock	1.0	1.9	8.2
S&P/NZX A Grade Corporate Bonds	0.6	1.8	6.8
Barclays Global Aggregate Bonds	1.3	2.7	7.3
FTSE World Government Bonds	1.3	2.9	7.3
Oil			
West Texas Intermediate Crude Oil	9.3	-2.8	-21.1
Brent Crude Oil	2.4	-4.6	-18.0
NZD Foreign Exchange			
AUD	1.7	-0.3	4.4
EUR	0.8	-2.9	1.7
GBP	2.0	0.8	2.9
JPY	2.2	-4.1	-3.5
CNY	2.1	0.7	2.9
USD	3.0	-1.5	-0.8

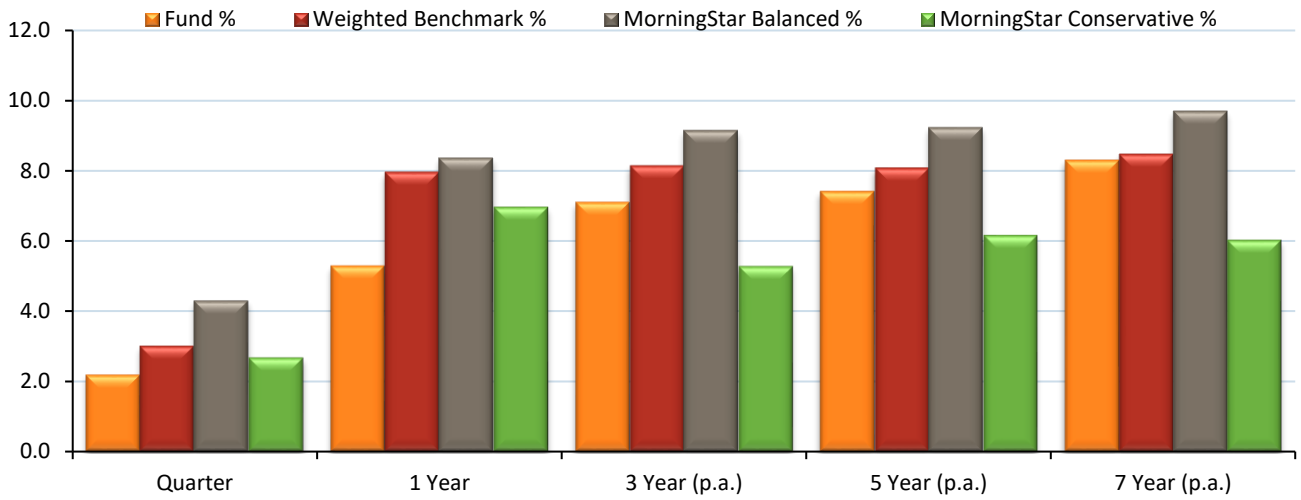
Source: Nikko Asset Management

We make the following key observations:

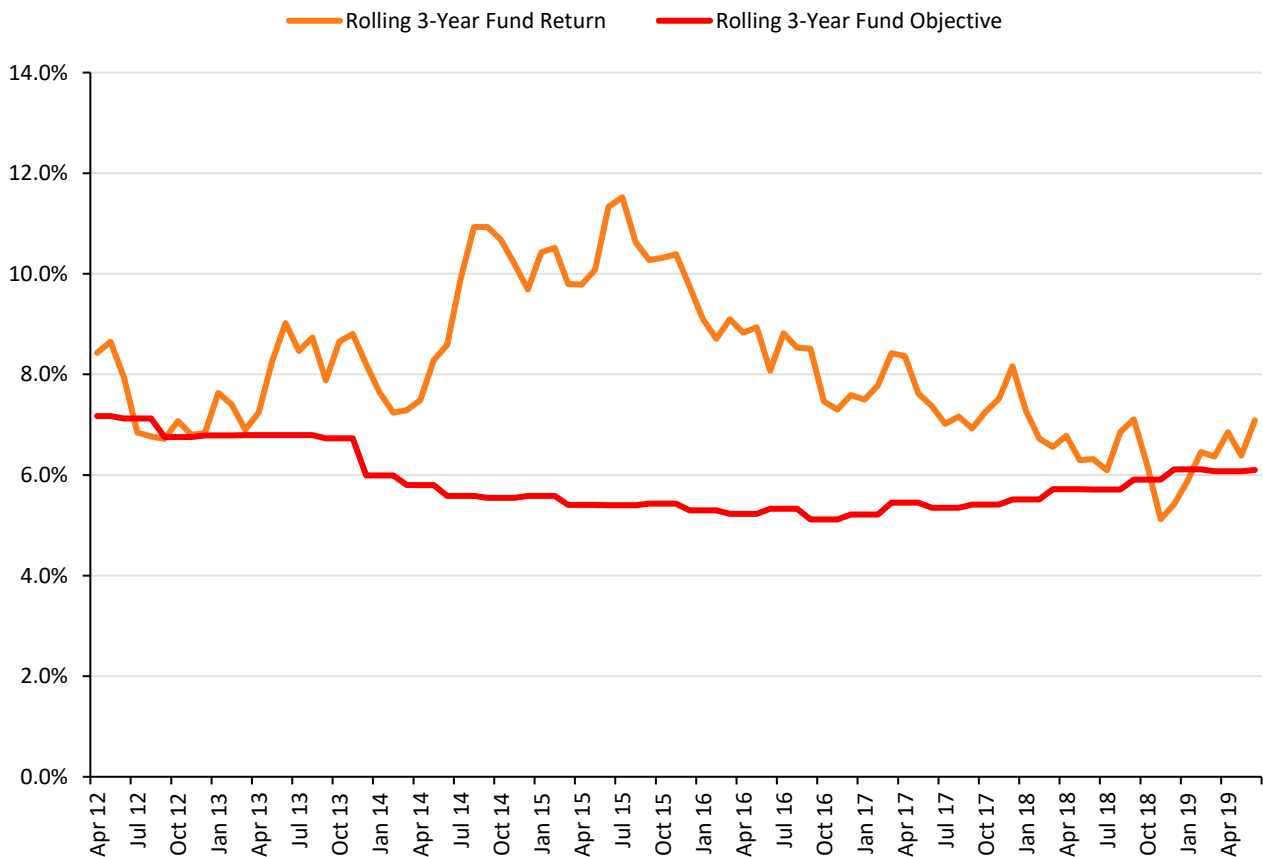
- Significant positive returns across global equity markets in June, largely recovering from falls in May
- Trans-Tasman equities were positive over all periods
- Bond markets continue to provide stable returns
- The NZD appreciated against all currencies analysed over the month
- Bounce in the price of oil over the month

FUND PERFORMANCE

FUND RETURNS VS WEIGHTED BENCHMARK AND CATEGORY AVERAGES



ROLLING THREE-YEAR FUND RETURN



FUND RETURNS SUMMARY

	Quarter %	1 Year %	3 Year (p.a.) %	5 Year (p.a.) %	7 Year (p.a.) %
Global Equities					
Magellan Global *	7.7	15.1	17.4	15.2	
Value Added	2.1 ✓	7.9 ✓	3.4 ✓	2.8 ✓	
T Rowe Price Global Equity * ^	4.4	7.9	18.1	15.4	
Value Added	(1.2) ✗	0.7 ✓	4.1 ✓	3.0 ✓	
Global Diversified Growth					
Castle Point 5 Oceans	2.3	4.4			
Value Added	1.2 ✓	(0.3) ✗			
Schroders Real Return 5% *	2.8	0.5	5.2	4.0	
Value Added	1.3 ✓	(6.1) ✗	(2.0) ✗	(3.0) ✗	
Trans-Tasman Equities					
Milford Active Growth	6.0	7.5	11.1	11.2	13.4
Value Added	3.6 ✓	(2.5) ✗	1.1 ✓	1.2 ✓	3.4 ✓
Perennial Wealth Defender * ^^	8.7	2.3	8.8	5.1	7.1
Value Added	0.4 ✓	(4.5) ✗	(4.1) ✗	(3.1) ✗	(1.7) ✗
QuayStreet Altum	2.8	(1.7)			
Value Added	1.0 ✓	(9.4) ✗			
Self-Managed Equities	(3.3)	4.3	8.4	19.1	
Value Added	(10.0) ✗	(13.1) ✗	(6.6) ✗	3.7 ✓	
Alternative Investments					
Private Equity ~ **	0.2	9.0	8.5	12.1	18.5
Value Added	(7.5) ✗	(13.1) ✗	(11.1) ✗	(7.8) ✗	(3.6) ✗
Diversified Income					
Credit Suisse Longevity **	(78.1)	(81.1)	(45.0)	(29.9)	(25.8)
Value Added	(80.8) ✗	(88.4) ✗	(48.4) ✗	(35.3) ✗	(31.4) ✗
Fermat ILS Yield *	(0.5)	(3.7)	2.2	3.0	
Value Added	(2.0) ✗	(10.1) ✗	(4.2) ✗	(3.6) ✗	
Harbour Income	3.1	8.2	5.7		
Value Added	1.9 ✓	3.0 ✓	0.5 ✓		
Mint Diversified Income	3.0	7.4	5.2		
Value Added	2.2 ✓	4.0 ✓	1.7 ✓		
Fixed Interest & Cash					
AMP Capital NZ Fixed Interest	1.8	7.7	4.4	5.9	4.9
Value Added	0.0 ✓	0.1 ✓	0.5 ✓	0.2 ✓	0.6 ✓
AMP Capital NZ Cash	0.5	2.2	2.3	2.7	2.9
Value Added	0.0 ✓	0.3 ✓	0.3 ✓	0.2 ✓	0.3 ✓
Dunedin Local Auth & UC Phil	(1.7)	1.4	2.9	4.0	3.9
Value Added	(2.6) ✗	(2.2) ✗	0.1 ✓	0.2 ✓	0.5 ✓
In-house Cash	0.0	0.1	0.4	1.3	1.6
Value Added	(0.5) ✗	(1.9) ✗	(1.6) ✗	(1.2) ✗	(1.0) ✗
Total Fund*	2.2	5.3	7.1	7.4	8.3
Value Added #	(0.6) ✗	(3.7) ✗	(1.1) ✗	(0.7) ✗	(0.3) ✗

~ Weighted average # Versus the weighted average benchmark

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

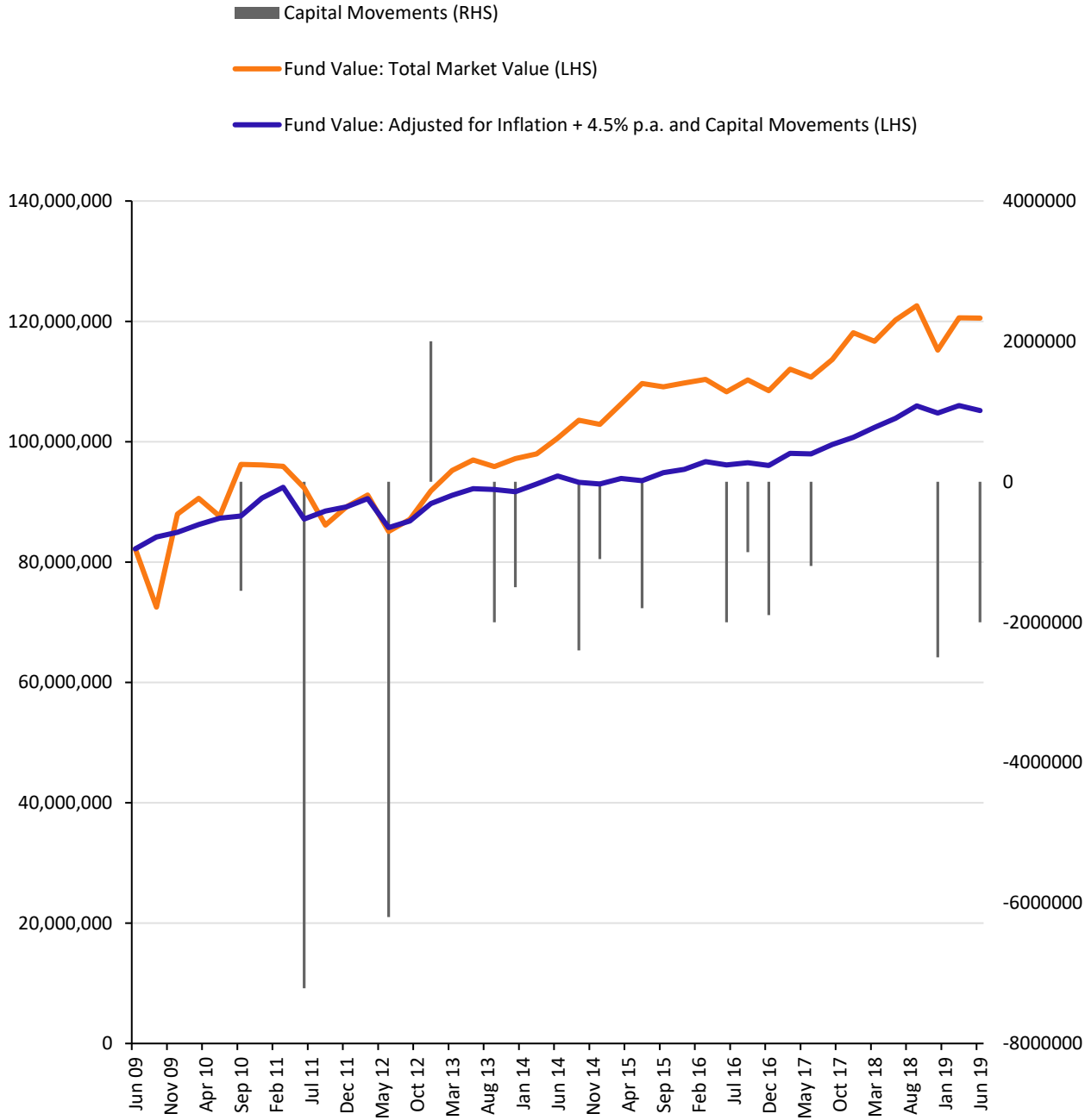
** Investments are valued quarterly

^ Prior to March 2015 this fund was T Rowe Price (Currency Unhedged Active Investment)

^^ Prior to March 2015 this was Perennial Value (Australian Active Equity Investment)

FUND GROWTH

The market value includes all assets held by the Fund including cash managed in-house.



ASSET ANALYSIS

Global Diversified Growth Schroders Real Return 5%	Quarter %		1 Year %		3 Year (p.a.) %		5 Year (p.a.) %	
NZD	2.8		0.5		5.2		4.0	
Benchmark	1.5		6.6		7.2		7.0	
<i>Value Added</i>	1.3	✓	(6.1)	✗	(2.0)	✗	(3.0)	✗
AUD	2.5		5.0		5.4		4.8	
Benchmark	1.5		6.6		7.2		7.0	
<i>Value Added</i>	1.0	✓	(1.6)	✗	(1.8)	✗	(2.2)	✗

	Quarter %		1 Year %		3 Year (p.a.) %		5 Year (p.a.) %	
Castlerock	4.5		19.0					
Benchmark	1.9		8.0					
<i>Value Added</i>	2.6	✓	11.0	✓				
Continuity Capital PE No.2	0.0		12.2		7.6			
Benchmark	7.7		22.1		19.6			
<i>Value Added</i>	(7.7)	✗	(9.9)	✗	(12.0)	✗		
Continuity Capital PE No.4	0.0		2.8					
Benchmark	7.7		22.1					
<i>Value Added</i>	(7.7)	✗	(19.3)	✗				
Direct Capital IV	0.0		20.7		17.5		23.9	
Benchmark	7.7		22.1		19.6		19.9	
<i>Value Added</i>	(7.7)	✗	(1.4)	✗	(2.1)	✗	4.0	✓
Direct Capital V	(1.9)		18.8					
Benchmark	7.7		22.1					
<i>Value Added</i>	(9.6)	✗	(3.3)	✗				
Magic Memories	0.0		(14.0)					
Benchmark	7.7		22.1					
<i>Value Added</i>	(7.7)	✗	(36.1)	✗				
Movac 4	(1.0)		28.5					
Benchmark	7.7		22.1					
<i>Value Added</i>	(8.7)	✗	6.4	✓				
Murray Capital	0.0		112.6		(18.7)		(34.3)	
Benchmark	7.7		22.1		19.6		19.9	
<i>Value Added</i>	(7.7)	✗	90.5	✓	(38.3)	✗	(54.2)	✗
Pencarrow Bridge	1.2		8.8					
Benchmark	7.7		22.1					
<i>Value Added</i>	(6.5)	✗	(13.3)	✗				
Pencarrow V	(1.6)		(9.4)					
Benchmark	7.7		22.1					
<i>Value Added</i>	(9.3)	✗	(31.5)	✗				
Pioneer Capital II	0.0		(1.7)		5.9		12.7	
Benchmark	7.7		22.1		19.6		19.9	
<i>Value Added</i>	(7.7)	✗	(23.8)	✗	(13.7)	✗	(7.2)	✗
Pioneer Capital III	0.0		1.5					
Benchmark	7.7		22.1					
<i>Value Added</i>	(7.7)	✗	(20.6)	✗				
Total Private Equity	0.2		9.0		8.5		12.1	
Benchmark	7.7		22.1		19.6		19.9	
<i>Value Added</i>	(7.5)	✗	(13.1)	✗	(11.1)	✗	(7.8)	✗

ASSET ALLOCATION

	Asset Value \$	Allocation %	Target & Range %	Status
Global Equities				
Magellan Global	9,969,926	8.3	5 < 7.5 < 10	✓
T Rowe Price Global Equity	10,131,617	8.4	5 < 7.5 < 10	✓
Sub-Total	20,101,543	16.7	10 < 15 < 20	✓
Global Diversified Growth				
Castle Point 5 Oceans	2,775,339	2.3	2 < 6 < 10	✓
Schroders Real Return 5%	13,624,624	11.3	6 < 9 < 12	✓
Sub-Total	16,399,963	13.6	10 < 15 < 20	✓
Trans-Tasman Equities				
Milford Active Growth	6,866,035	5.7	2 < 4 < 6	✓
Perennial Wealth Defender	4,271,432	3.5	2 < 4 < 6	✓
QuayStreet Altum	1,778,343	1.5	0 < 1 < 5	✓
Self-Managed Equities	2,190,185	1.8	0 < 1 < 5	✓
Sub-Total	15,105,994	12.5	5 < 10 < 15	✓
Alternative Investments				
Private Equity*	14,151,179	11.7	0 < 9 < 20	✓
Residential Property	0	0.0	0 < 1 < 5	✓
Sub-Total	14,151,179	11.7	0 < 10 < 20	✓
Growth Total	65,758,680	54.6	42.5 < 50 < 57.5	✓
Diversified Income				
Credit Suisse Longevity	392,954	0.3	0 < 2 < 4	✓
Fermat ILS Yield	8,992,607	7.5	4 < 7 < 10	✓
Harbour Income	8,109,293	6.7	2 < 5 < 8	✓
Mint Diversified Income	11,720,248	9.7	2 < 6 < 12	✓
Sub-Total	29,215,102	24.2	10 < 20 < 30	✓
Fixed Interest & Cash				
AMP Capital NZ Fixed Interest	18,945,299	15.7	13 < 19 < 25	✓
AMP Capital NZ Cash	3,461,723	2.9	0 < 3 < 10	✓
Dunedin Local Auth & UC Phil	2,028,753	1.7	0 < 8 < 10	✓
In-house Cash	1,117,292	0.9		
Sub-Total	25,553,067	21.2	20 < 30 < 40	✓
Income Total	54,768,168	45.4	42.5 < 50 < 57.5	✓
Fund Total	120,526,848	100.0		

*Twelve different private equity investments

The total asset value of the private equity investments can differ from the value Trustees Executors reports. This is due to different methodologies used. Using our methodology, we include the value of any new investments made by the private equity managers in between the managers' valuation dates, but do not include calls for management fees or working capital as these are considered to be sunk costs.

ECONOMIC COMMENTARY

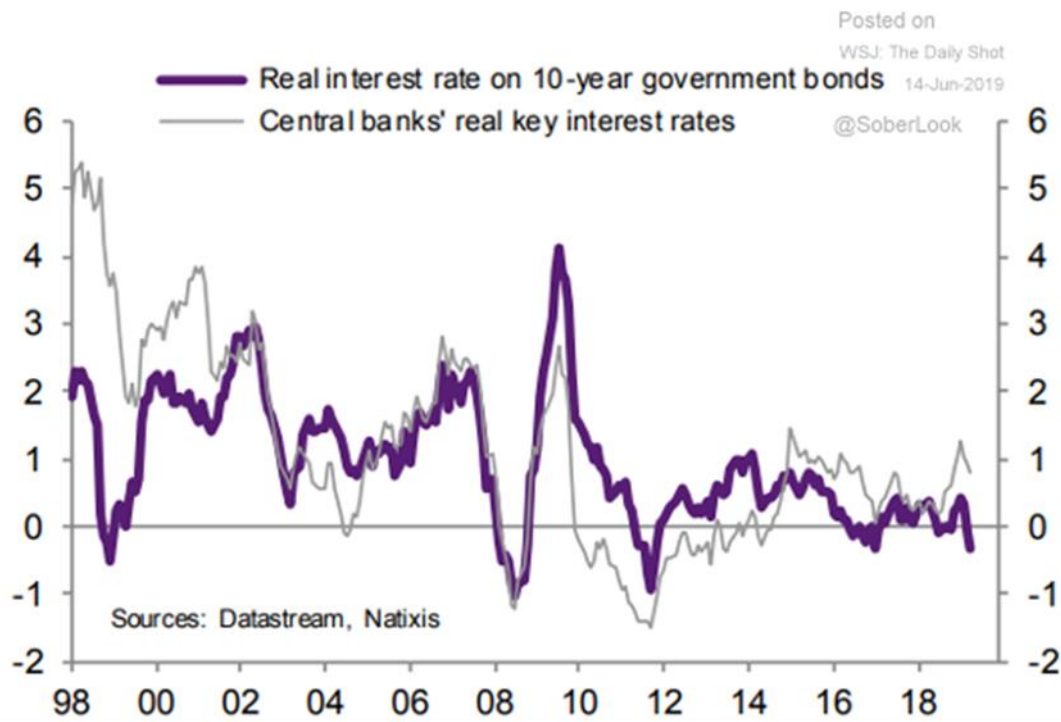
The following figures illustrate the low return environment around the world. Inflation remains low, central banks are dovish (keeping interest rates low) and government bond yields reflect this. Equity markets continue to rise as a 'side effect'. Equity market valuations are questionable...

Figure 1: Global government bond yields ex-US



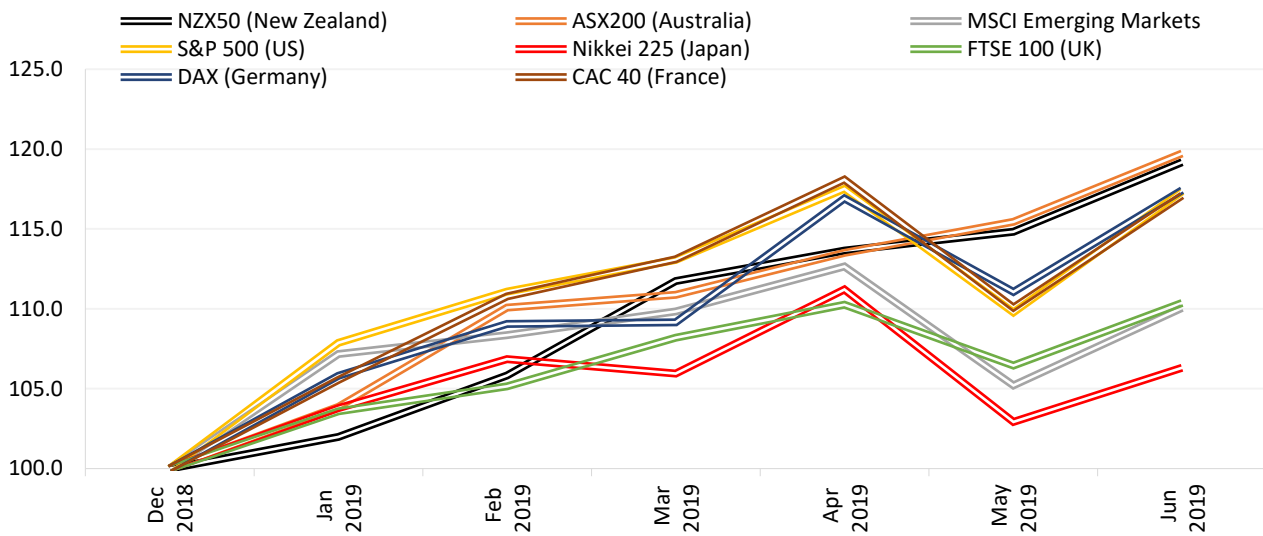
Source: Wall Street Journal, The Daily Shot

Figure 2: World Real Interest Rates



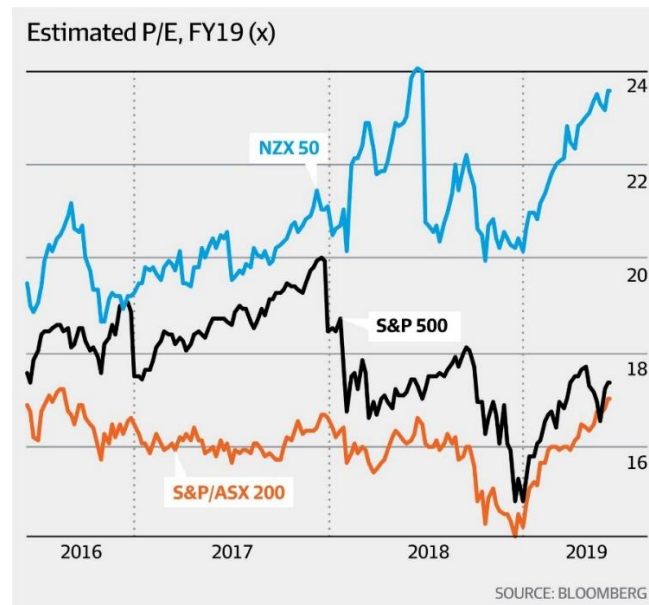
Source: Wall Street Journal, The Daily Shot

Figure 3: Equity markets in 2019



The RBNZ left the OCR unchanged at the record low of 1.5% at the end of June and suggested further cuts could be necessary “given the weaker global economic outlook and the risk of ongoing subdued domestic growth”. The International Monetary Fund issued a statement in line with the RBNZ’s views on New Zealand’s slowing growth prospects. Lower interest rates mean the hunt for yield continues. The New Zealand equity market is one of the most expensive in the world (see Figure 4).

Figure 4: Valuation of US, Australian and NZ equity market



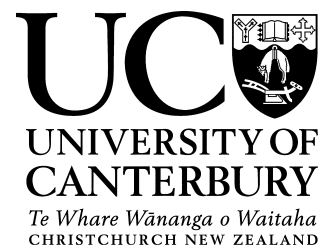
Source: www.afr.com/markets/market-data/world-markets/the-world-s-most-expensive-sharemarket-is-in-new-zealand-20190617-p51yi1

The world’s central banks are concerned at the rapidly slowing global growth. Hence the recent round of cash rate cutting in Australia and New Zealand. The US, UK and Europe are talking cuts and interest rates down. Whilst these support equity markets at record highs; slowing growth puts doubt on future earnings. The questions is: how long can equity markets keep defying gravity?

APPENDIX: BENCHMARKS

Manager	Benchmark
Magellan	MSCI World (NZD) Net Dividends Re-Invested Unhedged
T Rowe Price	MSCI World (NZD) Net Dividends Re-Invested Unhedged
Castle Point	NZ OCR + 3% p.a.
Schroders	Australian CPI (Trimmed Mean) + 5% p.a.
Milford	NZX50 Index (excluding imputation credits)
QuayStreet	NZ OCR + 6% p.a.
Self-Managed Equities	NZX50 Index (excluding imputation credits)
Perennial	ASX 200 Index (gross)
Direct Capital	S&P/NZX 50 Gross Index + 4.0% p.a.
Murray Capital	S&P/NZX 50 Gross Index + 4.0% p.a.
Pioneer Capital	S&P/NZX 50 Gross Index + 4.0% p.a.
Continuity Capital	S&P/NZX 50 Gross Index + 4.0% p.a.
Pencarrow	S&P/NZX 50 Gross Index + 4.0% p.a.
Movac 4	S&P/NZX 50 Gross Index + 4.0% p.a.
Magic Memories	S&P/NZX 50 Gross Index + 4.0% p.a.
Castlerock	8% p.a. net of fees
In House	Morningstar NZ OE Unlisted & Direct Property Index (NZ Non-PIE)
Credit Suisse	Bloomberg Barclays Global Aggregate Index
Fermat	Bloomberg AusBond Bank Bill Index + 4.5% p.a.
Harbour	NZ OCR + 3.5% p.a.
Mint	New Zealand CPI + 3% p.a.
AMP Capital	Bloomberg NZBond Govt 0+ Yr Index
UC Philanthropic Bond	S&P/NZX NZ Short End 1Y 2Y 3Y NZD
AMP Capital	Bloomberg NZBond Bank Bill Index
In House	NZX 90 Day Bank Bill Index

TE POARI AKORANGA ACADEMIC BOARD



RECOMMENDATIONS TO THE COUNCIL FROM A MEETING OF THE ACADEMIC BOARD HELD ON FRIDAY 12 JULY 2019

The Academic Board met on Friday 12 July 2019 and recommends:

1. That the Council note the report from the Academic Board
2. That the Council approve the following curricula developments and forward the proposals to CUAP and TEC for their noting or approval:
 - a. The introduction of a 180-point Master of Applied Translation and Interpreting (MATI) and a new subject Translation and Interpreting (LINC) in the Bachelor of Arts with Honours, the Postgraduate Diploma in Arts and the Postgraduate Certificate in Arts (*for approval*)
 - b. The discontinuation of the Postgraduate Diploma in Journalism (*for noting*)
 - c. The discontinuation of Religious Studies as a subject for the MA and PhD and Theatre and Film as a subject for the PhD (*for noting*)
 - d. The restructuring of the MBA (*for approval*)
 - e. The introduction of a major in Tourism Marketing and Management into the Bachelor of Commerce (*for approval*)
 - f. The amendment of the graduating requirements for each of the Master of Business Management (MBM), Master of Professional Accounting (MPA), Master of Business Information Systems (MBIS) and Master of Financial Management (*for approval*)
 - g. The reconfiguration of the 240-point Master of Counselling (*for approval*)
 - h. The renewal of the existing Graduate Diploma in Early Childhood Teaching to become the Graduate Diploma in Teaching and Learning (Early Childhood) (*for approval*)
 - i. The introduction of a minor in Youth and Community Leadership (*for approval*)
 - j. The introduction of a major in Medicinal Chemistry in the Bachelor of Science (*for approval*)
 - k. The introduction of minors to the Bachelor of Science (*for approval*)
 - l. The discontinuation of some postgraduate subjects for the Master of Science and the Postgraduate Diploma in Science and the Bachelor of Science with Honours

Professor Ian Wright
Chair, Te Poari Akoranga – Academic Board
16 July 2019

UNIVERSITY OF CANTERBURY
REPORT OF THE ACADEMIC BOARD MEETING HELD ON
FRIDAY 12 JULY 2019
TE POARI AKORANGA

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

BUSINESS FROM THE CHAIR

The Chair noted:

- that since the previous meeting, an election for the two representatives on the Academic Board from the academic staff of the Faculty of Law has taken place. Debra Wilson and Annick Masselot were duly elected;
- the Research and Innovation Office is running a two day research forum on 29 and 30 August with keynote speakers from Australia speaking about digital infrastructure and open access publishing;
- congratulations to Roger Nokes and Liz Bond on their recent election to University Council, representing academic and general staff, respectively. Members recorded their appreciation for the work of Malcolm Scott, the outgoing general staff representative.

REPORT FROM THE VICE-CHANCELLOR

The Vice-Chancellor took her report as read. She thanked all staff who had been involved in Open Day which had been very successful with larger numbers attending than in 2018. She had been particularly pleased by the positive mood on campus and the community spirit.

A member queried how much of the \$192, 236 figure stated for the forecast full year cash/short term investments/short term government stock was not expected to be contractually committed as at 31 December 2019. The Vice-Chancellor said that the way these figures are reported was due to change in the next report, and suggested that the question be recorded for the Chief Financial Officer's response.

REPORT FROM THE UCSA

The UCSA Vice-President invited members to visit the newly opened Haere-roa building. She said that with the new semester starting, UCSA was keen to assist staff in getting a full cohort of class representatives across the Colleges. The UCSA Exec had already had the opportunity to contribute to the Vice-Chancellor's draft Academic Strategy, and this was due to be extended to the wider community of students over the coming days with an electronic survey.

REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE

The Assistant Vice-Chancellor (Academic) spoke to the report and requested a representative from each relevant College speak to the curricula changes presented.

- 1. Introduction of a 180-point Master of Applied Translation and Interpreting (MATI) and a new subject Translation and Interpreting (LANC) in the Bachelor of Arts with Honours, the Postgraduate Diploma in Arts and the Postgraduate Certificate in Arts**

Professor Le Cocq noted that these changes had been developed over a number of years and commended staff for managing a complex package of language offerings. A member asked why the code LANC was proposed. LANC covers general languages, it already exists as a code but CUAP approval is required for a new subject.

2. Discontinuation of the Postgraduate Diploma in Journalism

The qualification has been a flagship, but due to changes in the profession, enrolments have been declining. Students are now able to enrol on the Bachelor of Communication and the Master of Strategic Communication.

3. Discontinuation of Religious Studies as a subject for the MA and PhD and Theatre and Film Studies as a subject for the PhD

These subjects had not been taught for several years.

4. Restructuring of the Master of Business Administration

The Dean of Business explained that the curriculum review had come about following the AMBA accreditation in 2017. The proposed courses were more integrative across subject areas, using more block and online delivery methods. A member proposed that the regulation 10(a): “there is no advancing qualification for this degree’ be deleted as he felt that some capable students could progress to doctoral study.

Comments from the floor included:

- Any restriction should be covered in the PhD regulations rather than the MBA regulations;
- The proposed regulation could be restrictive if a DBA were to be introduced in the future at UC;
- Further discussions should take place at UC on professional doctorates;
- The 45 point project-based approach of the MBA might not provide the depth of subject understanding which would be the ideal preparation for a research degree;
- Students should have a clear understanding of possible pathways to further study when considering a degree;
- Many regulations across UC contained a similar clause so this should be looked at across the board and not changed in isolation.

The Assistant Vice-Chancellor (Academic) said that the Academic Administration Committee was due to discuss the wider issue of advancing qualifications in the next week. On this basis, the proposed amendment was withdrawn.

A member asked why the GPA for Distinction was set at 8, rather than 7 as was standard elsewhere in UC. The Dean confirmed that this was a historic anomaly and agreed it should be amended to 7. A further query related to the study of ethics which was not included as a named course. The Dean replied that this was interwoven throughout the courses and was assessed as part of the assurance of learning process in professional body accreditation. He noted a member’s suggestion that further conversations should take place with staff in Aotahi around iwi engagement and the Master of Māori and Indigenous Leadership.

5. Introduction of a major in Tourism Marketing and Management into the Bachelor of Commerce

This proposal followed from the recent introduction of a minor in Tourism Marketing and Management, with the introduction of three new courses.

6. Amendment of the graduating requirements of the Master of Business Management (MBM), Master of Professional Accounting (MPA), Master of Business Information Systems (MBIS) and Master of Financial Management (MFM) degrees

The proposals were intended to ensure consistency with regard to time limits and the award of Honours and Distinctions.

7. Reconfiguration of the 240-point Master of Counselling degree

The Associate Dean of Education, Health and Human Development said that the existing 90 point thesis had proved to be an obstacle for completion for students so it was now proposed it be removed.

8. Renewal of the existing Graduate Diploma in Early Childhood Teaching to become the Graduate Diploma in Teaching and Learning (Early Childhood)

The proposal is aligned with the new teaching standards from the Teaching Council of Aotearoa.

9. Introduction of a minor in Youth and Community Leadership in 2020

This will complement the newly proposed Bachelor of Youth and Community Leadership.

10. Introduction of Medicinal Chemistry as a major in the Bachelor of Science

The Dean of Science said that this was proposed to give students an introduction to pharmaceutical science in an area that was growing in popularity internationally.

Questions and comments from the floor included:

- The proposed structure was quite confusing; should this be a minor and not a major?
- This is an attractive development. It has been several years in development including a member of staff travelling on an Erskine fellowship to the UK to investigate how it is offered there. It is expected to be popular in the Chinese market.
- It was unfortunate that due to the pre-requisites, students on the Bachelor of Product Design who would find this an attractive option would not be able to do this as it stood. This was due to the amount of knowledge required as a basis for this study, but perhaps CHEM246 could be reviewed with these students in mind in future. It was disappointing that there was not more comprehensive promotion of the conjoint degrees BProdDesign and BCom, and BProdDesign and BSc.
- Colleagues in Arts also saw links with the proposal and their work in personalised medicine.

11. Introduction of minors in the Bachelor of Science

This proposal arose from the BSc academic review.

12. Discontinuation of postgraduate subjects for the Master of Science and the Postgraduate Diploma in Science and the Bachelor of Science with Honours

These subjects were now covered in general science.

PRINCIPLES OF DOCTORAL SCHOLARSHIP FUNDING

The Chair summarised the College responses to the paper he had circulated asking if the principles were still valid. He noted that there were some comments about the level of funding which were being addressed by a separate paper coming from the Postgraduate Research Office.

The following views on how funding should be distributed were expressed:

- To attract high quality students, to build UC's research identity and to support UC's strategic goals;
- College-based funding could be focussed on greater disciplinary knowledge, whereas central funding might be allocated to research groups and strategic goals;
- Ring-fenced scholarships are attractive, scholarships are not perceived as a significant lever for internationalisation;
- In Engineering, the academic and the student are identified which they felt worked well however there was a recognition that there needs to be flexibility to allow different disciplines to run systems that work best for them;
- There should be a change in nomenclature from PhD scholarships, to doctoral scholarships to take into account the EdD and DMA;
- There were concerns about how the GPA weighting rules might inadvertently effect students.

Additional views expressed from the floor included:

- Scholarships should address equity and diversity. Are there enough scholarships for Māori and Pasifika students? UC should be more explicit about the special status of tangata whenua, as this could have positive results: in 2016 the top scholars were all Māori;
- All processes should ensure that staff are research-active and supervision-hungry;
- Projects that are externally funded should budget an allowance for PhD scholarships and should not qualify for central scholarships;
- The overall principles are still fine, but prioritising them would be helpful.

The Dean of Postgraduate Research and Associate Dean of Postgraduate Research summarised the paper they were preparing. This was intended to speed up the process for the best candidates for scholarships (judged on GPA, last institution and research experience). Rather than requiring students to wait for the current twice a year assessment, they could be accepted or declined at the point of application. For those students who were on the borderline, their application could be deferred to the current six monthly consideration, but the majority would get a final decision in a shorter time. The paper would be considered by the Postgraduate Committee, Research Committee and the Colleges in due course.

The Chair asked if members felt that the University is doing enough to support the current aim of building research capacity and capability in New Zealand, bearing in mind that 66% of centrally funded scholarships are awarded to international students. Less than 20% of international students stay in New Zealand for longer than a year after completion. Members agreed that the University's focus should be on high quality students and research excellence and continuing to build UC's research capacity in line with its strategic goals. Country of origin was a secondary issue. A proportion of domestic New Zealand completing doctoral students would also relocate overseas soon after graduating. The Dean of Postgraduate Research added that the current formula for awarding scholarships favoured students whose previous study was at a New Zealand institution.

The Vice-Chancellor suggested that the discussion should be deferred until the Academic Strategy was finalised as this would give a good framework for considering priorities. The Chair closed the discussion by summarising that the current principles are still sound, but that there might be more consideration of equity and diversity and supporting priority groups and that this would be revisited once the academic strategy was agreed.

DRAFT UNIVERSITY OF CANTERBURY STRATEGIC FRAMEWORK

The Vice-Chancellor said that the draft framework had been the result of a consultation process over the last few months, with a high level of engagement from staff and students. She noted one drawback

had been that working with large groups, there was a tendency for those involved to use the past and present as their points of reference and so the document was not as future-orientated as she hoped it would become. She extended her thanks to Robyn Nuthall and her team for their work on analysing the feedback received to date.

The draft is a framework which is intended to indicate the overall direction for UC which will be followed by a detailed implementation plan. This is the stage when members should consider potential risks in the paper and how these should be mitigated. The framework had been based on key sources such as the characteristics of a university as laid out in the New Zealand Education Act (S162,4), including acting as critic and conscience of society, the interdependence of teaching and research and the university's role in promoting community learning and te Tiriti o Waitangi.

Feedback from the consultation process revealed:

- UC wishes to be known as a research-intensive university, across a comprehensive range of knowledge fields, although the wording 'research-informed', 'research-led', 'innovative' and 'enquiry-led' were also suggested;
- There is a strong commitment to communitarianism and to being an engaged university which is part of a global movement but which can also be a research and intelligence hub for the future of Christchurch city. Newcastle University in the UK was an example of an engaged university which is committed to its place, but that is not necessarily localised as knowledge is borderless;
- Respondents felt that UC should have a set of values, and that it should become a single institution working together, with people feeling empowered to make the best decisions;
- Financially, there was a desire to grow revenue but that methods of distributing finances should become more transparent.

The meeting divided into working groups to consider individual sections of the framework. Members were then asked to consider their overall level of satisfaction with the work to date. Comments included:

- The consultation process had been excellent;
- The final draft framework was too long;
- Further work needed to be completed on how the framework would be implemented.

The Chair thanked members for their participation and reminded them that they could continue to submit feedback on the draft until noon on Monday 22 July.

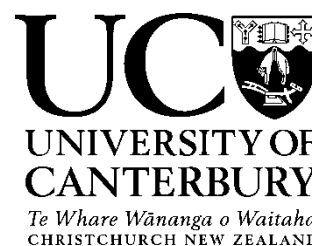
Professor Ian Wright

Chair

Te Poari Akoranga – Academic Board

16 July 2019

**TEMPLATE 1
NEW QUALIFICATION
2019**



DETAILS

Title of qualifications	Master of Applied Translation and Interpreting (MATI); Bachelor of Arts with Honours, Postgraduate Diploma of Arts, and a Postgraduate Certificate in Arts in (new subject) Translation and Interpreting
Year of introduction	2020

EXECUTIVE SUMMARY

The document proposes the introduction of a new subject, Translation and Interpreting (LANC), and the introduction of the 180-point Master of Applied Translation and Interpreting (MATI), the Bachelor of Arts with Honours and the Postgraduate Diploma and Postgraduate Certificate in Arts in Translation and Interpreting, at UC to meet the demand from graduates of UC's language programmes offered by Global, Cultural and Language Studies (GCLS) and Aotahi, School of Māori and Indigenous Studies for a further professional qualification in translation and interpreting and to address the translation industry demand on the South Island of New Zealand.

The degrees will complement the existing postgraduate qualifications in languages and recently introduced taught Master's degrees in Linguistics and Writing. The degree programmes will incorporate a number of existing postgraduate courses in GCLS, Aotahi, Linguistics, and English, which will enable efficient teaching across departments and schools in the College of Arts. While the BA (Honours) programmes in languages offered by GCLS will continue to be run alongside the MATI incorporating many of the same courses, we anticipate that the professional focus of the new degrees will attract significantly larger numbers of postgraduate students to languages, from both the domestic and the international cohorts.

Graduates of the MATI will have acquired an advanced knowledge of theoretical approaches to translation and interpreting and will have developed and applied specialised advanced skills of translating and/or interpreting from and into their second language. Graduates choosing to specialise in computer-assisted translation will have developed critical thinking for the use of computer-assisted translation tools, including captioning and translation memory. Graduates specialising in community translation will have acquired advanced knowledge and skills necessary to translate and interpret for the culturally and ethnically diverse communities of Aotearoa New Zealand as well as the ability to make informed ethical decisions in their professional practice, especially in crisis scenarios..

The Applied Translation and Interpreting curriculum has been developed in consultation and collaboration with Aotahi and aims to bring out the vital importance of translation and intercultural communication in

our bicultural nation. The core courses will be contributed to by Aotahi staff and by professional Te Reo translators.

Based on the results of a comprehensive survey of 414 students in our undergraduate foreign language programmes, we anticipate at least 7-10 enrolments for the MATI in 2020 as 19 Stage 3 students indicated they would be “extremely interested” in the new degree. A further 3-5 international students are expected to enrol in 2020. Based on the evidence of a strong interest in such degrees in China, this number will double in the following years as a full-scale international marketing campaign is launched in 2020.

The Bachelor of Arts with Honours, Postgraduate Diploma in Arts and Postgraduate Certificate in Arts in the new subject Translation and Interpreting will provide entry, advancing and exit qualifications for students interested in the MATI programme.

Outcome Statement

Students who graduate with a MATI will have acquired an advanced knowledge of theoretical approaches to translation and interpreting, including a conceptual framework for thinking and talking about translation, and for choosing appropriate strategies for various translating tasks. MATI graduates will also develop specialised advanced skills of translating and/or interpreting from and into their second language, including the ability to engage critically with various contrastive models of linguistic analysis for the purposes of achieving pragmatic equivalence in translation. Graduates choosing to specialise in computer-assisted translation will have developed critical thinking for the use of computer-assisted translation tools, including captioning and translation memory. Graduates specialising in community translation will have acquired advanced knowledge and skills necessary to translate and interpret for the culturally and ethnically diverse communities of Aotearoa New Zealand as well as the ability to make informed ethical decisions in their professional practice, especially in health, legal, and crisis scenarios. Graduates selecting the applied pathway of study will have acquired practical experience through work-integrated learning and will develop work-ready skills and mindsets. MATI graduates will be fully qualified to work in the translation industry and will be prepared to work towards professional certification. A research pathway through the degree will allow graduates to undertake doctoral study upon the completion of MATI.

Prescriptions for courses

LANC401: In Other Words What? Theory and Practice of Translation

This is an introduction to theories of translation and an initiation into practice. Beyond the theoretical and practical dimension of Translation Studies, students will gain an understanding of academic, and interdisciplinary complexities of this field of study, ranging from the socio-cultural to the legal and political. Rather than explore a few theories in depth, this course offers a large range of theoretical principles, strategies, and methods applicable to diverse contexts in Translation Studies.

LANC402 Translating and Interpreting for the Community

This course focuses on the concept of Community Translation and Interpreting, of which the purpose is to provide members of minority communities language access to public services offered both routinely and in a crisis scenario. This course will introduce functional translation theories as the theoretical framework with practical advice and discussion on both achievement of pragmatic equivalence and significance of self-reflection on students’ development of individual translation/interpreting skills.

LANC403 Translating in the Digital Era: Tools and Practices

The recent revolutionary upheaval in the field of technology has brought far-reaching changes within the discipline of translation in today's digital world. This course introduces students to the fundamentals of contemporary translation technology and its varied applications, including the basics of audio-visual translation (AVT) and the use of Computer-Assisted Translation Tools, especially SDL Trados Studio.

CHIN415 Specialised Chinese Translation

In connection with LANC402, this course puts particular emphasis on the cross-linguistic and cross-cultural features between English and Chinese languages. Students will develop practical skills to produce a translation and rendition (interpreting) that is pragmatically equivalent to original text. Entry into this course is limited to native and near-native speakers of Mandarin Chinese.

LANC404 Advanced Language and Specialised Translation/ Interpreting Study Abroad

This course comprises a set of advanced language acquisition and/or translation and interpreting modules in the student's major language at a partner university in the country of the student's major language. The course is administered through existing exchange arrangements with UC's partner institutions and is equivalent to ZZEX. The modules for LANC404 will be selected with guidance by a staff member from the relevant language programme and are subject to approval by the MATI Programme Coordinator.

LANC405 Translation Portfolio

This is a portfolio of independent advanced translation work completed by the student as a concluding part of their programme of study. This work will reflect some of the key theoretical and practical issues addressed in the programme prescriptions and will include translations of at least 10000 words in total of at least three different types (health, legal, literary, business, etc.). This work will be supervised by a staff member from the relevant language programme.

LANC406 Translation Research project

This is an extended project in which students will complete the translation of a substantial source text of their choice of at least 10000 words and will supplement the translation with a research essay of 10-12000 words in which they reflect critically on the translatability of the chosen text, on their translation strategy as well as on various theoretical issues pertinent to their translation choices. This work will be supervised by a staff member from the relevant language programme.

LANC480 Research Essay

In this course, students explore a research topic of their choice under the supervision of an appropriate staff member, subject to approval by the programme coordinator. This course is compulsory for all Honours students.

1. Proposed new regulations

2019 UC Calendar page number 156

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 2020.
- (b) This degree was first offered in 2020.

2. Variations

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

3. The Structure of the Qualification

To qualify for the Master of Applied Translation and Interpreting a student must be credited with a minimum of 180 points towards the qualification; including

- (a) All courses in Schedule C Group 1; and
- (b) 30 points from Schedule C Group 2; and
- (c) 60 points from Schedule C Group 3, and
- (d) LANC404; or 30 points from Schedule E Group 1, and 30 points from Schedule E Group 2

4. Admission to the Qualification

To be admitted to the Master of Applied Translation and Interpreting a student must:

- (a) have satisfied the Admission Regulations for admission to the University; and
- (b) either:
 - i) have qualified for a Bachelor's degree (with at least a B+ average in 300-level courses); or
 - ii) have qualified for a Bachelor's degree and provided evidence to the satisfaction of the Dean of Arts (Academic) and Head of Department of relevant professional or other work experience; or
 - iii) have been admitted with Academic Equivalent Standing as fulfilling these requirements; and
- (c) have completed at least 60 points of language courses at 300-level in one of the following languages: Chinese, French, German, Japanese, Russian, Spanish or Te Reo Māori with a grade of at least a B+ average; or have demonstrated equivalent competence in one those languages; and
- (d) speak English as their first language or must provide evidence of their English language ability with the equivalent of IELTS (Academic) overall of 7, with no section less than 6.5; and
- (e) have been approved as a candidate for the degree by the Head of Department and the Dean of Arts (Academic).

5. Subjects

The subject for this qualification is Translation and Interpreting. There are no majors or minors for this qualification.

6. Time Limits

The time limits for this qualification are:

- (a) The time limit for full-time enrolment is:
 - i. A minimum of 12 months
 - ii. A maximum of 18 months.
- (b) The time limit for part-time enrolment is:
 - i. A minimum of 24 months
 - ii. A maximum of 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

- (a) If a student fails up to 30 points for the Master of Applied Translation and Interpreting degree, they may, with the permission of the Dean of Arts (Academic), 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 and may be awarded with distinction and merit.

10. Pathways to Other Qualifications

- (a) A student who has completed the requirements for the Bachelor of Arts with Honours, PG Cert Arts or PG Dip Arts in Translation and Interpreting, but has not yet graduated, may apply to the Dean of Arts (Academic) to be admitted to the Master of Applied Translation and Interpreting and have credits transferred. They must complete such courses as are determined by the Head of Department and Dean of Arts (Academic).
- (b) A student who has graduated with the Bachelor of Arts with Honours, PG Cert Arts or PG Dip Arts in Translation and Interpreting, may apply to the Dean of Arts (Academic) to be admitted to the Master of Applied Translation and Interpreting and have their qualification subsumed in accordance with the General Regulations to the University. They must complete such courses as are determined by the Head of Department and Dean of Arts (Academic).

Schedule C Group 1: Compulsory Courses for the Degree of Master of Applied Translation and Interpreting

For full course information, go to www.canterbury.ac.nz/study/qualifications-and-courses

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
LANC401	In Other Words What? Theory and Practice of Translation	30	S1	Eligibility for the Honours programme in one of the six languages taught in the School.

Schedule C Group 2: Compulsory Courses for the Degree of Master of Applied Translation and Interpreting

Students take 30 points from:

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
LANC402	Translating and Interpreting for the Community	30	S1	HOD Mandatory
LANC403	Translating in the Digital Era: Tools and Practices	30	S1	HOD Mandatory

Schedule C Group 3: Compulsory Courses for the Degree of Master of Applied Translation and Interpreting

Students take 60 points from:

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
LANC405	Translation Portfolio	30	S1 S2	LANC401, and LANC402 or LANC403. HOD Mandatory
LANC406	Translation Research Project	60	S1 S2	LANC401, and LANC402 or LANC403. HOD Mandatory.
PACE495	Professional and Community Engagement Internship	30	A (C) A (D) S1 (C) S2 (C)	Special application and interview, and permission of the Internship Director.

			W (C)	
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Schedule E Group 1: Elective Courses for the Degree of Master of Applied Translation and Interpreting

Students take LANC404 or 30 points from:

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
CHIN401	Advanced Chinese Language Acquisition	30	S2	Subject to approval of the Programme Director.
CHIN415	Specialised Chinese Translation	30	S2	HOD Mandatory. Entry into this course is limited to native and near-native speakers of Mandarin Chinese. Students for whom Chinese is not their first language must have completed at least 60 points of Chinese language at 400-level, with a grade of at least a B+ average or have demonstrated equivalent competence in the language; or provided evidence of their Chinese language ability as follows: HSK (Hanyu Shuiping Kaoshi Chinese Proficiency Test) Level 4; or provided evidence of their Chinese language ability as follows: TOCFL (Test of Chinese as a Foreign Language) Level 4.
FREN401	Language	30	S2	Subject to approval of the Programme Director.
GRMN401	German Language	30	S2	Subject to approval of the Programme Director.
JAPA414	Advanced Japanese Language A	15	S1	JAPA305 or JAPA315 or JAPA326 with at least a B pass, or CPIT course JAPN704 with at least a B pass, or equivalent subject to approval of the Programme Director.
JAPA415	Advanced Japanese Language B	15	S2	JAPA414 OR subject to the approval of the Programme Director
LANC404	Advanced Language and Specialised Translation/ Interpreting Study Abroad	60	S2	HOD Mandatory
RUSS409	Russian Language	30	S2	Subject to approval of the Programme Director.
SPAN412	Advanced Spanish Language	30	S2	Subject to approval of the Programme Director. Note: Advanced knowledge of the Spanish language is required.
TREO401	Te Reo: Te Kohure	30	S2	Subject to approval of the Head of School.

Schedule E Group 2: Elective Courses for the Degree of Master of Applied Translation and Interpreting

Students who have not taken LANC 404 take 30 points from:

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
LING400	English Structures	30	SU2	Subject to the approval of the Programme Director
LING615	World Englishes	30	S1	Subject to approval of the Head of Department.
TREO401	Te Reo: Te Kohure	30	S2	Subject to the approval of the Head of School.
TREO406	Special Topic: Nga Tuhinga Tuaiho: Manuscripts in Maori	30	S2	Subject to the approval of the Head of School.

TREO407	Waka Huia	30	S1	Subject to the approval of the Head of School.
WRIT402	Professional Writing	30	S2	Entry is subject to approval of the Head of Department. RP: A Bachelor's degree (with at least a B average in 300-level courses) in any subject in which writing comprises a significant part of the assessment

Consequential Changes

Jade SMS:

Create new subject, Translation and Interpreting, (code LANC); valid for MATI (main subject), and subject for BA Hons, PGDip Arts, PGCert Arts, COP Arts (PG).

UC Calendar page 148

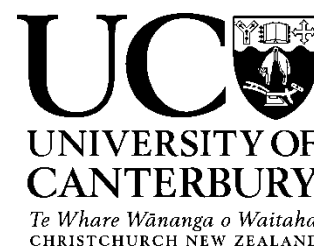
Schedule to the BA Hons degree

Insert the following entry:

Translation and Interpreting

LANC 401, one of LANC402 or LANC403, LANC 480, and 30 points from Schedule C or Schedule E (excluding LANC406) to the Master of Applied Translation or Interpreting, as approved by the Programme Coordinator.

P: 60 points of language courses at 300-level with at least a B+ average grade in one of the following languages: Chinese, French, German, Japanese, Russian, Spanish or Te Reo Māori, or other appropriate courses as approved by the Programme Coordinator.

TEMPLATE 5 – REPORT TO CUAP**PROPOSAL DESCRIPTION****1. CUAP Unique Identifier**

UC/19 PGDipJour

2. Name of Qualification(s)

Postgraduate Diploma in Journalism

3. Rationale

The Postgraduate Diploma in Journalism replaced the previous Graduate Diploma in Journalism in 2014 and is a one-year full-time qualification open to any graduate. It is capped at 20 students and entry is by application and interview. The qualification is both recognised and valued by the industry. Graduates from the Postgraduate Diploma in Journalism are much sought after and, in many cases, students obtain jobs before the end of the academic year. Graduates have also regularly been finalists in national media awards.

The Postgraduate Diploma in Journalism will be taught for the last time in 2019. A 2018 Graduating Review Panel noted that its discontinuation was in no way a reflection of the quality of the programme or the value placed on it by stakeholders; the diploma had proved satisfactory to the industry (as evidenced by the steady demand for graduates and their progress in their careers) and was well respected within the University. However, the decline in journalism enrolments countrywide raised a question as to its sustainability and, after consultation with the industry and students (including the possibility of a 180-point Master's), the department has moved to incorporate a limited-entry journalism major within the new Bachelor of Communication (open for enrolments in 2019). Graduates with any undergraduate degree will still to be able to train for journalism via a Graduate Diploma in Journalism, which is currently in submission to CUAP for consideration.

There are currently 10 students enrolled in the Postgraduate Diploma in Journalism in 2019. They will complete the qualification in November, before the diploma is discontinued on 31/12/2019.

Recent enrolments include:

Year	No. enrolled	No. completed
2018	12	11
2017	10	9
2016	17	17
2015	20	19

Consultation on the discontinuation of the Postgraduate Diploma in Journalism (and introduction of a Graduate Diploma in Journalism and a journalism major in the new B.C. degree) was conducted as part of the university's consultation on the Bachelor of Communication, which is currently in its first year. There

was considerable consultation within the College of Arts as well as the College of Business, Law and Economics, and among stakeholders and professionals in the wider community, including the Board of Studies for the current Postgraduate Diploma in Journalism; Aotahi, the School of Māori and Indigenous Studies; communication professionals (*Research First*); communication staff at other universities; the office of the AVC Māori, and Liaison.

Proposed new regulations

Delete the entries as below

P23 Schedule to the Regulations for Admission to a Qualification:

pP184-185 Qualification Regulations: Postgraduate Diploma in Journalism (PGDipJ – 120 points)

P537, 539 and 540: Index

TEMPLATE 5 – REPORT TO CUAP

<Academic Services inserts URL>

**PROPOSAL DESCRIPTION****1. CUAP Unique Identifier**

UC/19 PhD,MA

2. Name of Qualification(s)

Religious Studies as a subject for the Master of Arts and the Doctor of Philosophy.

Theatre and Film Studies as a subject for the Doctor of Philosophy.

3. Rationale

In 2010, notice was given to CUAP that the subject of Religious Studies for the Master of Arts and for the Doctor of Philosophy would be discontinued once enrolled students had completed.

The last MA student graduated in March 2013. The last PhD students graduated in April 2014.

In 2015, notice was given to CUAP that the subject of Theatre and Film Studies in the Doctor of Philosophy would be discontinued once enrolled students had completed.

The last student submitted their PhD on 30 April 2019.

4. Proposed new regulations

No action required; Religious Studies (RELS) has already been removed from the subject list for the PhD in the 2019 UC Calendar.

No action required; Theatre and Film Studies (TAFS) has already been removed from the subject list for the PhD in the 2019 UC Calendar

TEMPLATE 2
REVISED QUALIFICATION
2019



DETAILS

Title of qualifications	Master of Business Administration
Year of introduction	2020

EXECUTIVE SUMMARY

The Master of Business Administration at UC has been a programme delivered since 1983 serving its students well. In 2017, following the Association of MBAs (AMBA) accreditation report it was decided that a formal review of the programme was needed. The AMBA review was explicit when it concluded the MBA curriculum needs to be rigorously reviewed to prepare its graduates with skills likely to be needed in future work environments. Furthermore, AMBA's 2017 recommendations suggested consideration of the following aspects:

- Cohort formation (size, cohesion and experience)
- Increase in student recruitment
- Digital learning
- Incorporating a greater focus on “big data, digital marketing and disruptive technologies” to address student concerns that the “MBA programme sufficiently equips them for the future”.

Since then, internal and external consultations and market research have also suggested that the programme needs to be more dynamic, deliver a demand-led curriculum while being academically robust with an optimal balance of internal and external lecturers and ultimately sustainable.

Consequently, the proposal is to revamp the MBA programme in both structure and content. Firstly the MBA will move from a 240 point degree to a 180 point degree. Secondly the content will be reconfigured with cross-cutting themes drawn into the programme focussing on future proofing organisations through leadership, strategy and innovation specifically incorporating digital, technology, innovation, data and the creation of impact led organisations – all of which will build on the functional knowledge domains (finance, HR, marketing etc). Thus, the goal of the MBA programme will be to produce leaders capable of growing organisations with purpose and impact who will -

1. Future proof organisations
2. Drive digital transformation
3. Innovate to enhance customer value
4. Engage meaningfully in society
5. Deal with complex global environments

Ethical considerations are interwoven throughout the revised MBA and the applications of ethics is covered in each course Assurance of Learning.

In consultation and support from the office of AVC Maori it is planned to build in programme and course level engagement with Maori organisations and their leaders enriching the learning experience while also allowing students and associated faculty to contribute back to these organisations by consulting on real challenges. It is also planned for the MBA programme orientation to include a bicultural competence workshop for new students. The purpose of this workshop is to provide an opportunity for students to be introduced to bicultural competence and confidence and its relevance to leadership, innovation, collaboration and sustainability in their relevant industries. This workshop provides the opportunity to further grow, and develop their bicultural competence and confidence in these areas. Thus, in combination with the taught MBA courses, this workshop seeks to contribute in a broader sense to growing biculturally competent and confident workplaces that seek to support Māori and Indigenous business knowledge economies and the aspirations of Māori communities. This workshop will also provide students with the opportunity for cohort building and support.

In relation to programme delivery, it is worth noting that the revamped industry-centric MBA programme will be delivered in a blended mode adopting technology such as Adobe Connect to deliver real time online sessions pre- and post- intensive face to face workshop blocks. This flipped approach will encompass delivery of functional content through the online channel while the face-to-face sessions will utilise the content through activity based learning. Given this delivery model, it is feasible to accommodate participants/cohort who may live outside of Christchurch e.g Auckland, Wellington and even managers who live overseas and cannot commit to leaving jobs or families for the entire duration of the programme.

While the introduction of pathways programmes, such as the PG Certificate in Strategic Leadership have helped to enhance the MBA's reputation, open up new markets and introduced new courses, the enrolment trend directly into the MBA has been flat. With the proposed changes and innovations being drawn into the programme it is expected that the direct MBA (and nested PGDipBA) enrolments will turn around. A target of 10% average growth over 5 years has been set. Meeting this target will ensure that the New-to-UC numbers over the next 5 years result in an annual intake of at least 40 students from 2024.

Finally, the approval of this programme proposal is time sensitive and critical to ensure AMBA's reaccreditation process of the MBA in early 2020 will meet the recommendations that were set out in its 2017 report.

Prescriptions for courses

The MBA programme will comprise 8 MBAM coded core courses (15 points each) plus an organisation-based Consulting Project (45pts). The course descriptions for the new courses are outlined below. Schedule A also contains existing 10 point courses which are required to teach out current students. In addition to these courses, students will undertake electives of 15pts (5/10/15pts) which will total 180 pts required for qualification. New and relevant courses will be added to the elective list to ensure students are accessing material most relevant to their learning needs.

MBAM 601 **Digital Transformation and Technology Preparedness**

The course embodies the growing need for organisations to embrace a change oriented culture – with a heightened focus on organisational digital maturity in

its processes, products/services, business models and its people. In doing so, the organisation's digital strategy must integrate a range of technologies that support a breadth of functions ultimately offering a superior user/customer experience. The course will explore and provide hands-on opportunities, in collaboration with industry, for participants to engage with technologies such as blockchain, IoT, AI etc. Furthermore, to be able to influence, participants will also familiarise themselves with the strategic use of business cases and risk assessment.

MBAM 602 Economic Uncertainty and Organisational Agility

This course will introduce you to a range of economic and change principles, which on application to everyday real life scenarios will help you gain insights to prepare for and drive organisational change. You will be able to use the tools of economics to understand why people do what they do – tools like supply and demand will help explain the behaviour of people, communities, firms, governments, countries and markets. The course will also focus on externalities relating to colonisation, geopolitics, markets, technologies with a view to assessing how (successful) businesses /organisations deal with risk, uncertainty and shocks. In doing so, the course will expose you to tools to evaluate agility in organisational strategies.

MBAM 603 Innovation-driven Customer Value

Innovation has become a catchall phrase in industry. What is often missed is the need to translate the innovative idea into a product or service that is of value to the customer. Alongside is the need to consider limitations of existing business model and how CX/UX can be improved. In this course, the focus is thus explicitly on generating customer value through the process of innovation. The human-centred design thinking process is one such tool to be deployed in the course, as are case studies showing specific incorporation of cultural values.

MBAM 604 Data informed Strategy

The Fourth Industrial Revolution, as is being dubbed across the globe today, will thrive on technology, automation and data. Most strategic decisions involve deciding to continue with status, quo, stop, or do something new. Today, companies have access to large amounts of data. Organisations that know how to use data effectively perform better. We see this trend in even the most traditional industry sectors such as farming. This course will prepare participants to ask the right questions, be skilled at identifying what data to use and analysing for information and insights that inform the strategic question being asked. Working with industry partners this course will provide insight into how executives can use data to have an impact on an organisation.

MBAM 605 Creating Impact-led Enterprises

This course works through comprehensive insights on the conceptual and empirical issues that link organisational practice with the ability to sustain. Beyond creating customer and shareholder value, organisations are increasingly being viewed through the lens of social, cultural and environmental impacts. What are the links to CSR? How do organisations manage sustainability trade-offs? What role does technology play in the

context of a sustainable enterprise? These are some questions that will drive the focus of this course.

MBAM 606 Societies in Smart Cities

The OECD in its Transformation for Public Value report suggest that cities are the first to react to transformational shifts that citizens go through. Quality of life for the city's residents should intertwine with organisational purpose and impact. Amazon's experience of pitting 20 cities against each other to bid for its second HQ followed by the community backlash when it selected New York City is a case in point. So, how do organisations respond? What data would organisations need to harness and how can this inform organisational strategies? Societies in Smart Cities extends the deliberation of smart cities to comprehend how the related technological innovations create value and impact on society.

MBAM 610 Agile and Innovation-driven Leadership

Leadership in context is the key challenge facing organisations today. Dealing with evolving externalities, ethical dilemmas, and communicating strategic direction in the face of rising uncertainty, all demand a new level of personal resilience. Successful contemporary leaders have mindsets and skills for shaping distinctive organisational cultures that maximise ability, are agile and highly responsive, creating teams that can overcome challenges, seize opportunities, and create new value. This course will provide participants with a rich understanding of a range of leadership models (including those relevant to the Maori culture) and organisational dynamics, while also developing superior interpersonal skills through experienced-based activities, and this is complemented by enriching self-reflection and activating personal growth as a leader. This course will be delivered in a staggered manner across the programme, integrating the content and leadership demands that are present in the topics and courses.

MBAM 620 Creative Challenge

This course on Creative Challenge has been curated in the programme to offer participants an opportunity to push the boundaries and challenge their own status quo by establishing a stretch goal, planning an intervention to address the challenge and working to execute it. It is imperative in designing the performance metrics or rubrics that participants incorporate a 50% likelihood that they will NOT achieve the intended goal. This will ensure the true nature of 'stretch' and 'growth'. Participants will largely be self-directed in executing the plan but will have access to guidance of a coach, industry or academic mentor.

MBAM 680 Consulting Project (45 points)

This course involves working with an organisation to address a practical issue of strategic importance. This course will be undertaken by participants on completion of the core courses in the programme. Working through a real challenge (e.g. digital, data, innovation, strategy, or similar) the participant will need to create informed-solutions to the problem. Typical of many projects a list of recommendations or proposed next steps generally evolve. The nature of this course requires that the participant, in consultation with the organisation, implement at least one of the proposed recommendations.

If deemed appropriate, a scenario implementation will be accepted.
(Students will undertake the Consulting Project course only upon successfully completing all the other core courses).

Proposed new regulations

2019 UC Calendar page number 248

Delete MBA regulations and replace with:

The Degree of Master of Business Administration (MBA - 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 2020.
- (b) This degree was first offered in 1983.

2. Variations

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

3. The structure of the qualification

To qualify for the Master of Business Administration a student must:

- (a) successfully complete 120 points from the courses listed in Group A of the Schedule to the degree with a B grade average or better; and
- (b) successfully complete 15 points from the electives listed in Group B of the Schedule to the degree; and
- (c) successfully complete a project of at least 45 points from courses listed in Group C; and
- (d) satisfactorily pass preparatory courses as specified by the Dean of Business; and
- (e) have their personal programme of study approved by the Dean of Business.

4. Admission to the qualification

To be admitted to the Master of Business Administration a student must have:

- (a) either
 - i. qualified for a degree of this University with a B grade average or better for all courses; or
 - ii. been admitted with Academic Equivalent Standing; or
 - iii. completed the requirements for the Postgraduate Diploma in Business Administration with a B grade average or better and not failed a course; and
- (b) produced evidence of a minimum of five years of practical, professional or scholarly experience of an appropriate kind; and
- (c) demonstrated a high proficiency in English
 - i. A students who speaks English as a second language will need to submit evidence of English language proficiency typically an IELTS test result with an overall Band 7.0 or its equivalent as prescribed by the University; and
- (d) been approved as a student for the degree by the Dean of Business.

5. Subjects

There are no majors or minors for this qualification.

6. Time limits

The time limit for this qualification is 5 years.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations for the University, with the following stipulations:

- (a) A student may, on the basis of previous studies, be credited with up to 60 points. In such cases, a student may be required to substitute other courses for those in Group A.
- (b) A student may, on the basis of previous studies, be restricted from doing specified courses and may be required to substitute other courses for those restricted.

8. Progression

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

- (a) Unless an exemption is granted by the MBA Programme Director, a student will be withdrawn from the degree if they fail:
- i. three or more Group A courses
 - ii. Group A course more than once.
- (b) Subject to the approval of the Dean of Business, a student who fails a Group B course may sit another Group B course.
- (c) A student is not permitted to repeat or resubmit a Group C course.

9. Honours, Distinction and Merit

This degree may be awarded with Distinction if a GPA of 7.0 or better is achieved across all courses.

10. Pathways to other qualifications

- (a) There is no advancing qualification for this degree.
- (b) A student for the degree who has not met the requirements for the Master of Business Administration but who has satisfied all requirements for the Postgraduate Diploma in Business Administration may apply to withdraw from the degree and be awarded the Diploma.

Schedule to the Regulations for the Degree of Master of Business Administration

For full course information, go to www.canterbury.ac.nz/study/qualifications-and-courses

Group A

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
MBAD 601	Managerial Accounting	10	M2	P: Subject to approval of the MBA Director Group B (2021)
MBAD 604	Business Economics	10	M3	P: Subject to approval of the MBA Director Discontinued 2021
MBAD 605	Managing People and Performance	10	M3 X	P: Subject to approval of the Head of Department Discontinued 2021
MBAD 606	Marketing Principles	10	M2	P: Subject to approval of the MBA Director Group B (2021)
MBAD 611	Managerial Finance	10	M3	P: Subject to approval of the MBA Director Group B (2021)
MBAD 612	Operations Management	10	M1	P: Subject to approval of the MBA Director Group B (2021)
MBAD 615	Leading Ourselves	10	X M1	P: Subject to approval of the MBA Director
MBAD 631	Innovative Business Strategy	10	M3 X	P: Subject to approval of the MBA Director
MBAD 632	Strategy and International Business	10	M1	P: Subject to approval of the MBA Director Group B (2021)
MBAD 642	Leading Others	10	X M2	P: Subject to approval of the MBA Director
MBAD 643	Leading Change	10	M2 X	P: Subject to approval of the MBA Director
MBAD 663	Leading Sustainable Enterprises	10	M1	P: Subject to approval of the MBA Director Discontinued 2021
MBAM 601	Digital Transformation and Technology Preparedness	15	X	P: Subject to approval of the MBA Director R: MBAD606, MBAD643
MBAM 602	Economic Uncertainty and Organisational Agility	15	X	P: Subject to approval of the MBA Director R: MBAD604, MBAD631, MBAD632
MBAM 603	Innovation-driven Customer Value	15	X	P: Subject to approval of the MBA Director R: MBAD612, MBAD631, MBAD669
MBAM 604	Data-informed Strategy	15	X	P: Subject to approval of the MBA Director R: MBAD631
MBAM 605	Creating impact-led Enterprises	15	X	P: Subject to approval of the MBA Director R: MBAD663
MBAM 606	Societies in Smart Cities	15	X	P: Subject to approval of the MBA Director

				R: MBAD632, MBAD663
MBAM 610	Agile and Innovative Leadership	15	X	P: Subject to approval of the MBA Director R: MBAD 615, MBAD642, MBAD644, MBAD664
MBAM 620	Creative Challenge	15	X	P: Subject to approval of the MBA Director

Group B

Note: Not all courses offered in a given year.

Course Code	Course Title	Pts	2019 P/C/R/EP/EQ	
MBAD 644	Interpersonal Skills for Leaders	10	X1 X2 X3 X4 X5 X6 X7 X8 X9	P: Subject to approval of the MBA Director
MBAD 645	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 647	Marketing Research	10	NO	P: Subject to approval of the MBA Director
MBAD 652	Project Management	10	M4	P: Subject to approval of the MBA Director
MBAD 653	International Business Negotiations in Multi-cultural Environments	10	X	P: Subject to approval of the MBA Director
MBAD 654	Entrepreneurship and Small Business	10	NO	P: Subject to approval of the MBA Director
MBAD 658	Business Law	10	M4	P: Subject to approval of the MBA Director
MBAD 661	Corporate Governance	10	X	P: Subject to approval of the MBA Director
MBAD 662	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 664	Leading Resilient Enterprises	10	X	P: Subject to approval of the MBA Director
MBAD 665	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 666	Innovation in Business	10	X	P: Subject to approval of the MBA Director
MBAD 667	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 669	Design Thinking	10	NO	P: Subject to approval of the MBA Director
MBAD 670	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 671	Special Topic: International Strategy in Asia	10	M4	P: Subject to approval of the MBA Director
MBAD 672	Leading Collaborative Partnerships	10	NO	P: Subject to approval of the MBA Director
MBAD 673	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 674	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 675	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 677	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 678	Special Topic	10	NO	P: Subject to approval of the MBA Director
MBAD 679	Business Research Methods	10	M4	P: Subject to approval of the MBA Director
MBAM 651	International Management	10	NO	P: Subject to approval of the MBA Director R: MBAD632, MBAD653
MBAM 652	Innovation Management	10	NO	P: Subject to approval of the MBA Director R: MBAD631, MBAD669
MBAM 653	Food Industry Management	10	X	P: Subject to approval of the MBA Director

MBAM 654	Health Management	10	X	P: Subject to approval of the MBA Director
MBAM 655	Special Topic	10	X	P: Subject to approval of the MBA Director
MBAM 656	Special Topic	10	X	P: Subject to approval of the MBA Director
DATA 476	Special Topic: Information is Beautiful	15	X	P: Subject to approval of the MBA Director
EDEM 668	The Learning Leader	30	X	P: Subject to approval of the MBA Director

Group C

Note: Not all courses offered in a given year.

Course Code	Course Title	Pts	2019 P/C/R/ RP/EQ	
MBAD 680	MBA Project (6 courses)	60	A	P: Subject to approval of the MBA Director
MBAM 680	Consulting Project	45	A	P: Subject to approval of the MBA Director

**TEMPLATE 1
NEW MAJOR
2019**



DETAILS

Title of qualifications	BCom Major in Tourism Marketing and Management		
Year of introduction	2020		
Department or School	UC Business School		
College	Business and Law		
Contact person	Girish Prayag	Phone number	Ex. 94082

EXECUTIVE SUMMARY

Following the introduction of the minor in Tourism Marketing and Management in 2019, this proposal introduces the new BCom major in Tourism Marketing and Management. The purpose of this new major 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 for the BCom. The major builds on the strength of the existing minor and offer courses related to hospitality and events marketing and management to reflect industry needs for graduates that are familiar with these two sectors of the tourism industry. The major also 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 and 2018). The major 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 marketing aspects of the hospitality and events sector.

The major requires the introduction of one new course at 200-level –MKTG241 Hospitality Marketing & Management, and two new courses at 300-level – MKTG 340 (Events Management & Marketing) and MKTG349 (Applied Tourism Project). MKTG349 is the capstone course for this major. Due to the introduction of these courses there is a subsequent change to the 300-level Marketing Major requirements. Based on current enrolments in tourism courses at UC, which ranges from 40-70 students, it is expected that this number will reach 100-120 within two years of the major being 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 with an interest in events. Extensive market research has been carried out by Research First and the findings of the report was very positive as outlined in the application for the minor.

Prescriptions for courses

MKTG241 Hospitality Marketing & Management 15 points

In this course, students will learn about both the strategic and operational side of hospitality businesses, with a focus on marketing aspects. Students will typically learn about food and beverage management and housekeeping management as well as the marketing practices of different sectors in the hospitality industry.

P: MKTG100

MKTG241-20S2 (C)

MKTG340 Events Management & Marketing 15 points

This course introduces students to the importance of marketing and managing events in the successful development of tourist destinations. It highlights the various forces (macro and micro level, especially from a stakeholder perspective) that impact on events and provides students with an insight into the events planning, marketing, and management process. This course also addresses the financial and human resources aspects of events, and provides students with generic event marketing and management skills that can be applied to festivals, meetings and conventions, expositions and shows, and to sport competitions.

P: MKTG100, MKTG240

MKTG340-20S1 (C)

MKTG349 Applied Tourism Management and Marketing Project 15 points

The emphasis in this course is on using research to address issues relating to the development, management and marketing of tourism, hospitality and event activities in South Island, New Zealand. Topics covered include problem formulation and research design; research implementation; data collection and analysis and results interpretation; evaluation; and application.

P: MKTG100, MKTG202; MKTG240; MKTG314

MKTG349-20S2 (C)

Proposed new regulations

2019 UC Calendar page number 219

Tourism Marketing and Management

Major

A student intending to complete the BCom majoring in Tourism Marketing and Management must be credited with the following:

100-level

Required: MKTG100

200-level

Required: MKTG202, MKTG240, MKTG241

300-level

Required: MKTG314, MKTG317, MKTG340, MKTG349

TEMPLATE 3 – REGULATION CHANGES**DETAILS**

Title of qualification	Master of Business Management (MBM) Master of Professional Accounting (MPA) Master of Business Information Systems (MBIS) Master of Financial Management (MFM)		
Year of introduction of the proposed change	2020		
Department or School	Business Taught Masters, School of Business.		
College	Business and Law		
Contact person	Stephen Hickson	Phone number	

1. Purpose of the proposal

This proposal seeks to amend the graduating requirements of each of the Master of Business Management (MBM), Master of Professional Accounting (MPA), Master of Business Information Systems (MBIS) and Master of Financial Management (MFM) degrees.

2. Justification

The current graduating requirements for the MBM, MPA and MBIS specify a 45 point project or internship course. This is the level 9 component of the degree and the general intention is that students undertake a project for an external organisation though being “external” is not part of the requirement. Entry to the project requires a GPA of 5.0 or higher. Students who do not meet this threshold are forced to downgrade to the Postgraduate Diploma.

This approach is modelled on the MBA where a similar requirement is in place and it has generally worked well in that degree.

In contrast, the Master of Financial Management (MFM), which also sits in the BTM programme, has a module-based approach that does not require a project. This is modelled on the Master of Applied Finance and Economics (MAFE). Both the MFM and MAFE emphasise practical applications in their respective capstone courses (MFIN670 and FIEC675) that equip graduates for relevant employment fields.

However, the current requirement in the MBM, MPA and MBIS is unsustainable and generates a number of problems including attracting students into the programme, pressure to inflate grades and problems finding projects and supervisors. There are also external risks including downgrading to PGDip and the visa issues that this can bring.

What this proposal will do

This proposal will introduce an alternative pathway for students in the MBM, MPA and MBIS. A series of level 9 courses will be introduced that will allow students to continue in the degree provided they are meeting the general requirements of the degree. The 45 point projects and internships will be continued but there can now be a more rigorous matching process that will lead to a more satisfying outcome for students, sponsors and supervisors.

Further it will split MFIN 670 into 15 point courses so that all 4 programmes within the BTM set have a consistent approach. This will make the MAFE different but the overlap between the MAFE and the BTM programmes is limited to the MFM and is more easily managed. The existing 45 point MFIN 670 will be retained to accommodate projects within the MFM in line with the other 3 degrees.

The regulation changes on the following pages also introduce merit and distinction and tidy up some inconsistencies between the regulations for the different degrees. It will also slightly extend the full-time time limit from 15 months to 18 months to bring these degrees into line with the MCom and reflect the reality that a number of students have to ask for small time extensions to complete a project or a single course.

3. Proposed new regulationsMaster of Business Management

Page	Existing Regulation	Revised Regulation
253	<p>6.Time Limits The time limits for this qualification are:</p> <ul style="list-style-type: none"> a) 15 months for a full-time student; and b) 48 months for a part-time student. 	<p>6.Time Limits The time limit for this qualification is 48 months (part-time or full-time).</p>
	<p>8.Progression This qualification adheres to the General Regulations for the University, with the following stipulations: A student will be withdrawn from the degree if they fail:</p> <ul style="list-style-type: none"> a) more than two courses, or b) a Group C course. 	<p>8.Progression This qualification adheres to the General Regulations for the University, with the stipulations that a student will be withdrawn from the degree if they fail more than 30 points.</p>
	<p>9.Honours, Distinction and Merit This qualification is awarded with Distinction if a GPA of 8.0 or better is achieved across all courses.</p>	<p>9.Honours, Distinction and Merit The qualification adheres to the General Regulations for the University and may be awarded with Distinction and Merit with the following stipulation: The Dean of Business will determine if time extensions preclude a student from receiving Merit or Distinction..</p>

Page 254

Existing regulations:

Group C

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
MBAZ 680	Research Project	45	A	P: Subject to approval of the Programme Director
MBAZ 681	Internship	45	A	P: Subject to approval of the Programme Director

Revised regulations:

Group C

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
MBAZ 680	Research Project	45	A	P: Subject to approval of the Programme Director
MBAZ 681	Internship	45	A	P: Subject to approval of the Programme Director
MBAZ 671	Applied marketing	30	T3	P: MBUS601
MBAZ 672	Evidence Based Human Resource Management	30	T1	P: MBUS603
MBAZ 673	Innovation	15	T3	P: 60 points from MBAZ, MBUS, MPAC, MBIS, MFIN
MBAZ 674	Critical Thinking and Problem Solving	15	T3	P: 60 points from MBAZ, MBUS, MPAC, MBIS, MFIN C: MBAZ602
MBAZ 675	Special Topic	15		P: Subject to approval of the Programme Director

Students may substitute up to 15 points with 15 points from Group B courses in the schedule of the MFM or Group B courses in the schedule of the MPA or Group D courses from the schedule of the MBIS.

Master of Financial Management

Page	Existing Regulation	Revised Regulation
258	<p>3. Structure of the qualification To qualify for the Master of Financial Management a student must be credited with:</p> <ul style="list-style-type: none"> a) a minimum of 180 points towards the qualification; and b) a minimum of 135 points from Group A of the Schedule to these Regulations; and c) a minimum of 45 points from Group B of the Schedule to these Regulations. 	<p>3. Structure of the qualification To qualify for the Master of Financial Management a student must be credited with:</p> <ul style="list-style-type: none"> a) a minimum of 180 points towards the qualification; and b) a minimum of 135 points from Group A of the Schedule to these Regulations; and c) a minimum of 45 points from Group B and C of the Schedule to these Regulations with a minimum of 15 points from Group B.
	<p>6. Time Limits The time limits for this qualification are:</p> <ul style="list-style-type: none"> a) 15 months for a full-time student; and b) 48 months for a part-time student. 	<p>6. Time Limits The time limit for this qualification is 48 months (part-time or full-time).</p>

	<p>8.Progression This qualification adheres to the General Regulations for the University, with the following stipulations: A student will be withdrawn from the degree if they fail:</p> <ul style="list-style-type: none"> a) more than two courses, or b) a Group B course. 	<p>8.Progression This qualification adheres to the General Regulations for the University, with the stipulations that a student will be withdrawn from the degree if they fail more than 30 points.</p>
	<p>9.Honours, Distinction and Merit This qualification adheres to the General Regulations for the University, with the following stipulation: This degree may be awarded with Distinction if a GPA of 8.0 or better is achieved across all courses.</p>	<p>9.Honours, Distinction and Merit The qualification adheres to the General Regulations for the University and may be awarded with Distinction and Merit with the following stipulation: The Dean of Business will determine if time extensions preclude a student from receiving Merit or Distinction..</p>

Page 259

Existing regulations:

Group B

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
MFIN 670	Applied Research in Financial Management	45	X	P: Subject to approval of the Programme Director R: FIEC 675

Revised regulations:

Group B

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
MFIN 670	Applied Research in Financial Management	45	X	P: Subject to approval of the Programme Director R: FIEC 675
MFIN 671	Business in New Zealand	15	T3	P: MBAZ 601 R: FIEC 675, MFIN670

Group C

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
MFIN 670	Applied Research in Financial Management	45	X	P: Subject to approval of the Programme Director R: FIEC 675
MFIN 672	Cases in Financial and Management Accounting	15	T1	P: MPAC 603 R: FIEC 675, MFIN670
MFIN 673	Portfolio Management	15	T1	P: MFIN 602 R: FIEC 675, MFIN670
MFIN 674	Financial Decision Making	15	T3	P: (1) MFIN 601 (2) MFIN 602 R: FIEC 675, MFIN670

Students may substitute up to 15 points from either Group B or Group C with 15 points from Group C courses in the schedule of the MBM or Group B courses in the schedule of the MPA or Group D courses from the schedule of the MBIS provided they are enrolled in one of MFIN673 or MFIN674.

Master of Professional Accounting

Page	Existing Regulation	Revised Regulation
260	<p>6.Time Limits The time limits for this qualification are:</p> <ul style="list-style-type: none"> c) 15 months for a full-time student; and d) 48 months for a part-time student. 	<p>6.Time Limits The time limit for this qualification is 60 months (part-time or full-time).</p>
	<p>8.Progression This qualification adheres to the General Regulations for the University, with the following stipulation: A student will be withdrawn from the degree if they fail:</p> <ul style="list-style-type: none"> a) more than two courses, or b) any Group B course. 	<p>8.Progression This qualification adheres to the General Regulations for the University, with the stipulations that a student will be withdrawn from the degree if they fail more than 30 points.</p>
	<p>9.Honours, Distinction and Merit This qualification adheres to the General Regulations for the University, with the following stipulation: This degree may be awarded with Distinction if a GPA of 8.0 or better is achieved across all courses.</p>	<p>9.Honours, Distinction and Merit The qualification adheres to the General Regulations for the University and may be awarded with Distinction and Merit with the following stipulation: The Dean of Business will determine if time extensions preclude a student from receiving Merit or Distinction..</p>

Existing regulations:

Group B

Note not all courses may be offered in a given year

Course Code	Course Title	Pts	2018	P/C/R/RP/EQ
MBAZ 680	Research Project	45	A	P: Subject to approval of the Programme Director
MBAZ 681	Internship	45	A	P: Subject to approval of the Programme Director

Revised regulations:

Group B

Course Code	Course Title	Pts	2018	P/C/R/RP/EQ
MBAZ 680	Research Project	45	A	P: Subject to approval of the Programme Director
MBAZ 681	Internship	45	A	P: Subject to approval of the Programme Director
MPAC 658	Applied Research in Auditing	15	S1	P: MPAC 601
MPAC 634	Applied Research in Taxation	15	S1	P: MPAC 601

MPAC 623	Applied Research in Management Accounting	15	S1	P: MPAC 601
MPAC 624	Applied Research in Corporate Governance	15	S2	P: MPAC 601
MPAC 626	Applied Research in Taxation Compliance	15	S2	P: MPAC 601
MPAC648	Applied Research in Financial Accounting	15	S2	P: MPAC 601
MPAC659	Applied Research in Sustainability, Business, and Social and Environmental Accountability	15	S2	P: MPAC 601
MFIN 671	Business in New Zealand	15	T1	P: MBAZ 601 R: FIEC 675, MFIN670
MFIN 672	Cases in Financial and Management Accounting	15	T3	P: MPAC 603 R: FIEC 675, MFIN670

Students may substitute up to 15 points with 15 points from Group B courses in the schedule of the MFM or Group C courses in the schedule of the MBM or Group D courses from the schedule of the MBIS.

Master of Business Information Systems

Page	Existing Regulation	Revised Regulation
251	<p>3. The structure of the qualification</p> <p>...</p> <p>(b) 45 points of courses listed in Group A of the Schedule to these Regulations; and</p> <p>...</p> <p>(d) 45 points comprised of MBAZ 604 plus 30 points from courses listed in Group C of the Schedule to these Regulations.</p>	<p>3. The structure of the qualification</p> <p>...</p> <p>(b) 60 points of courses listed in Group A of the Schedule to these Regulations; and</p> <p>...</p> <p>(d) 30 points of courses listed in Group C of the Schedule to these Regulations.</p>
	<p>6. Time Limits</p> <p>The time limits for this qualification are:</p> <p>a) 15 months for a full-time student; and</p> <p>b) 48 months for a part-time student.</p>	<p>6. Time Limits</p> <p>The time limit for this qualification is 48 months (part-time or full-time).</p>
	<p>8. Progression</p> <p>This qualification adheres to the General Regulations for the University, with the following stipulation:</p> <p>A student will be withdrawn from the degree if they fail:</p> <p>a) more than two courses, or</p> <p>b) MBIS 680.</p>	<p>8. Progression</p> <p>This qualification adheres to the General Regulations for the University, with the stipulations that a student will be withdrawn from the degree if they fail more than 30 points.</p>

	<p>9.Honours, Distinction and Merit This qualification is awarded with Distinction if a GPA of 8.0 or better is achieved across all courses.</p>	<p>9.Honours, Distinction and Merit The qualification adheres to the General Regulations for the University and may be awarded with Distinction and Merit with the following stipulation: The Dean of Business will determine if time extensions preclude a student from receiving Merit or Distinction.</p>
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Page 252

Existing regulations:

Group A

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
MBIS 601	Management of Information Systems	15	T1 T4	P: Subject to approval of the Head of Department
MBIS 602	Systems Analysis and Process Modelling	15	T1	P: Subject to approval of the Head of Department
MBIS 603	Digital Business and Technology	15	T1 T2	P: Subject to approval of the Head of Department

Group B

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
MBIS 621	Project Management	15	T3	P: Subject to approval of the Head of Department
MBIS 622	IS Security and Risk Management	15	T4	P: Subject to approval of the Head of Department
MBIS 623	Data Management	15	T2	P: Subject to approval of the Head of Department
MBIS 624	Data Analytics and Business Intelligence Systems in Organisations	15	T3	P: Subject to approval of the Head of Department
MBIS 691	Information Systems Internship	15	A	P: Subject to approval of the Head of Department

Group C

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
MBAZ 601	Managerial Accounting	15	T1 T4	P: Subject to approval of the Head of Department R: MBUS 611, MBAD 601
MBAZ 602	Business Economics	15	T1 T4	P: Subject to approval of the Head of Department R: MBUS 614, MBAD 604
MBAZ 604	Business Research Methods	15	T2 T3	P: Subject to approval of the Head of Department R: MBUS 642, MBAD 679
MBAZ 650	Business Strategy	15	T2	P: Subject to approval of the Head of Department R: MBUS 624, MBAD 631, MBAD 632

Group D

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
MBIS 680	Research Project	45	A	P: Subject to approval of the Head of Department

Revised regulations:

Group A

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
MBIS 601	Management of Information Systems	15	T1	P: Subject to approval of the Head of Department
MBIS 602	Systems Analysis and Process Modelling	15	T1	P: Subject to approval of the Head of Department
MBIS 603	Digital Business and Technology	15	T1	P: Subject to approval of the Head of Department
MBAZ 604	Business Research Methods	15	T3	P: Subject to approval of the Head of Department R: MBUS 642, MBAD 679

Group B

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
MBIS 621	Project Management	15	T2	P: Subject to approval of the Head of Department
MBIS 622	IS Security and Risk Management	15	T2	P: Subject to approval of the Head of Department
MBIS 623	Data Management	15	T2	P: Subject to approval of the Head of Department
MBIS 624	Data Analytics and Business Intelligence Systems in Organisations	15	T2	P: Subject to approval of the Head of Department

Group C

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
MBAZ 601	Managerial Accounting	15	T1 T3	P: Subject to approval of the Head of Department R: MBUS 611, MBAD 601
MBAZ 602	Business Economics	15	T1 T3	P: Subject to approval of the Head of Department R: MBUS 614, MBAD 604
MBAZ 650	Business Strategy	15	T3	P: Subject to approval of the Head of Department R: MBUS 624, MBAD 631, MBAD 632

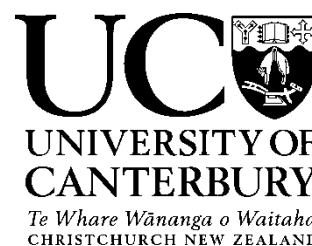
Group D

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
MBIS 680	Research Project	45	A	P: Subject to the approval of the Programme Director
MBIS 672	Emerging Tech.	15	N.O	P: Any 60 points from MBAZ, MBIS, MFIN or MPAC.
MBIS 673	Applied IS Business Project	30	T3	P: (1) MBAZ604 (2) 30 points MBIS.

MBIS 691	Information Systems Internship	30	T3	P: (1) 45 points from MBIS621, MBIS622, MBIS623, MBIS624. (2) Subject to the approval of the Programme Director
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Students may substitute up to 15 points with 15 points from Group C courses in the schedule of the MBM or Group B courses from the schedule of the MPA or Group B courses from the schedule of the MFM.

TEMPLATE 2 QUALIFICATION MAJOR CHANGE 2019



DETAILS			
Title of qualifications	Master of Counselling (MCouns)		
Year of introduction	2020		
Department or School	School of Health Sciences		
College	College of Education, Health and Human Development		
Contact person	Dr Shanee Barraclough	Phone number	93532

EXECUTIVE SUMMARY

Purpose: The Master of Counselling (MCOUNS) degree was proposed to CUAP in 2012 and first offered in 2013. The degree replaced the Master of Education (with Certificate in Counselling) so as to bring this UC degree into line with other Master of Counselling degrees being offered across New Zealand and internationally, including for example, degrees at the Universities of Auckland, Waikato and Massey. At this time, there were two aims. First, to expand the professional counselling content and employment scope of practice for graduates within schools, community and health agencies or private practice. Second, to ensure the degree met the standards for accreditation by the New Zealand Association of Counsellors (NZAC). Accreditation was granted in November, 2018. While all Master of Counselling programmes across NZ universities must be 240 points and meet required curriculum standards in order to gain accreditation with NZAC, there is flexibility and diversity in the degree structure and courses offered within these parameters.

Rationale: The current CUAP proposal seeks to make some structural changes to the degree to 1) streamline course administration, 2) increase the professionally relevant content of the curriculum, and 3) provide students with the choice of either a 60 point dissertation or 60 points of taught courses, instead of the current 90 point thesis. All of these proposed changes are in line with current accreditation standards and aimed to better meet the needs of students and the counselling profession, whilst improving resource efficiency and successful degree completions.

A Graduate Year Review was conducted in August, 2017. The review panel commended the increased enrolment of students from throughout New Zealand, the addition of a Noho Marae, a Treaty of Waitangi workshop and Māori clinical supervision alongside the introduction of a 15 point Counselling Supervision and Reflective Practice course. Also, in response to student feedback that many students needed part-time employment to support their financial investment in the degree, the Part II internship was offered part-time over two years. The review panel also noted the strong endorsement by employers and stakeholders of the quality of MCOUNS graduates.

One matter raised, however, was that many students found it challenging to complete the requirements of Part II. Between 2013 and 2017, 33 students enrolled in the limited entry courses under the MCOUNS

award. While the graduating students were highly successful with 8 students graduating with 1st class honours and the remaining students graduating with 2nd class honours, the number of MCOUNS graduates was 12, with most remaining students only needing to complete their theses to complete their degrees. The current proposal aims to increase the number of students completing the MCOUNS degree. This increase in counselling graduates aligns with current government policies to address the mental health needs of New Zealand citizens, and, in particular, those of its young people.

Impact: This proposal will advance the University of Canterbury's strategic and planning goals in several ways:

- increasing student numbers into postgraduate programmes,
- enhancing pathways for degree completion,
- maintaining a strong focus on biculturalism within counselling and providing strong collaborative links with the counselling community and professional mental health bodies.

As the Master of Counselling is an interdisciplinary degree, this proposal is consistent with the School of Health Sciences' Strategic Plan to foster a more coherent, collaborative and integrated approach to Health Sciences at the University of Canterbury.

Counsellors are in high demand following the Christchurch earthquakes and the greater visibility of mental health needs in the community and media and there has been a notable increase in counsellor training interest. This is expected to increase with more government resource targeted to providing counselling services, e.g. Mana Ake; pilot scheme for free counselling for under 25s. This can be seen in the increased enrolments for the counselling open-entry course (COUN671) from 31 students in 2011 to 70 students in 2018. Some students who were not selected into the limited-entry courses have taken the 15 point open entry courses and enrolments have increased from 14 student in 2011 to 22 in 2019. Greater interest has also been prompted by the newly offered in 2019 PG Cert Couns Studies. It is not anticipated that the proposed structural changes will have a major influence on enrolments although students may be more inclined to enrol in a 30 point, than a 15 point course as part of a PGDipHealSc or for subsequent application to the counselling programme. However, we do expect the reconfiguration of the degree to have an impact on graduates. The arrangement of courses to be organised in teaching blocks will continue. This has already led to an increase in student numbers from beyond the Canterbury region from none in 2011 to 6 in 2018-2019.

A limitation of entry will be continue to be implemented for the professional counselling practice courses (COUN675, COUN672 and COUN685). The rationale for this is to ensure that students have appropriate clinical supervision during practicum, access to suitable counselling placements, and to ensure that graduates have employment opportunities. Student numbers for the Part I COUN675 and COUN672 will be limited to 12 in 2020. While an increase to a maximum of 16 is anticipated, this would require negotiation with four to eight new placement providers and the appointment of an additional continuing clinical staff member.

2019 UC Calendar page number 335

The Degree of Master of Counselling (MCouns - 240 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 2020.
- (b) This degree was first offered in 2013.

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 Degree of Master of Counselling a student must:

- (a) be credited with a minimum of 240 points towards the qualification; and
- (b) be credited with a minimum of 105 points from Schedule C to these Regulations; and
- (c) be credited with a minimum of 60 points from Schedule E: Group 1 to these Regulations; and
- (d) be credited with a minimum of 15 points from Schedule E: Group 2 to these Regulation; and
- (e) be credited with a minimum of 60 points from Schedule E: Group 3 to these Regulations.

4. Admission to the qualification

To be admitted to the Master of Counselling 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 average in 300-level courses; or
 - ii. been admitted with Academic Equivalent Standing; and
- (c) either:
 - i. acquired experience in counselling, teaching, nursing, social work or an equivalent profession; or
 - ii. been deemed suitable for training as a counsellor; and
- (d) met the requirements stipulated in the Vulnerable Children Act 2014 prior to gaining entry into the programme; and
- (e) been approved as a student by the Dean of Education and Health Sciences, on the recommendation of a Selection Committee, which will include an interview.

5. Subjects

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

6. Time limits

The time limit for this qualification is 6 years.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations with the following stipulation: A student may, with the approval of the Dean of Education and Health Sciences, replace up to 60 points with relevant courses at an equivalent level provided these courses have not been credited to another qualification.

8. Progression

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

- (a) A student may not fail more than 30 points in this qualification.
- (b) A student may not progress to courses listed in Schedule E: Group 2 to these Regulations if their Grade Point Average is below a B.

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

- (a) There are no advancing qualifications for this degree.
- (b) A student who has not met the requirements for the Master of Counselling or who wishes to transfer to the following qualifications may apply to the Dean of Education and Health Sciences for admission, based on having met the requirements for entry:
 - i. Postgraduate Certificate in Counselling Studies;
 - ii. Postgraduate Certificate in Education;
 - iii. Postgraduate Diploma in Education;
 - iv. Postgraduate Certificate in Health Sciences;

- v. Postgraduate Diploma in Health Sciences; or
- vi. Master of Education.

11. Transition regulations

With the approval of the Dean of Education and Health Sciences, the following transition arrangements may be permitted:

- (a) Students who have completed COUN679 but not COUN678 by the end of 2019 will be required to enrol in COUN678 in 2020 when the course will be offered for a final time. This transitional arrangement shall lapse at the end of 2020.
- (b) Students who have completed COUN676 (30 points) or COUN673 (15 points) and COUN674 (15 points) by the end of 2019, but not yet enrolled in COUN697/698 (thesis/portfolio), will be eligible to enrol in COUN695 and complete one additional 30 point course to meet qualification requirements, or enrol in COUN697/698. This transitional arrangement shall lapse at the end of 2022.
- (c) Students who have completed COUN673 (15 points) in 2019 will be required to enrol in COUN674 (15 points) in 2020 when the course will be offered for a final time. Students will then be eligible to enrol in COUN695 and complete one additional 30 point course to meet qualification requirements, or enrol in COUN697/698. This transitional arrangement shall lapse at the end of 2022.

12. Disclosure of charges and convictions

A student in the Master of Counselling 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 of any other incidents or matters that may compromise their fitness to practice.

Schedule C: Compulsory Courses for the Degree of Master of Counselling

For full course information, go to www.canterbury.ac.nz/study/qualifications-and-courses

COUN 671 Counselling and Psychology: Theories and Skills

COUN 672 Supervision and Reflective Practice

COUN 675 Professional Counselling Practice I

COUN681 Solution-Focused Theory and Practice with Individuals and Groups

Schedule E: Elective Courses: Group 1

Either:

COUN 685 Professional Counselling Practice; or

COUN 683 Professional Counselling Practice II (Part A) Part time; and

COUN 684 Professional Counselling Practice II (Part B) Part time

Schedule E: Group 2 (Research methods)

One of:

EDEM 693 Introduction to Methodologies and Ethics in Educational Research; or

EDEM 697 Qualitative Research in Education; or

EDEM 698 Emergent Research Methodologies; or

An approved research methods course of at least 15 points

Schedule E: Group 3

Either:

COUN 695 Counselling Research Dissertation (60 points); or

60 points of postgraduate courses as approved by the Dean of Education and Health Sciences.

TEMPLATE 2 REVISED QUALIFICATION 2019



DETAILS			
Title of qualifications	Graduate Diploma in Teaching and Learning (Early Childhood)		
Year of introduction	2020		
Department or School	School of Teacher Education		
College	College of Education, Health and Human Development Te Rāngai Ako me te Hauora		
Contact person	Dr Lia de Vocht	Phone number	95814

EXECUTIVE SUMMARY

This proposal to review, refresh and rename the existing Graduate Diploma in Early Childhood Teaching to become the Graduate Diploma in Teaching and Learning (Early Childhood), forms part of the wider review of our graduate and postgraduate initial teacher education (ITE) qualifications. The Graduate Diploma in Teaching and Learning (Early Childhood) will provide an academically and professionally coherent programme of learning for graduate students. The proposal includes plans to develop a blended model of course delivery catering for both on-campus and distance students to improve accessibility to the programme, and encourage applicants who might otherwise be excluded from participating in teacher education. There is no change in the overall EFT/point value of the qualification.

The expected change in government policy to lift the qualified early childhood teaching workforce from 50% to 80% will result in a higher number of vacancies for early childhood teachers; previous experience has shown that this in turn will lead to an increase in enrolments. There is also growing interest internationally in ITE in early childhood.

The programme redevelopment will meet the UC strategic requirement to *Challenge* by supporting students with a Bachelor's degree in diverse disciplines and with diverse working backgrounds to graduate in teacher education after a one year graduate diploma programme. It will *Concentrate* on quality teacher education, aligned with the new teaching standards from the Teaching Council of Aotearoa New Zealand | Matatū Aotearoa (Teaching Council), to ensure the quality of UC teacher graduates and increase numbers by providing flexibility to study by distance or on campus. Also, it will *Connect* with stakeholders in education, including Ngāi Tahu and early childhood services, in the review and redevelopment of the existing qualification and in respect of the educational aspirations of communities and needs of early childhood services for committed, skilled and knowledgeable teachers.

The proposal to reconfigure the programme is consistent with the UC policy of strategic intent and the university investment plan.

1. Proposed new regulations

2019 UC Calendar page 287

Remove entry for Graduate Diploma in Early Childhood Teaching and add

Graduate Diploma in Teaching and Learning (Early Childhood)

(GradDipTchLn EC – 150 points)

(a) 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 2020.

(b) This qualification was first offered as the Graduate Diploma in Early Childhood Teaching in 2011.

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 Graduate Diploma in Teaching and Learning (Early Childhood) a student must: be credited with a minimum of 150 points from the courses listed in Schedule C to these Regulations.

4. Admission to the qualification

To be admitted to the Graduate Diploma in Teaching and Learning (Early Childhood) 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, bachelor's with honours or master's degree; or

ii. Been admitted with Academic Equivalent Standing; and

(c) Satisfied additional literacy competency of either:

iii. English as a first language; or

iv. Met English language requirements as determined by the Teaching Council of Aotearoa New Zealand; and

(d) Met the requirements stipulated in the Vulnerable Children Act 2014 prior to gaining entry into the programme; and

(e) Been approved as a student by the Dean of Education and Health Sciences, on the recommendation of a Selection Committee, which will include an interview.

5. Subjects

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

6. Time limits

The time limit for this qualification is 36 months.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations for the University, with the following stipulations:

- (a) Any credit transfer must meet Teaching Council of Aotearoa New Zealand requirements and be approved by the Dean of Education and Health Sciences.
- (b) Recognition of prior learning is not granted unless the Dean of Education and Health Sciences grants an exemption in consultation with the Teaching Council of Aotearoa New Zealand.

8. Progression

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

- (a) Should a student fail any professional practice course, they may only re-enrol in that course with permission from the Dean of Education and Health Sciences.
- (b) Professional Practice courses may only be attempted twice.

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 either (1) not met the requirements for the Graduate Diploma in Teaching and Learning (Early Childhood), or (2) who wishes transfer to the Graduate Diploma in Education and Learning, may apply to the Dean of Education and Health Sciences.
- (b) Admission to the Graduate Diploma in Education and Learning will be based on meeting the requirements for entry.

11. Disclosure of charges and convictions

A student in the Graduate Diploma in Teaching and Learning (Early Childhood) 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 of any other incidents or matters that may compromise their fitness to teach.

Schedule C: Compulsory Courses for the Graduate Diploma in Teaching and Learning (Early Childhood)

For full course information, go to www.canterbury.ac.nz/study/qualifications-and-courses

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
TEPI361	Becoming a Professional Teacher	15	YB1 (C) and (D)	C: TEPP361
TEPI362	Being a Professional Teacher	15	S2 (C) and (D)	P: TEPI361 and TEPP361 C: TEPP362
TEPP361	Professional Practice 1	15	A X (C) and (D)	C: TECE361, TECE362, TECE364, TECE359, TEPI361
TEPP362	Professional Practice 2	15	A T4 (C) and (D)	P: TEPI361 and TEPP361 C: TECE358, TECE365, TEPI362
TECE358	Curriculum Design	15	S2 (C) and (D)	P: TECE364 C: TEPP362
TECE359	The World of Māori	15	YB (C) and (D)	C: TEPP361
TECE361	Holistic Development, Learning and Culture	15	YB (C) and (D)	C: TEPP361

TECE362	Curriculum for Infants and Toddlers	15	YB1 (C) and (D)	C: TEPP361
TECE364	Pedagogy of Play	15	YB1 (C) and (D)	C: TEPP361
TECE365	The Intentional Teacher	15	S2 (C) and (D)	P: TECE364 C: TEPP362 R: TECE356

TEMPLATE 1
NEW QUALIFICATION/Subject
2019



DETAILS

Title of qualifications	Introduction of a minor into the Bachelor of Youth and Community Leadership		
Year of introduction	2020		
Department or School	School of Educational Studies and Leadership		
College	College of Education, Health and Human Development		
Contact person	Associate Professor Annelies Kamp	Phone number	93632

EXECUTIVE SUMMARY

This proposal seeks to introduce a minor in Youth and Community Leadership to complement the newly proposed Bachelor of Youth and Community Leadership qualification (through Round 1 CUAP) for 2020. This proposal aligns with the proposal before AAC to introduce a general regulation allowing the sharing of minors between UC degrees. The BYCL is listed as one of the degrees in that proposal.

Outcome Statement

This minor is subset of an innovative qualification, which will appeal to young people who are interested or already engaged in community work as leaders -- locally, nationally or globally -- or any person who is working directly with young people in a leadership position.

Graduates holding this minor will have developed their knowledge and skills in the area of youth and community leadership to NZQA Level 6 or 7. They will be equipped to contribute to and lead aspects of community engagement, they will be aware of youth movements, and well placed to shape social and political futures, and to work in biculturally responsive ways with individuals and communities with a strong understanding of the importance of the reo and tikanga Māori.

The development of resilience, innovation and curiosity within and through the minor, along with competence in their core discipline, will equip students well for entrepreneurialism, employment and academic pathways, and to contribute to local, national and global issues of concern for the young generation.

Relevant areas of employment are expected to be diverse as graduates combine the minor in youth and community leadership with one of the following degrees: Bachelor of Arts, Bachelor of Commerce, Bachelor of Health Sciences, Bachelor of Science, or Bachelor of Sport Coaching. A graduate with this minor will bring enhanced ability to contribute to specialised areas in youth and

community leadership, iwi development, community and family services, youth work, not-for-profit and church settings, local government and humanitarian careers.

Programme Overview

The YACL minor develops students' knowledge, understanding, skills and awareness in the area of youth and community leadership. The College of Education Health and Human Development will manage and deliver the core courses in the programme. This will be supplemented by additional courses from outside the College, which will continue to be delivered by the appropriate Colleges.

Entry Requirements

Students must satisfy the Admission Regulations to the university to be admitted to this minor.

Flexible Study Pathways

In order to support people already working in community positions a number of options are available study this programme. The programme will be offered as both full and part-time study options. The intention is to also develop distance learning options beginning with one or two pathways initially.

Exit Pathways

There are no exit pathways for the minor.

Structure

YACL 101 - Introduction to Youth Leadership: Leading Self 15 Points, C, D
CHCH101 - Strengthening Communities through Social Innovation 15 Points, C, D
YACL 201 - Social Leadership: Leading With Others 15 Points, C, D

Plus 30 points from

EDUC206 Education and Society: Ideals and Realities, 15 Points, C, D
CULT202 Cultural Politics/Cultural Activism – 15 Points, C
INOV290 Enterprise in Practice (Project) – 15 Points, C
YACL 301 - Civic Leadership: Leading for Change 15 Points, C, D
YACL 302 - Leadership Project: Implementing Change 15 Points, C, D
EDUC339 - Globalisation, Social Justice and Education 30 Points, C, D

Proposed new regulations

2019 UC Calendar page number XXX

Bachelor of Youth and Community Leadership (BYCL – 360 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 2020,
- (b) This degree was first offered in 2020.

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 Degree of Bachelor of Youth and Community Leadership a student must be credited with having a minimum total value of 360 points, including:

- (a) at least 150 points must be from courses listed in Schedule C to these Regulations;
- (b) at least 105 points must be from courses listed in Schedule B to these Regulations;
- (c) the remaining points may be for courses from any undergraduate degree of the University.
- (d) In addition to these requirements, a student must be credited with courses to the value of:
 - i. At least 225 points above 100-level, including
 - ii. At least 90 points at 300-level.

4. Admission to the Qualification

All students must satisfy the Admission Regulations for the University to be admitted to this qualification.

5. Subjects

- (a) There are no majors for this qualification.
- (b) Students in the Bachelor of Youth and Community Leadership (BYCL) may optionally satisfy the requirements for a minor provided for in the General Conditions for Credit Regulations, but may not minor in Youth and Community Leadership.
- (c) Students in non-BYCL degrees may minor in Youth and Community Leadership if allowed for in their regulations. To complete a minor, students must complete at least 75 points, including:
 - a. 45 points from Schedule S to this qualification, and
 - b. A further 30 points at 200 level or above from Schedule C to these Regulations

6. Time Limits

The time limit for this qualification is 6 years.

7. Transfers of Credit, Substitutions and Cross-Credits

This qualification adheres to the General Conditions for Credit Recognition 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

Honours, Distinction and Merit are not awarded for this qualification

10. Pathways to Other Qualifications

A student who has not met the requirements for the Bachelor of Youth and Community Leadership or who wishes to transfer to the Certificate of Youth and Community Leadership may apply to the Dean of Education and Health Sciences for admission.

Schedule C: Compulsory Courses for the Degree of Bachelor of Youth and Community Leadership

For full course information, go to www.canterbury.ac.nz/study/qualifications-and-courses

Students are required to complete 150 points of core courses as follows:

100-level (45 points)

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
YACL101	Introduction to Youth Leadership: Leading Self	15	S1	
CHCH101	Strengthening Communities through Social Innovation	15	S2	
EDUC101	Spark! How & What People Learn	15	S2 SU1	
OR				
POLS103	Introduction to New Zealand Politics and Policy	15	S1	

200-level (45 points)

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
YACL201	Social Leadership: Leading with Others	15	NO	P: YACL101
EDUC206	Education and Society: Ideals and Realities	15	S2	P: 30 points in EDUC or 45 points of SOCI, POLS, HIST, CULT, ANTH, SPCO or permission of the Head of School R: EDUC220
CULT202	Cultural Politics/Cultural Activism	15	S2	P: Either 15 points of ENGL at 100-level with a B pass, or 30 points of ENGL at 100-level, or any 45 points from the Arts Schedule
OR				
INOV290	Enterprise in Practice (Project)	15	S1 S2	P: 120 points at 100-level or above

300-level (60 points)

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
YACL301	Civic Leadership: Leading for Change	15	S1	P: YACL101 and YACL201
YACL302	Leadership Project: Implementing Change	15	S2	P: YACL301
EDUC339	Globalisation, Social Justice and Education	30	S1	P: EDUC206 or any 30 points at 200 level of EDUC or SOCI, POLS, HIST, CULT, ANTH, or by permission of the Head of School

Schedule E: Elective Courses for the Degree of Bachelor of Youth and Community Leadership

Students are required to complete at least 105 points from the courses listed below:

100-Level

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
ACCT152	Law and Business	15	S1	R: ACIS152, AFIS151, AFIS152
COMS101	Media and Society	15	S1	
EDUC103	Education, Culture and Society	15	S2	R: EDUC120 and TEDU111 EQ: TEDU111
GEOG106	Global Environmental Change	15	S2	R: GEOG103

HSRV104	Youth Realities	15	S1	R: SOWK104 EQ: SOWK104
MAOR108	Introduction to New Zealand Treaty Society	15	S2 SU2	R: CULT114, MAOR113 (prior to 2006) EQ: CULT114
MGMT100	Fundamental of Management	15	S1 S2	R: MGMT101
MKTG100	Principles of Marketing	15	S1 S2	R: MGMT102 EQ: MGMT102
PHIL139	Ethics, Politics and Justice	15	S2	
SOCI112	Global Society	15	S2	
TREO110	Conversational Māori for Absolute Beginners	15	S1 S2 SU2	R: MAOR105, MAOR110, MAOR111, MAOR112, MAOR115, MAOR124, MAOR125

200-Level

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
ANTH202	Politics, Power and Capitalism	15	NO	P: 15 points of ANTH or SOCI at 100-level; OR 45 points in related subjects with the approval of the Head of Department R: ANTH302
ANTH213	Environment, Development and Disaster	15	S2	P: 15 points of ANTH or SOCI at 100-level; OR 45 points in related subjects with the approval of the Head of Department R: ANTH313 EQ: ANTH313
COMS207	Social Media and Public Life	15	S2	P: 15 points at 100-level in COMS. Students without this prerequisite, but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Head of Department or the Undergraduate Coordinator for COMS R: COMS222 (2008-2012), DIGI207 EQ: DIGI207
COMS220	Special Topic: Planning Media Advocacy Campaigns	15	NO	P: 15 points at 100-level in COMS. Students without this prerequisite, but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Head of Department or the Undergraduate Coordinator for COMS
CULT206	From Bambi to Kong: the Animal in Popular Culture	15	S1	P: Either 15 points of ENGL at 100-level, or any 45 points from the Arts Schedule R: AMST236, AMST331, ENGL243, GEND213, GEND311, and ENGL349 EQ: ENGL243
HSRV204	Culture, Indigeneity and Citizenship: Critical Debates	15	S1	P: 30 points from HSRV101, HSRV201, HSRV103, HSRV104, SOWK101, SOWK102 and SOWK104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator

HSRV209	Special Topic: Gender, Animals and Social Justice	15	S1	P: 30 points of Human Services from HSRV101, HSRV102, HSRV103 and HSRV104 or SOWK101, SOWK102 and SOWK104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator
HSRV211	Community Development	15	S2	P: 30 points from HSRV101, HSRV102, HSRV103, HSRV104, SOWK101, SOWK102 and SOWK104. Students without this prerequisite but with at least 60 points in appropriate courses may enter the course with the permission of the Programme Coordinator
MAOR212	Māori & Indigenous Development	15	S1	P: Any 15 points at 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
MGMT206	Organisational Behaviour	15	S1	P: (1) MGMT100; and (2) a further 15 points in MGMT or MKTG or MSCI or STAT R: MGMT201, MGMT216 EQ: MGMT216
MGMT223	Innovation Management	15	S2	P: (1) MGMT100; and (2) a further 30 points from Commerce subjects
MGMT230	Business, Society and the Environment	15	S1 S2	P: (1) Any 60 points in ACCT, ECON, INFO, MGMT, MKTG, MSCI, PSYC, SOCI, COMS or (2) 60 points from Science R: MKTG230 EQ: MKTG230
POLS202	International Relations and Humanitarian Ideals	15	S2	P: 15 points in POLS at 100-level. Students not meeting the prerequisites but with at least a B average in 60 points in appropriate courses may be admitted to take Political Science and International Relations courses at the 200-level with the approval of the Head of Department and/or Programme Coordinator

300-Level

Course Code	Course Title	Pts	2019	P/C/R/RP/EQ
COMS305	Media and Social Change	30	NO	P: 30 points at 200-level in COMS. Students without this prerequisite, but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Coordinator or the Undergraduate Coordinator for COMS
COMS320	Strategic Campaign Development	30	S2	P: 30 points at 200-level in COMS. Students without this prerequisite,

				but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Coordinator or the Undergraduate Coordinator for COMS
MGMT324	International Entrepreneurship	15	S2	P: 45 points at 200-level or above in MGMT or MKTG
MGMT335	Business and Sustainability	15	S1	(1) MGMT230 or MKTG230; and (2) Any 45 points at 200-level or above in Commerce
MGMT343	Social Entrepreneurship	15	S2	P: Any 90 points at 200-level or above R: MGMT321
MKTG316	Digital Marketing	15	S2	P: (1) MKTG100, (2) 90 points from Commerce at 200-level or above
POLS304	Environmental Politics and Policy	30	S2	P: 30 points in POLS at 200-level. Students without 30 points at 200-level in POLS but with at least a B average in 75 points in appropriate courses may be admitted with the approval of the Head of Department and/or Programme Coordinator
SOCI361	Social Movements	30	S1	P: 30 points of SOCI including 15 points at 200-level; OR 30 points of SOCI or ANTH at 200-level; OR 60 points in related subjects including 30 points at 200-level with the approval of the Head of Department R: GEND227, GEND327, SOCI261
SOCI363	Investigation Social Worlds	30	S1	P: 30 points of SOCI including 15 points at 200-level; OR 30 points of SOCI or ANTH at 200-level; OR 60 points in related subjects including 30 points at 200-level with the approval of the Head of Department R: SOCI340, SOCI341

Schedule S: Subject Courses for the Degree of Bachelor of Youth and Community Leadership

100-level

YACL101 Introduction to Youth Leadership: Leading Self

CHCH101 Strengthening Communities through Social Innovation

200-level

YACL201 Social Leadership: Leading with Others

TEMPLATE 1

New Subject

2019



DETAILS

Title of qualifications	BSc – Major in Medicinal Chemistry		
Year of introduction	2020		
Department or School	Physical and Chemical Sciences		
College	Science		
Contact person	Antony Fairbanks, Professor	Phone number	369 5217

EXECUTIVE SUMMARY

This document outlines a proposal for a new major in the BSc – a major in Medicinal Chemistry.

Medicinal chemistry is the branch of chemistry that underpins drug discovery and development. These are the core activities of the Global Pharmaceutical Industry, which employed more than 5 million people back in 2014 (more recent data not available). The Pharmaceutical Industry has had very significant positive socio-economic benefits for global society over the past 70 years, and in many countries is the major employer of Graduates with a BSc (or higher degrees) in Chemistry. Its global revenue in 2017 was estimated at US\$1,143.2 Billion.

The Major in Medicinal Chemistry will provide an introduction to modern pharmaceutical science, drug discovery, design, and synthesis, for students with a background and interest in chemistry/biochemistry. It will comprise molecular level analysis of a wide range of drugs that are used to treat a selection of important of disease states; how they work, how they were discovered and how they are made.

The Major will dovetail with existing courses and programmes at UC within the Chemistry pathway of study. It will advantageously benefit from existing 100 level undergraduate courses at UC in Biology (Human Biology), and Biochemistry (Cellular Biology and Biochemistry), together with several existing courses from the Chemistry Major at 200 and 300-levels. This close fit with existing programmes means that only four new 15 point courses are required to create the new BSc major; only three of these are specialist courses in Medicinal Chemistry.

Background research into the creation of some form of a Medicinal Chemistry programme at UC was undertaken in 2016 by means of an Erskine visit to four European Universities in different countries (Bath, UK; Aarhus, Denmark; Leiden, Netherlands; Paris VI, France). In particular, Bath University has developed extremely successful Undergraduate and subsequently Postgraduate programmes in Drug Discovery. The latter has been highly effectively marketed to international students (the predominant uptake is currently from China).

The course structure of the proposed Medicinal Chemistry Major at UC, and the selection of topics to be covered in each of the component courses, has been designed in consultation with two international experts in Medicinal Chemistry: Professor Steven Bull (Department of Chemistry, University of Bath, UK; creator of their undergraduate and postgraduate Drug Discovery Programs) and Professor Simon Mackay (Institute of Pharmacy and Biomedical Sciences, University of Strathclyde, UK). Both will act as assessors during programme development and its initial delivery.

The Major aims to attract two cohorts of students.

1. Students who are interested in the contemporary impacts of chemistry / biochemistry on healthcare and medicine. Both are highly topical areas of study which provide a real link between 'text-book' synthetic chemistry (for which students may see little or no real world consequences) and the real world of health care, prescription medicines, and pharmaceuticals. Many of the topics to be covered are extremely pertinent (e.g. the development of antibiotic resistance), and a significant number of the drug molecules that will be discussed will be familiar to students in some context.

2. Students who were primarily interested in an undergraduate pathway into Medicine at 100 level, but who have decided to change their programme of study. The proposed new Major is specifically designed so that direct entry at 200 level will be straightforward for these students. Medicinal Chemistry is an attractive option for such students, as it is an interdisciplinary subject at the interfaces of Chemistry, Biochemistry, Biology and Medicine. It provides a vocational pathway of study that will enable interested / motivated students to continue to be engaged with healthcare/medicine whilst completing a BSc, in a way in which the current Chemistry Major does not.

Market research is currently underway to assess the attractiveness of a Major in Medical Chemistry at UC. Indications are that 15 students will begin the major in 2020.

The four new 15 point courses and correspondingly the proposed new major will be introduced sequentially from 2020.

Graduate Profile and University graduate attributes

UC Graduate Attributes	How is the attribute incorporated?
Critically competent in a core academic discipline of their degree	<p>By being critically competent in the theory and application of chemistry to the discovery, development, and production of small molecule drugs, and understanding processes and structural modifications that may be required / performed to maximize <i>in vivo</i> activity.</p> <p>This attribute has been incorporated throughout the degree courses, with a particular emphasis in CHEM246, CHEM342, CHEM346 and CHEM347. The degree has been designed in consultation with international experts who are involved in the successful delivery of medicinal chemistry programmes.</p>
Bi-culturally competent and confident	<p>Aspects of BiCC will be specifically addressed in two of the compulsory 300-L courses.</p> <p>CHEM346 will comprise a component which specifically concerns the bioactivity of compounds derived from NZ and Polynesian native flora/fauna, including a section on traditional Māori medicine (Rongoā). It will also include</p>

	<p>some examples of the development of natural products from the Pacific regions into drugs. CHEM346 will also comprise an assignment on diabetes, which is an important contemporary healthcare issue in Māori and Pasifika societies.</p> <p>CHEM347 will comprise a component which considers the development / exploitation of NZ-flora for drug development. This will include consideration of legal and ethical obligations under the Treaty of Waitangi. Thus specific sections of the course will be dedicated to the Treaty, and Treaty Claims and will involve detailed discussion of unresolved Treaty claim Wai262.</p>
Employable, innovative and enterprising	<p>This particular attribute will be incorporated in CHEM347, by having the students participate in an interactive research project (mock drug development program), which includes the following exercises:</p> <ul style="list-style-type: none"> • the identification of therapeutic opportunity • market research and commercial assessment • the critical design and <i>in silico</i> testing of drug candidates • outlining how intellectual property will be developed and protected • development of a business plan • teamworking • oral and written presentations
Globally aware	<p>This particular attribute will be incorporated in CHEM246, CHEM342 and CHEM346. In these courses, the students will gain an understanding of the importance of the global pharmaceutical industry; how it works and how new drugs are developed. Studies will include the following internationally adopted processes:</p> <ul style="list-style-type: none"> • clinical trials • regulatory approval (e.g. FDA) • good manufacturing processes (GMP) • international processes for the protection and exploitation of intellectual property (e.g. PCT)

Engaged with the community	This key attribute will be incorporated in CHEM246, CHEM346 and CHEM347. These courses will enable students to understand the principles and mode of action of many modern medicines and treatments for diseases states and infections that commonly afflict all communities.
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Graduate profile

Students who graduate with a BSc with a major in Medicinal Chemistry will have acquired strong analytical and critical thinking skills, an ability to assimilate and process a large volume of information, and draw logical coherent conclusions from this material. They will also possess an understanding of NZ's bicultural setting, with specific parts of the programme addressing the Treaty of Waitangi, Treaty claims, and some aspects of Māori culture.

Other aspects of the course will require them to develop significant skills and attributes as detailed below:

- intellect, including higher level skills of analysis, synthesis, and problem-solving
- knowledge, especially understanding of the principles of medicinal chemistry, and the ability to acquire new knowledge
- a willingness and the ability to learn and continue learning
- information literacy, including the ability to locate and use information from online resources and databases
- computer technology skills, including the use of software for assessing drug / macromolecule interactions
- organizational and time management skills
- independent judgment
- a multi-disciplinary perspective; the proposed Major is highly interdisciplinary in encompassing significant aspects of Chemistry, Biochemistry, Biology, and Medicine
- an international perspective to knowledge, and a global awareness of international processes and regulatory procedures
- oral and written communication skills, involving an ability to communicate formally and informally
- the ability to work effectively in a team
- an awareness of ethical issues

Prescriptions for new courses

CHEM246 Introduction to Medicinal Chemistry 15 points,

This course is an introduction to the basic concepts of Medicinal Chemistry. The course will consider how many drugs/pharmaceuticals work, correlating their precise molecular structure with that of their biological targets. The course will also introduce pharmacokinetics, and consider how Medicinal Chemists can optimize the molecular properties of a drug molecule to produce compounds that display enhanced biological effects in living organisms.

P: CHEM212 or BCHM212 CHEM246-20S2 Semester 2

CHEM342 Aromatic, Heterocyclic, and Pharmaceutical Chemistry 15 points

This course is about the structure and reactivity of aromatic and heterocyclic molecules, and how this reactivity is used in the synthesis of important and interesting compounds, particularly modern

pharmaceuticals / drugs. The topics covered by this course are: aromatic chemistry, heterocyclic chemistry and pharmaceutical chemistry.

P: CHEM242 or BCHM206 R: CHEM322 or CHEM362 CHEM324-20S1 Semester 1

CHEM346 Contemporary Medicinal Chemistry 15 points

This course covers several topics in modern medicinal chemistry, focusing on a range of important disease states that have been the focus of attention of medicinal chemists and the pharmaceutical industry. These include: antimicrobial drugs, anti-cancer drugs, neurochemical and cardiovascular drugs, and bioactive natural products from NZ and the Pacific regions, including their uses in Rongoā, and modes of action.

P: CHEM246 CHEM346-22S1 Semester 1

CHEM347 Drug Discovery and Development 15 points

This course covers the drug discovery and development process, all the way from lead generation, to structure optimisation, synthetic production, the protection and development of intellectual property, and crossing regulatory hurdles and clinical trials. As part of the course students will participate in an interactive mock drug discovery exercise. The course will also comprise significant Bicultural components, including ethical and legal considerations of obligations under the Treaty of Waitangi, Treaty claims, and the rights of indigenous peoples.

P: CHEM346 CHEM347-22S2 Semester 21

Proposed new regulations

Medicinal Chemistry Major

100-Level Required: CHEM111, either CHEM112 or BCHM112, either BCHM111 or BIOL111, BIOL116,

200-Level Required: Either CHEM212 or BCHM212, either CHEM281 or BCHM281, either CHEM242 or BCHM206, and CHEM246.

300-Level

Required: CHEM342, CHEM346, CHEM381, and CHEM347.

Students may not complete a double major in Chemistry and Medicinal Chemistry.

Add under Chemistry.

Students may not complete a double major in Medicinal Chemistry and Chemistry.

TEMPLATE 3 – REGULATION CHANGES**DETAILS**

Title of qualification	Bachelor of Science		
Year of introduction of the proposed change	2020		
Department or School			
College	College of Science		
Contact person	Janet Carter	Phone number	

1. Purpose of the proposal

The purpose of this change is to introduce minors in the BSc subjects, and to add them to Schedule S for the Regulations for the Bachelor of Science (Justification 1). There is also some tidying up of existing BSc majoring regulations (Justification 2).

Justification 1.

The College of Science is introducing minors to the Bachelor of Science to give students recognition for subjects in which they have a minimum number of courses, which will align with the minor structures in the BA, BCom and BSpC. This will allow students from those degrees to take cross-disciplinary minors that can enhance their primary degree.

This proposal and regulation need to be read in conjunction with the Proposal for changes to the General Regulations for Minors.

2. Proposed new regulations

2019 UC Calendar page 416

Replace Regulation 3. (a) iii. With

“Satisfy the requirements for a major as listed in Schedule S to these Regulations and may optionally satisfy the requirements for a minor as listed in Schedule S to these Regulations or those minors provided for in the General Conditions for Credit Regulations.”

Add to Regulation 5. **Subjects**

(c) Any given course that is listed as a majoring requirement in Schedule S to these Regulations at 200-level or 300-level may only be counted towards one major or minor.

2019 UC Calendar page 417 and following

Replace Regulations for the Degree of Bachelor of Science: Schedule S Major Requirements with the following:

“Regulations for the Degree of Bachelor of Science: Schedule S Major and Minor requirements”

2019 UC Calendar page 417 and following

Add to Regulations for the Degree of Bachelor of Science: Schedule S Major Requirements the following:

Astronomy

Below the majoring requirements add

“Minor

A student intending to minor in Astronomy must be credited with the following:
at least 75 points in Astronomy or Physics, including at least 45 points at 200-level or above.”

Biochemistry

Below the majoring requirements add

“Minor

A student intending to minor in Biochemistry must be credited with the following:
at least 75 points in Biochemistry, including at least 45 points at 200-level or above.”

Biological Sciences

Below the majoring requirements add

“Minor

A student intending to minor in Biology must be credited with the following:
at least 75 points in Biology, including at least 45 points at 200-level or above.”

Chemistry

Below the majoring requirements add

“Minor

A student intending to minor in Chemistry must be credited with the following:
at least 75 points in Chemistry, including at least 45 points at 200-level or above. CHEM114 may not be counted in the minor.”

Computer Science

Below the majoring requirements add

“Minor

A student intending to minor in Computer Science is required to be credited with the following:
at least 75 points from the Computer Science courses in Schedule V to these Regulations including at least 45 points at 200-level or above.”

Data Science

Below the majoring requirements add

“Minor

There is no minor in Data Science.”

Economics

Below the majoring requirements add**“Minor**

As specified in Schedule S to the Bachelor of Commerce

Environmental Science

Below the majoring requirements add**“Minor**

A student intending to minor in Environmental Science must be credited with the following:
STAT 101 and at least 60 points in Environmental Science including at least 45 points at 200-level or above.”

Finance

Below the majoring requirements add**“Minor**

As specified in Schedule S to the Bachelor of Commerce

Financial Engineering

Below the majoring requirements add**“Minor**

There is no minor in Financial Engineering”

Geography

Below the majoring requirements add**“Minor**

A student intending to minor in Geography must be credited with the following:
at least 75 points in Geography, including at least 45 points at 200-level or above.”

Geology

Below the majoring requirements add**“Minor**

A student intending to minor in Geology must be credited with the following:
at least 75 points in Geology, including at least 45 points at 200-level or above.”

Linguistics

Below the majoring requirements add**“Minor**

A student intending to minor in Linguistics must be credited with the following:
at least 75 points in Linguistics, including at least 45 points at 200-level or above.”

Mathematics

Below the majoring requirements add**“Minor**

A student intending to minor in Mathematics must be credited with the following:
at least 75 points in Mathematics including at least 45 points at 200-level or above.”

Medicinal Chemistry

“Minor

There is no minor in Medicinal Chemistry.”

Philosophy

Below the majoring requirements add**“Minor**

A student intending to minor in Philosophy must be credited with the following:
at least 75 points in Philosophy, including at least 45 points at 200-level or above.”

Physics

Below the majoring requirements add**“Minor**

A student intending to minor in Physics must be credited with the following:
at least 75 points in Physics, including at least 45 points at 200-level or above.”

Psychology

Below the majoring requirements add**“Minor**

A student intending to minor in Psychology must be credited with the following: at least 75 points in Psychology, including at least 45 points at 200-level or above.”

Statistics

Below the majoring requirements add**“Minor**

A student intending to minor in Statistics must be credited with the following: at least 75 points in Statistics (or from other relevant subjects with the approval of the Head of Department), including at least 45 points at 200-level or above.”

Justification 2:

These are tidy ups to ensure that the majoring requirements are current and accurate.

Proposed new regulations

2019 UC Calendar

Page 417 replace with

Astronomy

Under 100-level

“Strongly Recommended: COSC121

A student who has passed PHYS101 and CHEM211 may be exempted the majoring requirement of PHYS102.”

Under 300-level Required

“(3) an additional 15 points from ASTR320-330 or PHYS 311–328.”

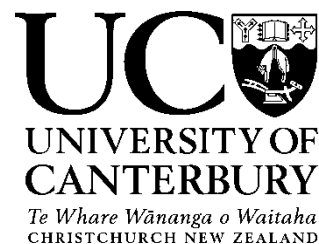
Page 418

Biological Sciences.

“200-level

Required: BIOL 209, or equivalent background (eg, STAT 202)”

TEMPLATE 5 – REPORT TO CUAP



PROPOSAL DESCRIPTION

1. CUAP Unique Identifier

UC/19 MSc,PGDipSc,BSc(Hons)/1

2. Name of Qualification(s)

Master of Science, Postgraduate Diploma in Science, Bachelor of Science With Honours

3. Rationale

The following postgraduate subjects for the Master of Science and the Postgraduate Diploma in Science and Bachelor of Science with Honours have not been open to new enrolments since 2017. Students enrolled in these subjects have now completed and the subjects are no longer required for these awards.

Bachelor of Science with Honours
Evolutionary Biology
Plant Biology
Zoology

Postgraduate Diploma in Science:
Evolutionary Biology
Plant Biology
Zoology

Master of Science
Evolutionary Biology
Hazard and Disaster Management
Plant Biology
Zoology

4. Proposed new regulations

2019 UC Calendar

Bachelor of Science with Honours

Schedule A to the Regulations for the Degree of Bachelor of Science with Honours.

Page 460 – remove Evolutionary Biology

Page 462 – remove Plant Biology

Page 463 – remove Zoology

Post Graduate Diploma in Science

Schedule to the Regulations for the Postgraduate Diploma in Science

Page 477 - remove Evolutionary Biology

Page 478 – remove Plant Biology

Page 479 – remove Zoology

Master of Science

Schedule A to the Regulations for the Degree of Master of Science

Page 494 - remove Evolutionary Biology

Page 495 – remove Hazard and Disaster Management

Page 496 – remove Plant Biology

Page 497 – remove Zoology