
EMBARGOED UNTIL 4pm WEDNESDAY 26 APRIL 2017

Agenda

Date **Wednesday 26 April 2017**
Time 4.00pm
Venue Council Chamber, Matariki

Refer to
Page No.

1. APOLOGIES: James Addington, Professor Roger Nokes
2. CONFLICTS OF INTEREST
Every Member has an obligation to declare any material interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately
3. MINUTES (29 March 2017) 1-6
4. MATTERS ARISING

PART ONE: REPORTS

5. FROM THE CHANCELLOR
5.1 Chancellor's Meetings 7-8
5.2 2017 Council Work Plan (to be tabled)
6. FROM THE VICE-CHANCELLOR
6.1 Monthly Report 9-42
7. FROM THE FINANCE PLANNING AND RESOURCES COMMITTEE
8. FROM THE ACADEMIC BOARD 43-112
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 29 March 2017 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 Letter of resignation	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To protect the privacy of natural persons.	7(f)(i) 7(a)
7. 7.1	From the Vice-Chancellor Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)
8. 8.1 8.1.1 8.1.2 8.1.3 8.1.4 8.2 8.3 8.4	From the Finance, Planning and Resources Committee UC Futures Update - UC Futures Summary and verbal updates - Draft GOG Agenda for May - GOG Quarterly Scorecard - 2017 Enrolment Update for GOG 2018 International Fees Financial Report – March 31 2017 Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h) 7(f)(i) 7(f)(i) 7(f)(i) 7(h) 7(h) 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 31 May 2017

Minutes

Date	Wednesday 29 March 2017
Time	4.00pm
Venue	Council Chamber, Level 6 Matariki
Present	Dr John Wood (Chancellor), Ms Sue McCormack (Pro-Chancellor), Dr Rod Carr (Vice-Chancellor), Mr James Addington, Mr Peter Ballantyne, Ms Catherine Drayton, Mr Warren Poh, Mr Malcolm Peterson Scott, Mr Shayne Te Aika, Professor Roger Nokes.
Apologies	Mr Bruce Gemmell (leave of absence).
In Attendance	Mr Jeff Field, Registrar and University Council Secretary Dr Hamish Cochrane, DVC (Academic) Professor Ian Wright, DVC (Research and Innovation) Ms Alex Hanlon, Executive Director, Learning Resources Mr Keith Longden, Chief Financial Officer Dr Andrew Bainbridge-Smith, Academic Registrar Ms Robyn Nuthall, UC Futures Programme Manager Mr Bruce White, Deputy Registrar Ms Jacqui Lyttle, Risk Manager
CONFLICTS OF INTEREST	Mr Gemmell had taken a leave of absence and was no longer attending UC Council meetings due to a conflict of interest regarding the strategic review of Lincoln University.
MINUTES	The minutes of the meeting held on 1 March 2017 were approved and signed as a correct record.
MATTERS ARISING	There were no matters that were not included in the agenda.
FROM THE CHANCELLOR	Chancellor's Meetings The schedule of meetings was noted for information. Council Work Plan 2017 An updated copy of the Work Plan was tabled and Mr Field noted the changes since the plan was last tabled. This was a dynamic document

that provided information on the programme of work for Council in the coming year.

Productivity Commission Report

The Productivity Commission had published the report of its investigation into tertiary education. A ten page synopsis prepared by Universities NZ would be circulated to members. Comment would also be requested from the Senior Management Team and Academic Board as the basis for further discussion by Council.

Moved

That: The Senior Management Team and Academic Board provide comment on the Productivity Commission report into tertiary education.

Carried

The Chancellor advised that:

- There was an opportunity to hear the presentation by UC students who had completed internships at the US Congress during the recent election campaigns. Details would be included in the Council memo.
- The 2017 Council handbook was provided for members' information.
- The 2017 Annual Report was tabled for information.

FROM THE VICE- CHANCELLOR

Monthly Report

Dr Carr took his report as read.

He tabled the week 12 enrolment report and highlighted the 3% increase in domestic students and 20% increase in full fee, international students over prior year. The result was below budget and below the Crown Funding Agreement target, but remained within the 5% margin. The financial impact was a shortfall of approximately \$4.0M.

Moved

That: Council note its appreciation of the effort of management to meet the enrolment targets.

Carried

In the ensuing discussion, Council noted:

- Space utilisation was one of three work streams to improve efficiency, the others being the deployment of human capital and the shift in investment focus from buildings to services. Material changes in space would not be practicable until the new building projects were complete and staff relocated.
- On the recent recruitment trip to India, Dr Carr had observed that quality Indian students were seeking international qualifications that would enable them to obtain permanent residence outside their home country.

Moved

That: The Vice Chancellor's Report be received.

Carried

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

Fossil Fuel Investments

The Chancellor welcomed members of Fossil Free UC to the meeting. Dr Wood reminded Council of the events that had brought Council to this discussion including the receipt of the petition and advice from the external advisors. He invited Mr Nick Hanafin as a representative of Fossil Free UC to address Council.

Mr Hanafin thanked Council for the effort to date. He also advised that the World Health Organisation had forecast that in the next 15 years climate change would cause significant loss of human and animal life, and dislocation of millions of people from low lying countries such as Bangladesh. The United Nations had called for institutions and governments to divest investments related to fossil fuels. Some New Zealand universities had made public statements regarding divestment of interests in fossil fuels.

Ms Drayton thanked Mr Hanafin for his comments. She then summarised the discussion at the committee meeting highlighting that:

- The University had no direct investment in fossil fuel extraction and processing entities.
- The current policy did not preclude direct investment in fossil fuels.
- Indirect investment was hard to track and monitor.
- The current policy was silent on indirect investment in fossil fuels and therefore a policy of minimising indirect investment should be adopted.

In discussion it was noted that:

- The policy should minimise indirect investment and achieve a level below 1%.
- The University had roles as an investor and as trustee. Other institutions did not necessarily have the same structure.
- In adopting the proposed policy the University had the most coherent and transparent fossil fuel investment policy of any New Zealand Tertiary Education Institution.
- The investment advisor was independent and highly reputable. All fund managers were made aware of the University's investment requirements.
- The annual review should also include an assessment of the indirect investment in fossil fuels.
- The University was considering long term plans to reduce the reliance on coal for heating as evidenced by the alternative heating of the new UCSA building.
- The biggest carbon emission of the University came from coal fired heating, staff travelling internationally and staff and students travelling to campus.

Moved

That:

1. *The University of Canterbury adopts:*
 - a) *A policy of no direct investment in fossil fuels.*
 - b) *A policy of minimising its indirect investment in fossil fuels.*
2. *The University of Canterbury continue reducing its exposure to indirect investments in fossil fuels below the current 1.13% of its investments to less than 1.0%*
3. *Council notes the steps already taken by the University in reducing investment in fossil fuels and in moving toward less reliance on fossil fuels in the running of the university.*

Carried

**FROM THE AUDIT
AND RISK
COMMITTEE**

Chair of the Audit & Risk Committee, Mr Ballantyne, referred to the minutes of the A&R Committee of 20 March in presenting the items.

Health and Safety Report

Mr Ballantyne reminded Council that the full Health and Safety report was brought to Council to provide assurance that directors' statutory obligations were being met.

Additional information was requested in respect of the Key Performance Indicators: Main Construction Contractors Health and Safety Reporting, as the data appeared inconsistent.

Moved

That: Council note the Health and Safety Report.

Carried

Treasury Management Framework

The Treasury Management Framework had been revised in response to a reduction in the level of funds likely to be available and a downgrade in the Standard and Poors rating of Kiwibank.

Moved:

That: Council approve the change to the Treasury Management Framework.

Carried

**FROM THE
ACADEMIC BOARD**

Dr Hamish Cochrane presented the report from the meeting of the Academic Board. He noted:

- The request from Council for advice from Academic Board on the Productivity Commission Report and advised that a working group would be formed to expedite the response.
- The crossing points on University Drive had been raised as a health and safety matter.
- The favourable response of students to decoupling the payment of fees and access to the University IT systems.

- Changes had been recommended to the timing of courses for the Postgraduate Certificate in Tertiary Teaching. These changes would encourage staff to complete this qualification.
- The proposed Distinguished Erskine Fellow Programme would not be available to all departments, as per the terms of the bequest, therefore alternative funding would need to be secured to allow equitable access.

Moved

That: the Academic Board Report be noted.

Carried

PUBLIC EXCLUDED Moved
MEETING

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4	Minutes of the meeting held on 1 March 2017 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5	Matters arising from those minutes		
6 6.1	From the Chancellor Council Evaluation Process	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(a)
6.2	GOG Report and scorecard to Minister	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(a)
7. 7.1	From the Vice-Chancellor Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To avoid prejudice to measures protecting the health or safety of members of the public.	7(f)(i) 7(d)
8. 8.1 8.1.1 8.1.2 8.1.2.1 8.1.3 8.2	From the Finance, Planning and Resources Committee UC Futures Update - UC Futures Summary - Hawkins CETF Mediation Report - Report of Special FPRC meeting 24 March - RRSIC Stage 2 Procurement Update Demolition Approvals	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations). To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the University to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations). To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(i) 7(h) 7(i) 7(f)(i) 7(h) 7(f)(i)

8.3	Identity and Access Management Business Case	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	Waimairi Village Business Case	To enable the University to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).	7(i)
8.5	High Country Lease Update	To enable the University to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).	7(i)
9.	From the Audit and Risk Committee Draft Minutes 20 March 2017	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.1	Strategic Risk Register Review	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.2		To avoid prejudice to measures protecting the health or safety of members of the public.	7(d)
10	Council-only discussion		
10.1	Vice-Chancellor Employment Committee	To protect the privacy of natural persons	7(a)
10.2	Council and Chancellor Evaluation	To protect the privacy of natural persons To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(a) 7(f)(i)

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

Carried

RETURN TO PUBLIC MEETING

Members returned to public meeting at 6.25pm and confirmed resolutions in respect of items 8.2, 8.3 and 8.4.

GENERAL BUSINESS

There were no items of general business.

The meeting closed at 6.27pm.

NEXT MEETING

The next meeting is scheduled for 4.00pm on Wednesday 26 April 2017.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Memorandum

Vice-Chancellor's Office

Email: chancellor@canterbury.ac.nz



To:	Council Members
From:	Dr John Wood, Chancellor
Date:	20 April 2017
Subject:	CHANCELLOR'S MEETINGS

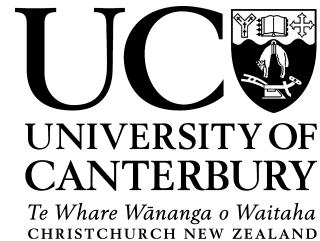
I outline for you the key events I have attended on behalf of UC since the last Council meeting:

- Honours and Appointments Committee meeting
- Teleconference of the International Board of Advisors (for UCIC)
- Chaired Appeals Committee meeting
- Briefing from Hon David Caygill on UCSA Fundraising campaign
- Attended the Broadhead Lecture: Beware of Centaurs
- Attended the Golden Graduates function at the Arts Centre
- Attended a graduation briefing
- Officiated at three graduation ceremonies
- Attended the Maori graduation event
- Attended and provided the opening address to the Pasifika graduation event
- Attended an event for international graduates
- Hosted the Graduation Dinner
- Attended the UCSA Graduation Ball
- Addressed the UCSA ANZAC Day service

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

Dr John Wood
Chancellor

Dr Rod Carr
Vice-Chancellor
Tel: +64 3 364 2495
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**VICE-CHANCELLOR'S REPORT TO
UNIVERSITY OF CANTERBURY COUNCIL APRIL 2017**

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1. INTRODUCTION

At the end of Term One, there is much to celebrate. UC has seen a 4% rise overall in Equivalent Full Time Students (EFTS), with a 3% increase in new to UC domestic EFTS and a 15% increase in new to UC full-fee EFTS. Total domestic EFTS are up 3% and total full-fee EFTS are up 20% year-on-year. These results bring total forecast 2017 full-year EFTS to within 5% of our targets under the 2014 Crown Funding Agreement, and on both the domestic and full-fee fronts, represent a significant lead over other universities' positions. Across the eight Universities domestic EFTS are reported to be down 0.5% and full-fee EFTS up 9.9% year-on-year. The focus for the university community over the first quarter has been on orienting, inducting and undertaking teaching, research and support activities with and for our students.

We recently held three graduation ceremonies with around 1,100 students crossing the stage to receive their awards. Peter Holdsworth, Pip McCrostie and Julie Maxton were awarded Honorary Doctorates and celebrations were held for Maori, Pasifika and International students. The UC Club hosted two alumni events to welcome new alumni.

2. STRATEGIC MATTERS

2.1 UC Futures

UC Futures, the University's recovery and transformation programme, is reaching a critical point in delivery this year for both enrolment recovery and the rebuild of the campus.

UC's 2017 enrolments have grown significantly more than other university enrolments when compared with last year. Domestic enrolments are up – and forecast to remain up – by 3% on last year. Full fee international enrolments are up – and forecast to remain – at least 20% up on last year. UC had aimed to reach even higher increases but this result is in clear contrast to the national movement of about -0.5% for domestic enrolments in universities and an increase of about 15% for full-fee international enrolments. In general, UC's enrolment recovery is about a year behind our earlier predictions for domestic enrolments and about a year ahead of our earlier predictions for full-fee international enrolments. Overall UC staff can remain confident that UC is on a recovery path which, if maintained, will return the institution to a sustainable financial position in the years to come.

Some tensions are becoming apparent in the timing of building completions in the Ilam Campus rebuild and transformation programme. All three major building projects will need to both increase resourcing and stick to planned work programmes to meet UC's planned completion schedules. However, at this stage we believe that we will be able to teach in the RRSIC Stage One building by Semester Two, as planned, and in Rehua no later than Semester One in 2018. Special arrangements are being put in place to ensure that Civil and Natural Resources Engineering will be able to use the Structures and Fluids Lab ahead of the completion of that wing. All Engineering projects are due for completion by 30 September 2017.

The decision by Hawkins Construction in New Zealand to divest itself of its construction business to Downer EDI Ltd, an Australian mining and construction firm, has had some flow-on implications for the two UC construction contracts held by Hawkins Construction South Island Ltd (a subsidiary of the national firm Hawkins Construction). In one case, the contract for the reconstruction of the Rehua building has been transferred (novated) to the new New Zealand Downer company. In the other case, the CETF construction contract will remain with the residual Hawkins firm.

2.2 Rutherford Regional Science and Innovation Centre (RRSIC)

UC has signed the contract to demolish and rebuild the Von Haast building – Stage Two of this project – with Dominion Construction. When complete, the building will provide working and office space to the academics working in the Stage One teaching and laboratory block, and space for postgraduate students, secondary school engagement and the College office. The college office will be at the south end of the building, bringing the College together in a science precinct that reaches from the Psychology building through to the Old Rutherford building.

UC is aware that the construction of Stage One is not currently on programme and will require some extra effort to get back on track. As a result, we are continuing to plan a parallel occupation of the building with teaching functions first and research functions being moved in progressively through Semester Two. Decanting from the Von Haast building is on the critical path to prepare for the soft strip, demolition and construction of RRSIC Stage Two in time for teaching in Semester One 2019.

2.3 Canterbury Engineering the Future (CETF)

The rebuilding of the Engineering Precinct, something that UC was planning prior to the major earthquake sequence, has proved very challenging and continues to be so. However, UC achieved a major high level terms agreement with Hawkins to reset the project and is in the process of finalising the details of the contract amendment to renegotiate the price, to settle all outstanding claims made until 31 March 2017 and to reset the programme completion date. When finalised, the contract amendment should reduce the risks of the project to UC for both cost and schedule. The implications for the College are that the Mechanical and Civil and Natural Resources wings will be available for teaching in Semester One, 2018.

2.4 The move of the College of Education, Health and Human Development to Ilam, the construction of the Rehua Building, and the move of the Centre for Entrepreneurship and the Executive Development Programme

The two Colleges are now well-placed for their move into this redeveloped building with transition planning well developed. However, the contractor, Hawkins 2017 Ltd, now a Downer EDI subsidiary, has given notice of delays in the construction of the building. The contract for this building includes financial penalties for not meeting the agreed completion date (liquidated damages), which UC considers an important part of the push to get it completed on time. UC is currently working with the contractor on the revised programme in order avoid delays to our occupation of the redeveloped building.

The transfer of the contract to a new company, with parent company guarantees from a company which is in a strong financial position is considered a good result for UC and one which we also expect to assist in our push to a timely completion of the project.

The Executive Director of Learning Resources, Independent Chair of the PCG, and I met with the New Zealand Acting Chief Executive of Downer EDI, Steve Killeen, on Wednesday 12 April to provide an update on UC's concerns.

2.5 International Growth

2.5.1 Graduate Attributes

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

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

The extensive review of academic regulations to simplify and make more coherent our requirements for admission, enrolment, progression and completion of courses and programmes of learning is substantially complete and has been reviewed by the Academic Board. Recommended changes requiring Council approval are before this Council.

Attribute 1: Employable, innovative and enterprising

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

A new report from our records indicates that over 60% of all students who completed their bachelor's degree in 2016 had completed one or more of our for credit community and work integrated learning courses. These courses are those with an internship or other types of work or community involvement and are courses for credit (except the work-based project in the BE(Hons) which is a not for credit graduating requirement.

This is an increase from the previous year (56%) and we are aiming to continue to increase this level of participation over the coming years as we further develop the curricula to include the UC-wide graduate attributes for Employability, Entrepreneurship and Innovation, and for Community Engagement.

Attribute 2: Biculturally Competent and Confident (BiCC)

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

Meeting dates have been arranged for the 2017 BiCC hui and the first hui for 2017 took place on 23 March. There are notable efforts and developments from many Deans and Colleges to succeed in ensuring undergraduate courses can be offered in 2018. Some colleagues have noted the need to market their new or updated courses in different ways to ensure enrolments, while others have been reconfiguring existing offerings to fulfil the UC Graduate Profile. Colleagues noted the importance of the teaching delivery of these new and updated courses supporting the BiCC kaupapa, though mihi mihi, karakia, and waiata. A new staff professional development course will be offered this year to assist in addressing these needs.

A recent briefing to the Tertiary Education Commission included updates on the development of the Graduate Profile and attributes. The opinion was expressed that the progress on the bicultural attribute was more advanced at UC than at any other University.

Attribute 3: Engaged with the community

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

The University has again been engaged in supporting the “Serve for New Zealand” initiative to promote active community engagement and volunteering over ANZAC weekend.

The Global Awareness Framework has been received at all College meetings and the Community Engagement Framework has been through all but one meeting at the time of this report. The aim is for the frameworks to be discussed at the May Academic Board. A workshop focusing on the Graduate Profile has been scheduled for the UCSA in May and SMT, Heads and alternates in June in order to engage staff and students.

Attribute 4: Globally aware

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

Study Abroad and UC Exchange

Five different US Study Abroad site visits have been hosted in March, with Study Abroad staff visiting UC from Princeton University, Drexel University, Bellarmine University, the University of Redlands and Willamette University.

March and April are the key application periods for the Semester Two student intake, and the team has therefore been busy processing Study Abroad and Exchange applications and course approvals for Semester Two and converting enquiries to application and enrolment.

Further incoming visits are being planned for a delegation from Shantou University (Study Abroad from China) and Southampton University (Exchange). New marketing materials are also in development and the team is working to enhance social media content, including an upcoming Facebook Live event with a current student.

Promotion of outbound exchange opportunities for Semester One 2018 is well under way, with the team running weekly seminars throughout the first term which have been very well attended. Preparation has also begun for the annual UC exchange fair on campus in early May.

International Partnerships

The focus has been on preparing promotional materials related to a number of key strategic partnerships and working on funding for international short courses, as it is becoming increasingly valuable to send our students overseas on short courses enhancing their global awareness. It is also an excellent way to facilitate partnerships with top universities around the world.

2.6 International

2.6.1 International growth strategy

To the end of March, 2017 full-fee enrolments reached 1,162 and are forecast to reach 1,361 by the end of the year. This is a 20% increase on last year and if the full year forecast is achieved will mean UC is back above 2010 levels for the first time, marking another milestone in our recovery and move into transformation.

As full-fee international enrolments grow, UC needs to increase its ability to process applications in a timely way. In early April, the International Board of Advisors met by teleconference to review progress on the implementation of the International Strategy. At just over 1,000, the volume of applications is high, and similar to last year, but with a 9% increase in offers accepted and a 37% decrease in incomplete applications year-on-year. By improving the quality of applications in the system UC can respond to each application quickly and efficiently. The significant reduction in incomplete applications is a major step towards this goal.

2.6.2 Recruitment

Recruiters have been active in Malaysia, China and India, plus two days of recruitment in Auckland for New Zealand-based agents. This included the soft launch of the Bachelor of Product Design suite.

2.6.3 Pre-assessment

Pre-Assessment has processed more than 450 applications (including Mobility and PhD) in the last month – and the first application for 2020. The focus, though, is on the July intake, with applications coming in quickly as a result of IRO Recruitment team activity.

Our key agent in India, Edwise, is now submitting all its applications via the new CRM agent portal, and their feedback has been highly positive. JLL (China) will shortly join the new portal, followed by several agencies based in New Zealand. The team is now gearing up to support these agencies through the transition.

2.6.4 General

Recruitment for the new Director of International Growth Strategies and new Team Leader Admissions is under way but proving challenging. We have also undertaken significant work to review and re-align our admissions processes and GPA requirements to support recruitment, while ensuring quality students are enrolled.

3. CHALLENGE

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

3.1 Marketing

Social media activity continues to be high with UC either first or second for engagement across Facebook, Instagram and Twitter within the New Zealand university sector. The Online Content Management project continues, with the College of Engineering pages now launched. Google AdWords has experienced good growth over January-March.

Planning is under way for our 2017 campaigns. A fresh creative approach for our UC brand has been developed that will build on the UCME initiative. This will involve using students who have stories to tell that reinforce the UC7 narrative. Photography and copy writing is under way for an April launch. The undergraduate scholarship campaign is also being implemented for an April launch – this will utilise online and outdoor channels.

A suite of videos will be implemented progressively over the year – the College of Arts is the first partner college in this process. Planning has been initiated for 2017 Open Day and Information session campaigns.

Work is under way on the seven discipline publications and the undergraduate prospectus for market launch in May. Design is under way for the Careers Expo in Christchurch in May.

3.2 Liaison

The Liaison Team continued with first round school visits during March with most regions completed. During these visits, the team have spoken to 4,202 students and introduced the university to them. The next step for these students is to invite them to a UC Info Evening in their region.

The Customer Relationship Management (CRM) system continued to provide the team with an excellent resource for reporting and campaign automation. A new feature allowed the team to automatically send an email to the student 24-hours after the school visit. This has resulted in very high readership nationally. The CRM has also begun collecting parents and whānau contacts.

In addition to the school visits, the team also saw a total of 44 students in on-campus appointments. Thirteen of these appointments were with adult students.

The Senior Engagement Coordinator has begun meeting with local International Directors (Riccarton, Middleton, St Andrews, Rangiora High). Communications have also been sent to key regional International Directors informing them of when Liaison Officers will be visiting their school.

Engagement with local secondary students through the Crusaders and Tactix partnerships continued, with Commerce hosting students from its Young Enterprise Scheme at a Crusaders home game, and the Tactix visiting Christchurch Girls' High School for an in-school skills session.

Letters to 29 local secondary school principals have been sent on behalf of the Vice-Chancellor and include information regarding 2017 enrolments, current STAR enrolments, school engagement activities the school was involved in last year and upcoming opportunities.

Primary, intermediate and secondary schools have been grouped together into Communities of Learning. To date the focus of these 17 groupings has been sharing specialist resources and smoothing the transition between levels of Schooling. Engagement with tertiary providers to smooth transition to tertiary level study is also expected. A revamped national careers Advisory Service has become a responsibility of the Tertiary Education Commission with a view to improving career advice and choice by school leavers.

3.3 Admissions

A total of 508 admission *with equivalent standing* (AES) applications were recorded as received in March. This compares with 474 and 606 AES applications received in March 2015 and March 2016 respectively. More than three-quarters of the applications received this month (77%) have sufficient documents provided for the applications to be assessed.

3.4 Contact Centre

The Contact Centre (CC) returned to usual staffing and off-peak workload with the conclusion of the enrolment period. The team is preparing for the release of the new CC Management Software (going live 27 April), reviewing the 2017 enrolment period and engaging with the Easy Enrolment project.

3.5 Enrolment

Online Applications for Programme Entry for the College of Education workstream is under way and expected to be available to students from August 2017. Police reports will now only be requested for those students who are interviewed, which will significantly reduce administration and associated costs.

The Student Services Engagement Team is involved with the Easy Enrolments project, with the objective of disseminating the information to enable those with appropriate knowledge to participate and assist in the project's success.

PhD reminders are being emailed to 43 re-enrolling students for May 2017. We are tracking at a 6% increase on PhD numbers compared with the same period in 2016.

Foot traffic has increased by 93% on this time last year on Matariki Level 1 where Student Services frontline staff are located.

3.6 Scholarships

The list of recipients of 2016 UC scholarships and prizes was finalised for publication in the April 2017 Graduation booklet. Preparations continued for payments of the 2017 UC Undergraduate Entrance Scholarship recipients in early April, two months earlier than previous years. Applications closed for ~40 Undergraduate scholarships in CommunityForce.

The mid-year round of the UC's Doctoral and Master's Scholarships opened for applications.

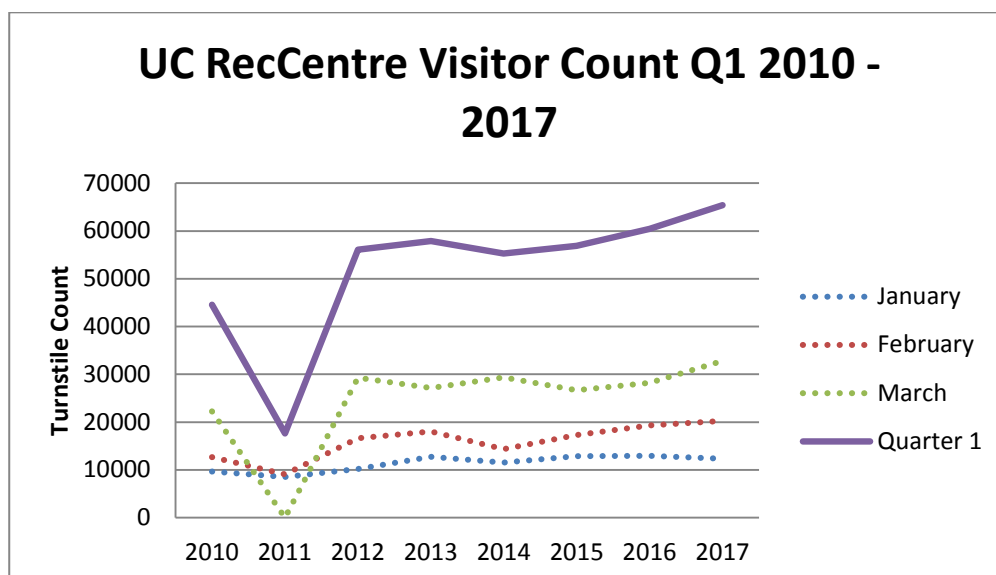
3.7 Accommodation and Campus Life

Hall occupancy is at 94% with the new Kirkwood Avenue Hall full for this year. This is excellent news as there was very little information available to the students when they applied for accommodation. Affiliated housing is at 99% occupancy with a waitlist for Semester Two.

Training on the new StarRez web system for accommodation applications was conducted for both department and halls staff. The Vice-Chancellor has had dinner at all halls and met with students. A BBQ was held for affiliated housing with 50+ students, the Vice-Chancellor and staff attending.

The new accommodation guide has been printed a second time due to demand, with 5,000 copies sent to schools.

3.8 UC RecCentre



At the start of April the RecCentre had about 7,000 members, including an estimated 5,800 students, well above expectations. Membership sales increased by 19% in March, compared to March 2016. These increases are reflected in the turnstile count data (see table above) where we have seen a 16% increase in visitors as compared to March 2016, and an overall 8.24% increase for the first quarter from 2016. Casual visits remain steady at around 400 per month.

Pre-quake and pre-free membership attendance was 22,341 for Jan/Feb 2010 whereas in 2017 we have seen 32,615 visits. This represents a 46% increase in attendance, with no corresponding increase in activity space plus inclusion of the College of Education classes. Total annual visits in 2016 were 52.61% higher than in 2010.

While this increase is pleasing, it does raise concerns for the health and safety of users and the overall experience for student and other members. There is an ongoing focus on health and safety management and practice.

Work has begun on a business case for the construction of a new recreation centre in the Health and Wellbeing precinct on the South Bank. Development of such a facility will compete with other capital priorities and require careful judgments about future demand for traditional tiered lecture space. The case will be brought to Council in quarter three this year.

3.9 UC Sport

In the first event of the National University sport calendar, UC won the Women's Rugby 7's championship in a close final against Waikato University, 19-15. This was topped off by three team members being selected in the tournament team.

UC Sport has been busy revamping the Athlete Development programme. So far there has been strong interest with over 120 individual/team athletes involved. In May UC Sport will promote a new initiative, with an Emerging Talent group which will closely follow our flagship programme to provide performance support to more UC student athletes.

4. Student Success

4.1 Call Out to first-years

A team of twelve specially trained mentors spent six nights and one weekend calling every new-to-UC student to check how they had settled in to life at UC and whether they required any additional advice or support. This year, mentors also reminded them to complete the Early Experience Survey. From 2,630 students called, 61% were directly spoken to and feedback was collated. Referrals were made to Academic Advice, Student Care, and Disability Resource Services for students who needed more support than the mentors could offer.

4.2 Certificate in University Preparation (CUP)

The Certificate in University Preparation (CUP) has 103 students enrolled for Semester One, 10% less than CUP enrolments for Semester One last year, but similar to figures from 2015. Numbers of 2016 CUP students progressing to degree programmes this year continues to build on the improved retention rates achieved over the past four years. This improvement reflects increased performance of CUP students, highlighted by the achievement of a 90% pass rate in Term Three 2016. This is a great success and is the highest pass rate of any CUP intake.

4.3 Go Canterbury

The Go Canterbury (GC) programme has 94 students this year enrolled in a variety of courses, an increase in numbers of 13% on the 2016 pilot. About half are studying Engineering, with the remainder spread across other programmes. Events so far have included a welcome, personal development session, two field trips, a Crusaders rugby game and a first aid training course. Attendance at every event has been over 70% with most achieving more than 90%. Ten student leaders selected from last year's GC programme received leadership training and have provided great support to GC students including 16 Student Care referrals and 60 students attending tutoring organised through Campus Living Villages/University Hall. Feedback responses average above 90% good – excellent rating, a highlight being a 100% excellent rating for student contact.

4.4 Disability Resource Service

The Disability Resource Service (DRS) is currently supporting 367 students, an increase of **17.6%** in student numbers for the year-to-date.

Registered Student Statistics for DRS as of 3 April:

Primary Disability	Number
Autistic Spectrum Disorder	20
Blind	3
Visually Impaired	6
Deaf	5
Hearing Impaired	6
Medical Condition	66
Mental Health	88
Mobility Impaired	4
Specific Learning Difficulty	150
Temporary Impaired	19
Total registered Students as of 30 th May 2016	367

DRS staff are assisting administrators campus-wide with special arrangements for students. This year we are experiencing challenges in finding casuals to fulfil test supervisor and reader/writer roles. This is largely due to the successful uptake of the student Peer Note-taker Service which is currently servicing 85% of our note taking requirements. A recruitment drive for casual staff is planned for late April to remedy this shortfall.

4.5 Pacific Development Team (PDT)

4.5.1 Strategy work

Discussions with all College PVCs and Deans have now been completed with great willingness by the Colleges to explore a number of approaches in further implementing the Pasifika strategy. The Acting Director and Kaiārahi Pasifika have begun to follow up action points. The College of Business and Law invited PDT to its staff forum to present plans for a three hour workshop on effective engagement of Pasifika students scheduled for all interested staff on 26 April.

4.5.2 Operations

Pasifika enrolment numbers are up and currently stand at 444. Our focus is now on supporting student success.

PDT's two main programmes PASS (Academic Tutoring) and Mentoring are both experiencing record numbers in certain areas. PASS Learning Skills have had the most attendees ever in all four workshops through collaboration with Academic Learning Skills and PDT. Mentoring numbers are at an all-time high for both mentors and those being mentored.

UC was well represented and visibly the most engaging educational institution at Christchurch's biggest Pasifika Event/Festival SPACPAC Polyfest due to collaboration by PDT and Events and Partnerships.

UC also had a presence at the Linwood LYFE festival, a collaborative effort by PDT and the Maori Development Team (MDT).

5. CONCENTRATE

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

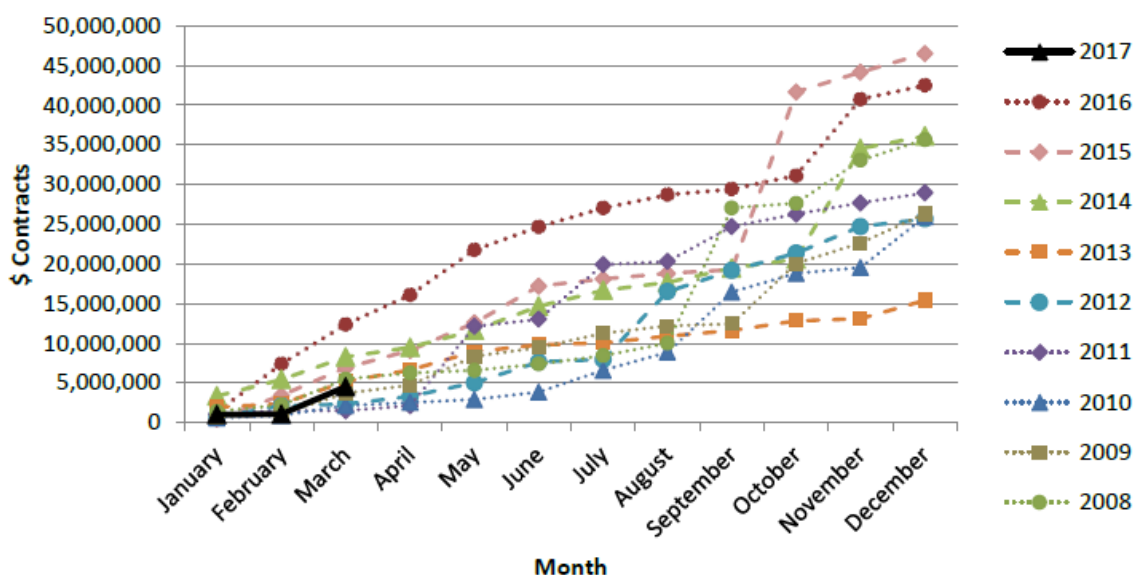
5.1 DVC Research and Innovation

5.1.1 Research Funding

UC is the proposed host with eight applications for Rutherford Discovery Fellowships to support stellar emerging researchers in New Zealand, or those who want to return to New Zealand. Fellowships are funded for five years. The scheme is administered by the Royal Society Te Apārangi. The fund is highly competitive and only 10 fellowships are funded nationwide.

Two first-round proposals entitled *Building Innovation* and *Smart Cities* submitted into the 2017 MBIE Partnerships have been successful, and are now invited to the full proposal stage. Full proposals need to be submitted by 11 August. The latter proposal is collaborative amongst the universities of Otago, Auckland and Victoria, and proposes a partnership with the Christchurch, Auckland, and Wellington city councils.

The Research and Innovation Office continues to manage a large portfolio of external research – some 389 research contracts worth a total value of \$136.4m. In 2017 year-to-date, 21 contracts worth a total value of \$10.0m have been executed, and 32 contracts worth at least \$8.2m are in the process of being executed. UC holds 47 National Science Challenges contracts worth \$18.9m (with six contracts worth \$1.24m pending), and 38 CoRE contracts worth \$26.8m (with three contracts worth \$0.85m pending).



UC’s bid for a TEC-funded Centre of Asia Pacific Excellence (CAPE) has been unsuccessful, as were two other bids where UC was a partner. This is disappointing given the effort in bidding, but the Expert Assessment Panel was complimentary of many aspects of UC’s bid. UC will re-engage with South Island business that supported the bid development and work through options on how UC could support their export aspirations without TEC funding, at least in the immediate future.

5.1.2 Research Development

Following the unsuccessful UC-led bid for a North Asia focussed CAPE, UC is re-engaging with local business particularly through the Canterbury Development Corporation and the Canterbury Employers Chamber of Commerce to progress aspects of the original CAPE bid that could work without central Government funding, but build some capacity in which small and medium-sized companies can draw on UC cultural, language, and commercial expertise to underpin their aspirations into North Asian markets.

UC has accepted an invitation to become a full member of the Bio Protection Centre of Research Excellence.

5.1.3 Research Infrastructure

Discussions amongst the universities about the proposed Government funding reduction for REANNZ is ongoing. A number of university CIO’s are currently “market testing” the possibility of REANNZ-like provision via commercial entities, whilst University New Zealand continues to make the case for the public benefits of REANNZ and its worthiness for continued MBIE funding. One possible interim outcome is that MBIE extends current Government funding for at least another year.

MBIE is seeking views of a draft “*Research, Science and Innovation Data Conceptual Model*” which aims to define concepts and data elements and create a common language across New Zealand’s research and innovation base. UC has responded to MBIE within the formal feedback process to offer an institutional view that the purpose and intent of the Conceptual Model is laudatory, but the large amount of reporting data being requested will place a significant burden on institutions, funders and researchers. Additionally, the proposed data model risks significant duplication and over complication across the sector. For example, the list of draft output types doesn’t match the Tertiary Education Commission’s PBRF output list. UC’s views are not dissimilar to those of the other universities.

5.1.4 Postgraduate Research

The Postgraduate Office has worked through a busy first quarter with the following highlights:

- 32 new PhD students enrolled in March, bringing the total new PhDs enrolled this year to 98.
- PhD submissions for examination in March were 19, bringing the total for the year-to-date to 49.
- These numbers are similar to last year. The number of new PhD enrolments typically peaks between Feb-April, while the PhD submissions are more evenly spread across the year.

As well, an analysis of the financial return from the Undergraduate Summer Scholarship program shows that \$450,000 was invested in the program (\$115,000 by external partners) and it is estimated that the students returning to UC from the program will generate in the order of \$2,550,000 in income from fees and potential PhD completion PBRF income over the next two years.

The counterfactual is that we don’t know which of the 71 students that returned (of the 100 summer scholarships offered), would have returned regardless of being offered a scholarship. However, taking the external funding alone (which would not have been leveraged if the Summer Scholarship did not exist), the programme has generated ~\$650,000 in fees. We would, of course, like to target summer scholarships to those most likely to return to increase the return rate from the current 71% to a much higher level. In some cases industry funding means the project and student selection takes priority to the retention objective.

5.1.5 Innovation

The Chinese telecommunications company Huawei Technologies recently announced a \$400m investment to drive New Zealand research to develop and support a cloud data centre and two Innovation Laboratories. The first of these is ear-marked for Victoria University, but the second is ear-marked for Christchurch. A delegation from Huawei will visit UC in May – June to discuss the development of this second Innovation Centre, developing on our expertise in electrical engineering, software engineering, and wireless data communication.

5.2 DVC Academic

On 7 April the first set of 85 qualification changes and 15 major qualification proposals to be forwarded to CUAP were endorsed by the Academic Board as part of the Regulations Review. About 50 more qualifications and the general academic regulations will be reviewed in future meetings. This has been a significant piece of work with significant input from colleges and central services. The aim has been to bring consistency and rigour to the regulations. Notable components to this include nominal maximum completion times for all qualifications, greater consistency on the awarding of distinction, merit and honours and consistency on academic progress rules.

Preparations for this year’s Teaching Week are well under way. As in previous years, a wide variety of topics will be covered in short taster sessions during the week which will run from 6-9 June in the Undercroft. All staff are welcome.

This year's sessions will all involve UC academic practitioners and topics will include; implementing the graduate profile, developing practical strategies for technology enabled learning, a guide to successful postgraduate supervision, an opportunity to work with Ako Aotearoa staff towards possible funding for a project on providing the best outcome for students, and hearing from staff across UC about their teaching innovations.

The week will end with a 'Blue Skies' event, demonstrating a range of the latest technologies and teaching practices with a keynote speech from Professor Denise Kirkpatrick (Deputy Vice-Chancellor and VP Academic from Western Sydney University) on technology and the use of new teaching spaces. Further details will be available on the Teaching Week website shortly.

The Early Experience Survey (EES) which commenced in the third week of Semester One has achieved a final response rate of 39%. This survey's purpose is to target very early perceptions on engagement, orientation behaviours, health and wellbeing indicators, motivations and challenges facing our first-year student cohort. In addition, the EES also gathers some early marketing data, including drivers for choosing UC and UC accommodation. This data will be useful to support the ongoing work of Student Success, as well as providing input into the retention strategy. In future we will be able to draw upon on the early behaviours of 2017 first years and model likely attrition of 'freshers' based on their responses to the EES.

The 2017 timetable is well embedded and the Timetable Team is making the usual maintenance changes as the year progresses. The team is in the early stages of preparing for the 2018 timetable. While concerns have been raised around the quantity of teaching spaces available, Learning Resources has confirmed we are on track to receive a business case for learning space upgrades in quarter three this year.

The Student First Programme is preparing for a Council workshop in late April. In the interim, work is progressing on simplifying the enrolment process for 2018.

6. Office of the AVC Maori

Tangata Tū, Tangata Ora staff professional development programme:

General programmes and tailored programmes are being provided in 2017. Tailored versions of this programme have been provided to the UCSA Executive; to tuākana who are mentors and tutors; to some departmental tutors. We continue to receive requests for additional workshops to be provided.

Te reo in the Workplace professional development programme:

This staff professional development programme is continuing in 2017, with dates in March to November 2017. The programme is now facilitated by Tamara Kirwan, College of Education, Health and Human Development Māori Education Support Coordinator.

6.1 Kaiārahi Colleges

The Kaiārahi continue to have many hui with academic colleagues to assist in developing course content and ensuring that the kaupapa and learning outcomes are meaningful and visible within course content. The School of Mathematics and Statistics has created a Bicultural Komiti. The College of Engineering has created a bicultural review komiti which includes someone from each department. This komiti is working on gap analysis and completing the mapping process. The School of Fine Arts recently had their first mihi whakatau in 135 years and a visit to Taumutu Marae, which students and staff found valuable.

The number of Te Ohu Reo requests continues to grow. Many of these requests are for translations and also for use of te reo on campus. Anecdotal comments indicate that there is greater use of te reo by staff and positive feedback from staff who are appreciating the use of te reo.

6.2 Kaiārahi Service Units

The Kaiārahi has been working with Human Resources in particular to create the policy and processes for the Kia Ngaringari Māori staff recruitment pilot, a significant development for the university. This mahi (work) has involved creating new materials for Human Resources processes and providing a workshop for Human Resources advisors. Colleagues from a range of service units are meeting regularly with the Kaiārahi for waiata Māori and mihi mihi practice. There have been many requests for advice due to the RRSIC and smaller projects and the Kaiārahi continues to provide advice and guidance from mana whenua on many topics.

6.3 Visits from indigenous scholars

Office of AVC Māori recently hosted Associate Professor Kiana Frank, University of Hawai'i, Manoa and Ms Kapua Chandler, a PhD student from UCLA. Both visitors found their time at UC fruitful. Assistant Professor Chandler is collaborating to develop a research project involving both UH and UC which may be an opportunity for postgraduate research and postgraduate student exchanges.

6.4 Māori Student Development Team

The first term has been very busy for the Māori Development Team (MDT), with many students calling on their advice and support. Many students have commented on the improved visibility of the team in its new location. Tuākana have been trained and many are now mentoring new students. Tuākana are also providing additional academic support to new students through small group subject-focussed workshops. Te Punenga, our development programme for postgraduate students has begun for the year with good attendance at the first workshops. The postgraduate student advisor continues to work with the Academic Skills Centre to provide writing workshops and targeted workshops based on student need. Ngā Pae o Te Māramatanga, which provides a contribution to the budget for this programme, has recently noted they are pleased with both student participation in the programme and outcomes of conference participation, nationally and internationally.

The Māori Student Development Team hold a weekly waiata Māori session and all staff are welcome to participate. These weekly sessions started with Māori Development staff and numbers attending have now grown to forty-plus staff regularly participating. These waiata sessions are held from 11-12 noon on Wednesdays in room 208 in the Te Ao Mārama building.

6.5 Māori Recruitment and Outreach

The Māori Recruitment and Outreach Advisor collaborated with the Liaison and UC Events and Partnerships teams on the Year 12 Discovery Day held on 11 April, which included a morning session for rangatahi Māori. The advisor continues to work with local high schools and is taking Tuākana to visit schools and speak with high school students about their experience at UC. The opportunity for kano ki te kano is really enjoyed by high school students. The advisor is also working with Te Tapuae o Rehua and Ara to ensure that Māori high school students have a good understanding of tertiary study options in Ōtautahi and which qualifications will equip them for the career or careers of their choice.

6.6 Māori Research

The new Masters in Māori and Indigenous Leadership is well under way as an important postgraduate course offered at Aotahi School of Māori and Indigenous Studies, College of Arts. This course is being coordinated by Kate Cherrington and Bentham Ohia. Another postgraduate course, Culturally Inclusive Pedagogies, has been running this semester for the first time in the regions – at the Rotorua campus. A second semester course on The Treaty and Education is already attracting high interest. Actual and predicted enrolment numbers are quite high so there is reason to think in terms of long-term advantages for these regional courses. A five-year UC and Ministry of Education project has culminated with the publication of five sets of resource materials which will have high relevance in the sector. Two UC Māori staff have been working with a government Advisory Group, Superu (Social Policy Evaluation and Research Unit), to advance a Families Commission unit of work.

7. CONNECT

<i>Engagement Data</i>	
Intercom	Open rate 45.4% - (International benchmark = 21.8%)
Insider's Guide (student newsletter)	Open rate 55.3%
Twitter	4,984 followers (up 62) We ranked first for Engagement/Fan ratio.

7.1 Project Communications

A 'Watching Eyes' campaign to help deter bike thieves on campus was initiated and posters installed in all four secure bike stands. Effectiveness will be monitored by UC Security. Uni-Cycle pathway updates are being regularly circulated to keep staff and students informed of all work being undertaken on or near campus. Communications and Learning Resources are working together to ensure that the local Dovedale community and Sonoda residents are informed of project plans for accommodation on Dovedale campus. Grand opening communications plans for RRSIC and the Arts Centre have been developed.

7.2 Media

March media coverage of UC-related topics was again overwhelmingly positive, with many the result of proactive efforts. Highlights included the media launch of UC Motorsport's fully recyclable plastic electric eco-marathon car which competed in Singapore in March – the first New Zealand entry in the international endurance contest. Coverage was prominent on TVNZ and Stuff.co.nz. The UC team won the Shell Eco-marathon design excellence award, a trophy and US\$3000.

Other proactive stories included reflecting the increase in enrolments in 2017, with an especially significant rise in international students. Another was Prof Brendon Bradley winning the 2016 Prime Minister's MacDiarmid Emerging Scientist Prize, and another, the Centre for Evaluation and Monitoring launching the Great KIWI English, mathematics and science competitions for primary, intermediate and secondary schools.

An analysis of coverage produced between 1 – 31 March 2017 (Broadcast, Internet and Print) found 676 items. This coverage reached a cumulative audience of 10,538,119 and had an advertising space rate of \$3,243,308.

7.3 External Engagement

The first UC Connect public lectures for 2017 began in March, with UC academics Distinguished Professor David Schiel and Associate Professor Annie Potts kicking off the series. Both were interviewed on Radio NZ about their research as a result. This year's 12 currently scheduled lectures will include the science of rock-climbing, marketing mental wellbeing, science and 'junk science', as well as a performance music lecture at UC's new location at the Arts Centre.

7.4 Stakeholder Relations

UC sent a letter to neighbours in early March reminding them how to address any behavioural issues by those who may be UC students.. After a number of complaints about student behaviour, another letter was delivered to students and residents living in the Clonbern Place and Siska Place, putting students on notice.

Student-related complaints are being handled in close collaboration between UC, UCSA, and the New Zealand Police.

A neighbourhood meeting with residents bordering the planned Sonoda accommodation project was held.

7.5 Events and Partnerships

Key recruitment or engagement events that took place in March included:

- The Women in Leadership breakfast in Auckland, targeting prospective women students in Auckland, Update Day for Auckland Career Advisors to brief them on developments and changes at UC's Ilam campus.
- Career-focussed events also began, with the Commerce Careers Fair and the Law Recruitment evening aiming to connect graduates and prospective employers. Both events almost doubled last year's numbers.
- The SVA delivered its UCan year 12 programme, giving high school students the opportunity to gain leadership and project planning skills, and put them into practice by volunteering in their community.
- With assistance from the Events and Partnerships team, the UC 'Cantabs' Crusaders supporters club hosted students at the first Crusaders home game of the season, part of the student experience effort alongside Orientation events that occurred in February.

7.6 Alumni and UC Foundation

	Income	Distribution
2016 Year End	\$8.6m	\$4.1m
2017 Target	\$9.5m	\$4.5m
2017 YTD	\$1.3m	\$1.3m
	Donors	Gifts
2001 to date	7,269	23,234
2017 to date	310	507

7.7 UCFA (US)

There was a UCFA Board Meeting in March and preparations are in progress to bring over some major donors for the Arts Centre opening in May.

7.8 NZ Trust (UK)

Events are being promoted for Oxford, Cambridge and London as well as individual donors, University and alumni meetings have been scheduled for early May. The UC delegation, including the Registrar, will be meeting with the recently appointed New Zealand High Commissioner.

7.9 UCF

The UCF Audit was finalised in March with no issues or concerns. The audited financial statements will form part of the 2016 UC Foundation Annual Report, due in July, which will also include impact stories. Trustees have met with Bradley Nuthall and JB Were as part of a review of UCF's investment strategy – 2016 returns were 6%.

Annual fund mailing, focusing of the UCSA campaign, was mailed to 29,000 alumni, with email campaign and telephone follow-up planned for April and May. Beca and Hellers have both sponsored the UCSA campaign. Work has started with the College of Business and Law, and Research and Innovation on the engagement of Finance and Economics graduates in Auckland. Two applications for Lotteries Commission funding have been submitted for a total of \$1m.

7.10 Stewardship

The Stewart Dining Room naming event was held in March with close family and friends of the Stewart family in attendance to recognise the family's generational support for UC. The team has also worked with Events and Partnerships and the College of Arts on the recognition of donors for the Arts Centre site for the opening on 17 May. The Scholarship Morning tea in March acknowledged scholars of 12 different awards, who met with UCF Trustees. The team is also involved in preparations for the launch of China Southern/Mt John partnership announcement on 21 April with College of Science, and Learning Resources.

7.11 Alumni

The UC Alumni Facebook page, at more than 4,000 followers, is the second largest of New Zealand university alumni pages.

8. ENABLERS

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

8.1 Staff Matters

Staff are currently contributing to the reflection, discussion and action planning on organisational culture. This is one of the most important initiatives UC is undertaking at present.

Some collective behaviours are better enablers of organisational effectiveness than others. The research tells us this, and it is supported by the early results of our staff surveys about what sort of organisation we want to work in. So, we need to focus on the way we do things just as much as we concentrate on what we are doing.

We are surveying staff and asking for work on the survey results on an area-by-area basis. This process has begun, and is at different stages in the Senior Management Team, Learning Resources, the College of Education, Health and Human Development, the College of Business and Law, Student Services and Communications, and some Human Resources areas. The following areas will be surveyed later this year: the College of Science, the AVC Maori's office, Financial Services, the Registrar's portfolio, the DVC Academic's portfolio, and the DVC Research and Innovation's portfolio.

The College of Arts, the College of Engineering, and remaining Human Resources areas will be surveyed in 2018.

Professor Wendy Lawson, PVC of Science, won the Asia Pacific Spatial Excellence Award for 2017 in recognition of her leadership in the field.

8.2 Infrastructure

See details in the Appendix.

9. Financial Outcomes: (Management Accounts to 31 March 2017)

March 2017	Actual Year to Date \$000	Budget Year to Date \$000	Budget Variance Year to Date \$000 Fav/(Unfav)*	Budget Full Year \$000	Forecast Full Year \$000	Full Year Forecast to Budget Variance \$000 Fav/(Unfav)*
Total Operating Income	82,814	88,308	(5,494)	351,050	347,111	(3,939)
Total Operating Expenditure	81,196	86,467	5,271	360,170	357,766	2,404
Net Surplus/(Deficit)	1,618	1,841	(223)	(9,120)	(10,655)	(1,535)
Net Surplus/(Deficit) as a % of Total Operating Income	2.0%	2.1%		(2.6%)	(3.1%)	
Capital Expenditure	43,913	71,022	27,109	205,980	205,980	0
Cash/ Short Term Investments/ Short Term Government Stock	305,302	285,368	19,934	138,268	200,732	62,464
Working Capital	198,310	195,034	3,276	107,074	169,538	62,464

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

Actual Total Operating Income is unfavourable to budget as at March 2017. This overall unfavourable position is due mainly to unfavourable variances in sundry income (mainly income from UCF/ Trusts), and tuition fees. Actual Total Operating Expenditure is favourable to budget. This favourable variance relates to operating expenses (the most significant savings relating to outsourcing/ contracts, consultancy expenses, advertising, and commissions and levies) total personnel expenses (the most significant individual variance relating to leave provision adjustment), and building depreciation. At this time of the year, the majority of the difference is mostly phasing.

We had been budgeting for an operating **surplus** as at the end of March 2017 of \$1.841 million, but have returned an operating **surplus** of \$1.618m. This is an unfavourable variance to budget of (\$0.223)m.

Capital expenditure is currently \$27.109m below budget. \$37.312m of the expenditure incurred to date is UC Futures-related (CETF, RRSIC, and Rehua) against a year-to-date budget of \$55.599m.

At this stage of the year the remaining capital spend (excluding UC Futures), against budget, is favourable by \$8.822m.

9.1 Cash Flow

The March 2017 cash position of \$305.302m is higher than budget by \$19.934m due largely to higher than expected balances at 31 December 2016, maturing term deposits, and failure to meet budgeted capital expenditure expectations. We are holding adequate short-term cash reserves to meet expected capital costs for the CETF, RRSIC and Rehua projects.

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

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

There are no specific additional MOE covenants, but the Funding Agreement with the Government sets out certain financial targets to be reported to the Governance Oversight Group (GOG) appointed under the Funding Agreement. The University's achievement for 2016 was within the ranges set.

9.2 Working Capital

Working capital¹ of \$198.310m at 31 March 2017 is \$3.276m more than budget, mostly due to the higher cash balance explained above and lower current liabilities.

10. COLLEGE SUMMARIES

10.1 College of Arts (Te Rāngai Toi Tangata)

The College has developed a process and goals for revising the College's long-term Strategic Plan. These included a review of the structure, content and delivery of the BA and related degrees in the College, a review of the College's research strategy, and of its core messaging. To help provide a context for this, at the March meeting of the College the PVC also outlined the College's key SSR targets for the next three years. This target date for the completion of this strategic review process is the end of 2017-early 2018.

The many seminars, publications, performances and other events delivered from the College of Arts are advertised in our weekly newsletter *Arts Update*, and many recent events are included online at: <http://www.canterbury.ac.nz/arts/arts-news/>. Recent announcements include the upcoming conference *Oceanic Memory: Islands, Ecologies, Peoples*; Associate Professor Amy Fletcher (Political Science) facilitating an Innovation Workshop at JADE Software Corp. on "Future Work: Disruptive Technologies and Social Change", a School of Fine Arts exhibition by 2016 Olivia Spencer Bower award-winner Christina Read titled **1. Here's a Plan – (things to do)**, and the Department of Linguistics hosting the Canterbury Regional Final of the New Zealand Linguistics Olympiad.

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

The performance section of the School of Music and the Department of Classics are now based in the UC building at the Arts Centre (the former Chemistry building). Regular concerts have begun in the building, including the New Music Central series on Monday evenings, featuring music from across the spectrum of styles created in this century or the last, and the student-based Friday lunchtime concert series. The formal opening of the Teece Museum of Classical Antiquities, which includes the Logie Collection, is scheduled for mid-May.

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

UC Business School Story: Over the past three months staff and students in the UC Business School have been working with employers and other stakeholders to develop the School's 'story'. This narrative builds on the School's recently updated mission, values and purpose to highlight the School's key research/ teaching strengths and points of difference, the international and industry relevance of its flexible programme offerings as well as the School's future strategic priorities including digital integration and entrepreneurship. Once finalised, this story will form the basis for video, power point and print presentations featuring recent Business graduates that will be used to promote the UC Business School to prospective students and external stakeholders and partners. Colleagues in the School of Law will begin work shortly on developing the UC Law School's 'story'.

Internationalisation and international student recruitment has been a major focus of activity over the past month. Several academic colleagues have visited overseas partner institutions in China (Capital University of Economics and Business and Zhongnan University of Economics and Law), Hong Kong (University of Hong Kong) and Malaysia (KYS Business School).

Hannah Vu, College International Student Coordinator, represented UC at student recruitment fairs and schools in Vietnam. the College's International Business Development Manager Dave Connell attended student recruitment fairs in India, before travelling to Dubai, where he gave the keynote address at the Navitas Middle East, Northern, Eastern and Southern Africa (MENESA) 'enhancing Partnerships' Conference, attended by key MENESA agents and Navitas staff, who represent New Zealand education institutions in the region.

The College also co-hosted (with IRO) a delegation from the Paris School of Business (PSB), with whom the UC Business School has an MoU and articulation agreement allowing PSB undergraduates to spend a year studying at UC. PSB is keen to extend this partnership to include postgraduate PSB students. Meanwhile, at the April meeting of the meeting KYS Business School-NZ Universities Consortium (Commerce) Advisory Board meeting, we received confirmation that 43 KYS Business School students (sponsored by MARA and JPA) will transfer into the second year of the UC BCom (Accounting) programme.

10.3 College of Engineering (Te Rāngai Pūkaha)

EFTS in the College continue to build year-on-year, with this year being no exception. Our Engineering Intermediate EFTS numbers are now at the same level as those in the first year in Auckland University.

The College recently held a Strategy Day called "Back on Track", when the College reflected it drew up a very aspirational vision in 2013, and took the time to re-visit it and discuss its relevance in 2017. This positioned College thinking on how to be impactful on the world stage, and takes staff above their daily operational work of moving into new buildings and getting more students. We will follow up the work by refining the 2013 vision, communicating it widely, and then building a new strategy under it to support it. This work will be completed by late 2017.

Work is ongoing to develop and market the new School and Degree of Product Design which commences in Semester One of next year. The school has had many invitations from schools to speak about it, and some overseas enquiries. In June-August Professor Conan Fee, the Head of the new school, will visit other Product Design Schools in Europe to experience their teaching, programme content and student project work in this exciting area.

Finally, the new Core building is being used by more students than ever, with reports of high numbers using the facility during the weekends as well. Together with the restored access the lecture spaces E5, 6, and 7, and a new Drawing Office, it is has been a successful start to a very impressive space.

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

The School of Teacher Education has commenced its new community-based learning course for the Bachelor of Teaching and Learning (primary and early childhood teaching). UC is the first university in New Zealand to offer undergraduate students in teacher education the opportunity to complete a course in community-based learning (in addition to their required teaching placements in schools or early childhood centres). This course involves placement in a range of health, social, voluntary, Māori or Pasifika communities relevant to the development of children's education, health and wellbeing. The College has built partnerships with community groups and social agencies to place 200 students and these students are currently undertaking the course. The College has already received excellent feedback from service providers on the tremendous value that our students are adding during their placements. The College is also receiving great feedback from our students in regards to broadening their knowledge and exposure to individuals' or families' differing life circumstances and the support agencies within our community. They believe this experience will better prepare them for teaching,

Professor Missy Morton, Head of School of Education Studies and Leadership, has resigned to take up a position as Professor of Inclusive Education and Disabilities studies at Auckland University from early July. Professor Morton has been an outstanding leader for the School for the past six years and we wish her well in her new position. The College is undertaking an internal process to appoint a new Head of School. We have very strong applicants for senior lecturing positions open in e-learning, literacy education, and child and family psychology and are confident we will secure academics with strong research and teaching profiles for all three positions.

10.5 College of Science (Te Rāngai Pūtaiao)

During the last month, enrolments have continued to be processed, to the extent that we now have 50 more EFTS than at this time last month. Most of these additional students are postgraduate thesis students, whose thesis work begins at any time during the year, rather than on the regular academic year schedule. Our analysis of the patterns of enrolment suggests we have lost students to the more vocational programmes, including engineering. One of the starkest features of the change in enrolments since 2016 is that in terms of the gender of students, the reduction in EFTS since 2016 is entirely accounted for by a reduction in the number of male students – the College has gained female students.

Over the last few years, the College has established five new one year 180 point 'named' Masters degrees – with two more in the pipeline – and the enrolments in these programmes are building overall. Indications are that the new major in the BSc in Environmental Science is going to be popular – already, 70 students are enrolled in the first year course. What is clear is that our iconic, generically-science branded degrees - our BSc, our BSc (Hons), and our MSc - have lost significant ground over the last few years. The College is working hard on a range of communication, recruitment and marketing initiatives that showcase career opportunities that arise especially from

the BSc. We are also exploring opportunities to profile the opportunity to prospective students to bring science learning together with business learning.

On the research front, The College continues to be extremely active in seeking and secure research funding of various types, with more than \$40m of projects from the College in progress with Research and Innovation. Both of the inter-College and interdisciplinary research clusters – in Material Science, and Health Sciences - are running events this month aiming to bring together groups of researchers who would not otherwise interact, to create new ideas and new opportunities for fundable projects.

Meanwhile, the Easter mid-semester break means fieldwork of various kinds for many of our Departments, with field parties at Cass, Westport and Kaikoura, amongst other places. The College is very pleased to be offering the Elaine P Snowdon Astronomy Camp during 17-21 April for year 13 science students – this camp is supported by donations through the UC Foundation and offers 20 places to students from around the country to come and experience the excitement of astronomy, first on campus, and then at the Mt John Observatory. The College was pleased to have had more than 100 applications for the 20 places. The successful students are already networking and getting to know each other on Facebook, with some receiving media coverage in their home towns.

11. Conclusion:

2017 was always going to be a year with challenges – ambitious recruitment targets, tight timeframes for building completions, a demanding programme to review academic regulations and confirm the business case for the transformation of the student experience in relation to admission, progression and completion of courses and qualifications at UC, in addition to progressing work on the Graduate Profile and our organisational culture. At the end of the first quarter it is clear that while we have made progress, the pace we have set for ourselves is demanding and we are a little behind plan in student numbers, major building works and financial performance. At this stage there is every reason to believe we can catch up by year end but that will require continued focus, flexibility, collaboration and some luck.

12. Appendices

12.1 Appendix 1: Building Update

Overall

All campus projects continue to be very busy with the number of tradespersons on Rehua increasing to 135, CETF at over 120 and RRSIC Stage One remaining at a peak of around 300. Work is continuing safely on sites with no major injuries reported for the last period.

Campus Construction Safety Group

The Campus Construction Safety Group continues to meet, focussing on the construction projects and their Health and Safety implications on the University's day-to-day business and reputation. Recent drug testing and drug dog site visits occurred during the month and testing of more than 500 persons resulted in four sub-contractor staff being removed permanently from UC sites.

In response to UC raising their ongoing concerns with trending of minor incidents on projects at the last meeting, Hawkins presented an alternative protection eye wear they had recently started trialling. In addition, Fletchers presented a skull cap to be used as approved alternative head wear protection for tradespersons working in restricted overhead ceiling services spaces rather than the traditional protective cumbersome headwear.

Current Building Status

Key Progress this month:

Major work

Rutherford Regional Science and Innovation Centre (RRSIC)

RRSIC Stage One

The Construction Programme status remains as follows:

- Baseline Practical Completion date – 2 May 2017
- Current Programme Practical Completion date – 22 June 2017

The implications of these dates has triggered ongoing program and commissioning reviews in response to the complexities involved in completing such a large and service intensive building. Commissioning meetings are progressing well and supported by all stakeholders.

On site works are as follows:

- Second fix installation is in progress on all levels.
- The installation of the chilled beams is nearing completion.
- Suspended ceiling framing is in progress on levels 2 to 5, works on Level One are yet to commence.
- Internal wall framing is complete to all levels with plasterboard stopping and painting progressing throughout.
- Installation of flooring continues to areas as and when they are available, this is being installed prior to joinery installation.
- Services installations, fire, electrical, HVAC, lab gasses, AV, security and hydraulics continue on all available floors. As sections are completed the services are tested to confirm installation.

- A close-out programme has been put forward, which is under review by the design team.
- The café fit-out tender is under final review with final negotiations due to commence in the next two weeks.

RRSIC Stage 2

- The contract for Stage Two has been executed, and the first two levels of the von Haast building handed over to Dominion.
- Testing for contaminants and asbestos is under way.

Canterbury Engineering the Future (CETF)

Tranche One

- Practical completion has been awarded for both ECE and CAPE.
- Decant into CAPE was substantially completed by the end of March.
- CORE was handed over to UC on 15 February and, as planned, teaching commenced from the start of Semester One. The Core area is very well used and has received many compliments. However, practical completion will not be provided until Plant Room 12 is fully commissioned due to co-dependencies with the CORE.
- The CORE café fit-out is under way and expected to be completed by the end of April. A temporary coffee cart has been provided within the CORE and food trucks are supplementing cuisine offerings near the building.

-

Tranche Two

- During the month the main challenge continued to be programme management and delivery dates to achieve 'ready for teaching' by the start of Semester Two, a project target that appears to be increasingly unlikely.
- Proposed solutions are being actively pursued via the CETF Collaborative Management Team (CMT) and reported to the PCG.
- The main activity on the Tranche Two buildings (CNRE and MECH) comprises installation of the external envelope and includes completion of the replacement of the roofing before the Easter holiday weekend.
- Window installations are almost complete and external wall cladding is progressing well.
- ECU enclosure has commenced on CNRE wing.
- Internal fit-out and services first fix works are well advanced in most areas on both wings.
- In addition to the above considerable independent and joint activity has been generated to prepare for the probable reset of the project in response to the Hawkins' offer and continuing negotiations.
- Hawkins and UC teams have approached these tasks with considerable energy and commitment, with continuing focus on program delivery milestones.

Electrical Link Reclad

- Demolition of all façades is progressing well and scaffolding is now completed.
- Trial rain screen panels have been tested and the shop drawing process for these and the alucobond cladding are well advanced.
- The roof guttering has been found to be quite decayed as it was originally installed at significantly lower falls than the building code requires. The gutter will be demolished and replaced.
- The gutter redesign will entail a small redesign of the roof line and replacement of the roofing iron which will coincidentally further reduce the opportunities for pigeon roosting.
- As the colour steel roofing is nearly 30 years old, it is proposed to replace it with new iron, ensuring the roof is subject to new warranties.
- Some program delay is being experienced but the budget position remains strong.

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

- The PCG recently confirmed that the building is to be delivered 100% ready for occupancy and that staged delivery options will not be considered.
- A special meeting of the PCG on 14 April will consider recently emerged programme concerns and delay claims. Hawkins will provide a revised program prior to the special PCG meeting.
- The project team are making every effort to actively manage programme pressures by reintroducing Design Coordination workshops and increasing Consultant attendance on site in the short-term.
Design coordination remains the biggest programme risk and a weathertight shell is the highest current priority for the team. Completion of the façade remains a significant programme risk.
- The project is currently on budget with the major budget risk at present being continued programme delay.
- Cashflow to complete the project remains achievable at circa \$4m per month if there are no delays.
- The façade internal panels are now fitted to 90% of the building elevations and external glazing is well under way.
- Aurecon (façade engineer) has met with Hawkins to establish principles and guidelines for managing QA processes. Following that meeting Hawkins submitted their detailed QA plan for review.
- The delivery and installation of fluid viscous dampers continues without delay.
- Fit-out works are proceeding in the north building and have now commenced in the south building, including internal partition installation on the first four levels.
- The café fit-out tender is expected to go to the open market in April 2017.

Other Buildings/ Projects

UCSA

- Early enabling works consisting of ground works, soil cement stabilisation, and construction of the gravel raft have commenced on site. These works will be completed by June 2017 before handover to the main contractor.
- The building is currently in the last stage of detailed design and has been submitted to the various consenting authorities.
- The final tender process will progress in April with the approved shortlisted contractors.

- The project is still on track for the building to be operational by February 2019 and remains within the total approved business case budget.

Arts Centre

- All rooms have been completed by the main contractor. The fit-out of the Logie Gallery/Teece museum is under way. The mosaic cases are installed in the raised floor and are complete and operational.
- The mosaics have been relocated from the Ilam Campus and are ready to be installed in the cases.
- The project cost estimate sits very close to the approved budget.
- Some defects are to be remedied during the Easter break.
- The grand opening is planned for 17 May which will include the formal opening of the Teece Museum of Classical Antiquities.

Residential (Student) Accommodation

Demand and supply of beds

- Capital Works is continuing to work on developing a high level strategy, and is reviewing the demand forecasts with PWC engaged to provide an initial update in April. This will inform the timing of future developments.
- Applications for accommodation during 2017 are being closely monitored with the decreased demand for returning students noted.

Postgraduate apartments at Dovedale

- Initial design has been provided for review by UC and feedback provided to the Design Build team.
- Resource Consent and initial building consents have been applied for.
- Efforts have been made alongside CLV to address concerns about an adjoining development on the tennis courts raised by some Sonoda residents.

St Nicholas Hall (Kirkwood Avenue Halls)

- All physical works, including the construction of the bike shed, are completed. This satisfies the Resource Consent and the project is now fully complete.

Head leases and standalone houses

- The Accommodation PCG has agreed to the recommendation to progressively reduce the number of leased properties when the properties either expire or come up for renewal. It is envisaged that by the end of February 2018 there will be a significant reduction in the total number.

Upgrade of Existing Residential Halls

- The design solutions in order to achieve Council policy of 67%+ NBS strengthening have been completed and final costings and an associated program of works have been presented to the Residential Accommodation PCG.
- After a further review to establish if a shorter timeframe for delivery of these works was achievable it has been determined it is not possible without a considerable increase in costs.

Projects in planning this month include:

- Kaikoura Field Station replacement.
- Logie and Locke refurbishment.
- Innovative Teaching Environments.
- New Teaching spaces.
- Vacating Dovedale and Kirkwood Villages.

12.2 Appendix 2: Upcoming Events Calendar:

Date (day/date/month)	Time	Venue	Event name
Saturday 22 April	7.35 - 9pm	AMI Stadium, Christchurch	Crusaders v Stormers
Sunday 23 April	2 - 3.30pm	Horncastle Arena, Christchurch	Tactix v WBOP Magic
Tuesday 25 April	n/a	n/a	Serve for NZ (SVA)
Saturday 29 April - Saturday 12 August	-	-	UC Championship
Monday 1 May	6 - 7pm	Undercroft 101	Community Meeting
Tuesday 2 May	11am - 1pm	Undercroft Common Area	Volunteering Expo
Wednesday 10 May	9am - 1pm	Project location	SVA UCan Year 12 programme
Wednesday 10 May	10am - 3.30pm	Undercroft	Engineering and Science Careers Fair
Wednesday 10 May	TBC	TBC	Tactix In-Schools Training session
Wednesday 10 May	TBC	TBC	Tactix In-Schools Training session
Wednesday 10 May	5 - 8pm	Engineering Core	Techweek 17: People making a difference
11 - 13 May	9am - 3pm & 5 - 7pm. 9am - 3pm. 10am - 3pm	Horncastle Arena, Christchurch	Careers Expo (Christchurch)
Friday 12 - Sunday 14 May	TBC	Oamaru	UC Chc Youth Orchestra concert: Folksongs
Saturday 13 May	7.35pm - 9pm	AMI Stadium, Christchurch	Crusaders v Hurricanes
Monday 15 May	7.40 - 9.10pm	Horncastle Arena, Christchurch	Tactix v Central Pulse
Wednesday 17 May	5.15 - 6pm & 6 - 9pm	UC Arts City Campus, The Arts Centre	The Arts Centre opening
Tuesday 23 May	6.30 - 8pm	C-Block	College of Science – A Future in Science Careers Event
Wednesday 24 May - 2 August	-	-	UC Cup
Wednesday 24 May	7 - 8pm	C2 Lecture Theatre	UC Connect public lecture: To fall or not to fall: The Science of Rock-climbing. Presented by Professor Nick Draper
Thursday 25 May	1.30 - 2.30pm	School TBC	Crusaders In-Schools Training session
Tuesday 30 May	4.30 - 5.30pm	Rugby Park	UC Cup Training session
Wednesday 31 May	7 - 8pm	UC Recital Room, Chemistry Building, The Arts Centre	UC Connect public lecture: Life in conflict: Notes and afterthoughts from a performer/composer. Presented by Professor Mark Menzies

12.3 Appendix 3: VC Activities

Past	
29 March 2017	<ul style="list-style-type: none"> • Attended a function at the Arts Centre with Council and SMT
03 April 2017	<ul style="list-style-type: none"> • Participated in the International Board of Advisors Teleconference
04 April 2017	<ul style="list-style-type: none"> • Attended a lecture at the Arts Centre by Professor Stewart Titled 'Beware of the Centaurs and others Bearing Rocks' and a viewing of four items from the Logie Collection discussed in the lecture
05 April 2017	<ul style="list-style-type: none"> • Attended the Golden Graduates afternoon tea • Hosted a dinner for Christchurch CEO's
06 April 2017	<ul style="list-style-type: none"> • Attended a Universities New Zealand Meeting in Wellington
11 April 2017	<ul style="list-style-type: none"> • Attended the Graduation ceremony
12 April 2017	<ul style="list-style-type: none"> • Attended the Celebration for Maori Graduates • Attended the International Graduation afternoon tea • Attended the Graduation Dinner
13 April 2017	<ul style="list-style-type: none"> • Attended the Graduation ceremony • Attended the Post-Graduation events at the Ilam homestead • Spoke at the Graduation Ball
19 April 2017	<ul style="list-style-type: none"> • Attended a Serve for New Zealand Meeting
20 April 2017	<ul style="list-style-type: none"> • Attended Lunch with the Board of Education New Zealand
Future	
27 April 2017	<ul style="list-style-type: none"> • Attending an event to thank people who Supported UC's Centres of Asia Pacific Excellence (CAPE) Bid
01 May – 06 May 2017	<ul style="list-style-type: none"> • Travelling to China on UC alumni and recruitment business
10 May 2017	<ul style="list-style-type: none"> • Visiting Kaiapoi High School on Engagement Business
11 May 2017	<ul style="list-style-type: none"> • Hosting a welcome to new staff
16 May 2017	<ul style="list-style-type: none"> • Attending an SMT Development Day • Hosting a Dinner for a second group Christchurch CEO's at the Arts Centre
17 May 2017	<ul style="list-style-type: none"> • Attending the Official Opening of the Arts Centre
19 May 2017	<ul style="list-style-type: none"> • Hosting the Committee on International Policy from Universities New Zealand at UC
22 May 2017	<ul style="list-style-type: none"> • Visiting Linwood High School on engagement business
23 May 2017	<ul style="list-style-type: none"> • Speaking at a College of Science Recruitment event
24 May 2017	<ul style="list-style-type: none"> • Participating in a Teleconference for the Governance Oversight Group
25 May 2017	<ul style="list-style-type: none"> • Speaking at the inaugural class of the Masters in policy and governance
27 May 2017	<ul style="list-style-type: none"> • Attending an Early Childhood Learning Centre Anniversary Event

12.4 Appendix 4: VC Activities

- **November** - Margot Gibson was announced as a Rhodes Scholar. Margot completed a Bachelor of Laws (Hons) and BA in February this year. She is currently an intern with the New Zealand Embassy and Permanent Mission to the United Nations in Vienna.
- November - Eight UC academics were awarded Marsden Fund research grants. The successful applicants were:
 - Associate Professor Michael Albrow – Counting the number and distribution of planets in the galaxy (\$870,000)
 - Associate Professor Daniel Stouffer – The importance of non-additive competition in diverse natural plant communities (\$795,000)
 - Professor Randolph Grace – An artificial algebra for implicit learning of Mathematical Science (\$705,000)
 - Dr Saurabh Bose – Brain inspired on-chip computation using self-assembled nanoparticles (\$300,000)
 - Dr Geoff Rodgers – Unique acoustic signatures to diagnose impending Dysfunction of Osteo-Mechanics (\$300,000)
 - Professor Rick Millane – New methods for imaging biological macromolecules using x-ray free-electron lasers (\$865,000)
 - Dr Louise Clark – What is the Southland accent? (\$530,000)
 - Professor Antony Fairbanks – A new paradigm for organelle targeting (\$870,000)
- November - Pro-Vice-Chancellor Professor Wendy Lawson won the Professional of the Year Award at the New Zealand Spatial Excellence Awards for her longstanding support for the geospatial sector in New Zealand.
- November - Professor Rick Millane was awarded the TK Sidey Medal by the Royal Society of New Zealand for his contributions to methods for imaging biological molecules.
- November - An innovative Māori research group won a national award for education research excellence. Members of the group include Dr Amy Scott, Professor Angus Macfarlane, Professor Gail Gillon, Melissa Derby, Te Hurinui Clarke, Dr James Graham, Rachel Martin, Dr Richard Manning, and Tufulasi Taleni.
- November - Author, illustrator and educator Gavin Bishop, ONZM, was awarded an honorary doctorate in Education.
- **December** - Council Medals, recognising Academic Excellence in Research and Innovation
 - Emeritus Professor Roy Kerr was awarded the title ‘Canterbury Distinguished Professor’
 - Associate Professor Michael Tarren-Sweeney was awarded the UC Innovation Medal 2016
 - Distinguished Professor David Schiel awarded the UC Research Medal 2016
- December - Rata Pryor Rodgers won a Ngāi Tahu scholarship and studied a Postgraduate Certificate in Antarctic Studies (PCAS) over the summer.
- December - Statistics Professor Jennifer Brown graduated with a Postgraduate Certificate in Strategic Leadership - her fourth tertiary qualification.

- December - Josiah Tualamali'i, a UC Political Science and History student and Pasifika youth leader won the 2016 Prime Minister's Pacific Youth Award for Leadership & Inspiration sponsored by Air New Zealand.

2017

- **January** - Stewart Alexander (PhD student in Chemistry), Liam Boardman (studying for a BA in History and Political Science), Catherine O'Donnell-Jackways (BA Law), Alexander Amies (PhD student in Mechanical Engineering) and Jack Hayes (studying for a BA in History and Japanese) won the University Challenge game show. The final was screened on Prime TV in January 2017.

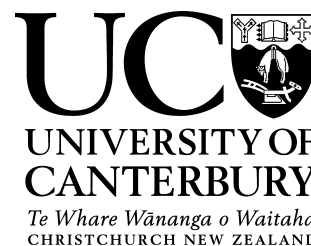
- January -

New Year Honours recipients

- John Fiso, ONZM for services to sport, education and the Pacific community.
 - Benesia Smith, MNZM for services to the State.
 - Catherine Russell, ONZM for services to health and governance.
 - Dr David Mitchell, ONZM for services to education.
 - Desmond Smith, MNZM for services to rugby and the community.
 - Graham Leslie (posthumous), QSM for services to education.
 - James Jefferies, QSM for services to local government, theatre and business.
 - Emeritus Professor John Frederick Burrows, CNZM, ONZM, QC. Appointed CNZM for services to the State.
 - Huei (Lyn) Lim, MNZM for services to New Zealand-Asia relations and governance.
 - Maata McManus, QSM for services to Māori and health.
 - Vi Cottrell, ONZM, QSM. Appointed ONZM for services to Trade Aid and the Fair Trade movement.
- **February** - Professor Steven Ratuva won a prestigious Fulbright Senior Scholar Fellowship to carry out research as a visiting professor to three United States universities including Duke University in North Carolina, Georgetown University in Washington DC and the University of California in Los Angeles.
 - February - Dr Regina Eisert was awarded a Pew Marine Conservation Fellowship recognising more than a decade of work protecting the world's oceans. Dr Eisert will analyse the long-distance movements, diet, preferred habitat, and foraging areas of the Ross Sea's largest predators – killer and sperm whales during the three-year fellowship project.
 - **March** - Professor Brendon Bradley was awarded the Prime Minister's MacDiarmid Emerging Scientist Prize for his research into the effects of ground-shaking caused by earthquakes.
 - March - Engineering students Jack Hendrikz, Jeremy Walters, Cam Thompson, Reuben Audley, Byron Engler, Sandy Morris, Simon Yip and Frank Sullivan were awarded a prestigious Design Award at the Asian leg of the Shell Eco-Marathon in Singapore.
 - **April** - Awarded Honorary Doctorates
 - Pip McCrostie – Honorary Doctorate in Commerce
 - Dr Julie Maxton – Honorary Doctorate in Law
 - Peter Holdsworth – Honorary Doctorate in Engineering

- April - Wesley Mauafu received a Youth Champion Award in recognition of his work advocating for and supporting young Pasifika people in the area of wellbeing and suicide prevention.
- April - Alumnus Lachlan Matchett was named the Institution of Professional Engineers New Zealand (IPENZ) Young Engineer of the Year. He is currently RocketLab's vice president of propulsion.
- April - Professor Wendy Lawson has won the Asia Pacific Spatial Excellence Awards Professional of the year award.

**TE POARI AKORANGA
ACADEMIC BOARD**



**RECOMMENDATIONS TO THE COUNCIL
FROM A MEETING OF THE ACADEMIC BOARD
HELD ON WEDNESDAY 7 APRIL 2017**

As part of the normal curricula development of the University, the Academic Board recommends:

- 1. That the Council approve the introduction of the following qualifications and forward them to CUAP and TEC for their approval and funding:**
 - a. Master of Writing**
 - b. Doctor of Philosophy: Human-Animal Studies**
 - c. Postgraduate Certificate in Business**
 - d. Master of Sport Science, Postgraduate Diploma in Sport Science and Postgraduate Certificate in Sport Science**
 - e. Graduate Diploma in Education and Learning**
 - f. Data Science as a subject in Bachelor of Science, Bachelor of Science with Honours, Postgraduate Diploma in Science, and Master of Science**

- 2. That the Council approve the removal of the following qualifications from the New Zealand Qualification Framework and report these to CUAP:**
 - a. Graduate Certificate in Clinical Teaching**
 - b. Diploma in Teaching and Learning (Early Childhood)**

- 3. That the Council approve the revision of the following qualifications and forward them to CUAP for their approval:**
 - a. Postgraduate Diploma in Business Administration**
 - b. Master of Laws**
 - c. Master of Computer-Assisted Language Learning**
 - d. Bachelor of Speech and Language Pathology with Honours**
 - e. Master of Speech and Language Pathology**
 - f. Bachelor of Science: Computer Science**
 - g. University Admission IELTS requirements**

As part of the review of the academic regulations of the University, the Academic Board recommends:

1. That the Council note the summary memorandum from the Academic Registrar and summaries from the College of Arts, College of Business and Law, College of Education, Health and Human Development and the College of Science.

2. That the Council note the revision of the following 85 qualifications:

College of Arts

Master of Arts
Master of Fine Arts
Master of International Relations and Diplomacy
Master of Māori and Indigenous Leadership
Master of Policy and Governance
Master of Social Work
Bachelor of Fine Arts with Honours
Bachelor of Music with Honours
Postgraduate Diploma in Arts
Postgraduate Diploma in Journalism
Postgraduate Diploma in Te Reo Māori
Postgraduate Certificate in Digital Humanities
Graduate Diploma in Arts
Bachelor of Music
Te Pourua Reo: Diploma in Te Reo Māori

Master of European Union Studies
Master of Linguistics
Master of Māori and Indigenous Studies
Master of Music
Master of Social Work (Applied)
Bachelor of Arts with Honours
Bachelor of Fine Arts with Honours (pre 2020)
Postgraduate Diploma in Fine Arts
Postgraduate Diploma in Art Curatorship
Postgraduate Diploma in Māori and Indigenous Studies
Postgraduate Certificate in Arts
Postgraduate Certificate in Māori and Indigenous Leadership
Bachelor of Arts
Te Pourua: Diploma in Māori and Indigenous Studies

College of Business and Law

Master of Applied Finance and Economics
Master of Business Information Systems
Master of Commerce
Master of Professional Accounting
Postgraduate Diploma in Business Information Systems
Postgraduate Certificate in Strategic Leadership
Graduate Diploma in Commerce
Graduate Diploma in Management
Certificate in Commerce

Master of Business Administration
Master of Business Management
Master of Financial Management
Bachelor of Commerce with Honours
Postgraduate Diploma in Business
Graduate Diploma in Accounting and Information Systems
Graduate Diploma in Economics
Bachelor of Commerce

College of Education, Health and Human Development

Master of Computer-Assisted Language Learning
Master of Education
Master of Teaching and Learning
Postgraduate Diploma in Child and Family Psychology
Postgraduate Diploma in Health Sciences
Postgraduate Certificate in Education
Postgraduate Certificate in Palliative Care
Postgraduate Certificate in Tertiary Teaching

Graduate Certificate in Sport Coaching
Graduate Diploma in Teaching and Learning (Primary)
Bachelor of Education (Physical Education)
Bachelor of Teaching and Learning with Honours
Diploma in Early Childhood Education

Master of Counselling
Master of Specialist Teaching
Master of Teaching English to Speakers of Other Languages
Postgraduate Diploma in Education
Postgraduate Diploma in Specialist Teaching
Postgraduate Certificate in Health Sciences
Postgraduate Certificate in Specialist Teaching
Postgraduate Certificate in Teaching English to Speakers of Other Languages
Graduate Diploma in Early Childhood Teaching
Graduate Diploma in Teaching and Learning (Secondary)
Bachelor of Teaching and Learning (Early Childhood)
Bachelor of Teaching and Learning (Primary)
Certificate in Sport Coaching

College of Science

Master of Applied Data Science
Bachelor of Speech and Language Pathology with Honours
Postgraduate Diploma in Applied Data Science
Postgraduate Certificate in Antarctic Studies
Bachelor of Science

Master of Antarctic Studies
Bachelor of Science with Honours
Postgraduate Diploma in Science
Graduate Diploma in Science

3. That the Council forward to CUAP for approval those changes to qualifications related to timeframe; distinction, merit and honours; and progression.

Dr Hamish Cochrane
Chair
Te Poari Akoranga – Academic Board
7 April 2017

UNIVERSITY OF CANTERBURY
REPORT OF THE ACADEMIC BOARD MEETING HELD ON
WEDNESDAY 7 APRIL 2017
TE POARI AKORANGA

The Academic Board reports for information the following matters that have been considered since the March 2017 meeting of the Board:

1. MATTERS ARISING

Supplementary papers were circulated prior to the meeting of the draft report from the Office of the Auditor General (OAG) “On investment in tertiary education sector assets”. These papers included a summary of responses to the paper from the sector, including the University’s.

2. CHAIR’S REPORT

The Chair noted the following:

- He informed the Board of the final report from the Productivity Commission on “New Models of Tertiary Education”.
- He noted changes to the Code of Pastoral Care, which is now administered by the NZQA, and that Universities New Zealand will field any initial complaints.

3. THE VICE-CHANCELLOR’S REPORT

The Registrar, Mr J. Field, presented the VC’s report as read and highlighted the following:

- An update on enrolment numbers to date, noting that while below forecasting these were within the expectations of the Government funding agreement.
- Noted the change of ownership of Hawkins Construction to Downers, and that the University had successfully reviewed the contractual arrangements as a result for the building works associated with the CEFT and Rehua.

Questions from the floor included:

- A request was made for the enrolment data to include figures prior to 2010 to provide context to the enrolment growth plan. It was asked how we are tracking against the growth plan; with the response that we should reach expected domestic numbers by 2019.
- A request was made for more information on the new teaching spaces and timetabling plans.

4. REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE

The Deputy Vice-Chancellor (Academic), Dr Cochrane, spoke to the report and requested each PVC or Dean to speak to the curricula changes presented for endorsement and presentation to the University Council for approval.

College of Arts:

1. Master of Writing

The Dean noted support for the new qualification including market research. A question was asked about how this qualification aligned with other Masters qualifications from the College; the Pro-Vice-Chancellor (Arts), Professor J. le Cocq, responded that the qualification provided balance to the suite of offerings and was part of the overall plan for curricula development.

2. Doctor of Philosophy: Human-Animal Studies

The Dean spoke to the introduction of this new subject and the interdisciplinary nature of it. A question was asked about the necessary degree of granularity of the PhD and the criteria for a new subject. In response was the noting of a long-standing research centre on the subject. There was also a question on the name of the subject; it was noted in response that this is the internationally recognised name in the field. It was also noted that UC would be the first university to recognise the subject at PhD level in New Zealand. The resolution to endorse the qualification had one member against it: Professor R. Nokes.

College of Business and Law:

3. Postgraduate Certificate in Business

The Dean stated that this was a staircasing qualification into various Postgraduate Diploma and Masters qualifications in Business; and hence the generic name used. A member asked that the Dean review the wording in the justification to ensure it aligned with expectations of a postgraduate qualification.

4. Postgraduate Diploma in Business Administration

The Dean noted that the conversion of the Graduate Diploma to a Postgraduate Diploma was a tidy up that acknowledged that the qualification is being delivered at this higher level.

5. Master of Laws

The Dean noted that the changes proposed were in response to the review of the LL.M. The new form of the qualification would provide both flexibility in the delivery of the programme and greater clarity on course offerings.

College of Education, Health and Human Development

6. Master of Sport Science, Postgraduate Diploma in Sport Science and Postgraduate Certificate in Sport Science

The Dean noted the new developments in Sport Science and the extensive work in its development. AAC had endorsed the qualification as one of the better examples of internal and external consultation.

7. Graduate Diploma in Education and Learning

The Dean noted this as an exit qualification for those enrolled in the Graduate Diploma in Teaching and Learning who did not wish (or unable) to complete that qualification. The GradDipEdLrn would not be recognised as a teaching practice qualification by the Education Council of Aotearoa and holders of the qualifications would be unable to gain registration to teach in New Zealand with it.

8. Master of Computer-Assisted Language Learning

The Dean noted a small change in the admission rules for this qualification, which is not aimed at registered teachers.

9. Report to CUAP to remove qualifications in Education

A small administrative tidy-up to remove qualifications from the New Zealand

Qualification Registry that pre-dated the merger of the Christchurch College of Education and the University of Canterbury; and had not been taught since that time.

College of Science

10. Data Science in Bachelor of Science, Bachelor of Science with Honours, Postgraduate Diploma in Science, and Master of Science

The Dean noted the introduction of this new subject within science that was responding to student and external interest.

11. Bachelor of Speech and Language Pathology with Honours

The Dean noted the changes to the structure of the first year of the programme that was intended to be less proscriptive thereby encourage a greater pool of interest.

12. Master of Speech and Language Pathology

The Dean noted the changes to the IELTS admission standards that aligned with accreditation expectations of the professional body.

13. Bachelor of Science: Computer Science

The Dean noted the small change in the graduating requirements in computer science with respect to mathematics.

Postgraduate Committee

14. Doctor of Philosophy

The Associate Dean of Postgraduate Research, Professor B Williamson, spoke to the administrative changes that clarified the duration of the qualification, as requested by CUAP; being 360 points and 3 years in duration. There was extensive discussion on the quality and the international quality assurance of the degree. It was noted that in exceptional circumstances that the Dean could approve a student to complete the degree in less than 3 years on the basis of the quality assurance process. These examples were rare. The Associate Dean then noted what he felt could be an error in the part-time completion time, so the proposal was sent back to the Postgraduate Committee to review.

Deputy Vice-Chancellor (Academic)

15. University Admission IELTS requirements

The DVC(A) noted that the changes brought the University's general undergraduate admission rules into line with other universities in New Zealand and the minimum requirements set by NZQA.

5. ACADEMIC REGULATIONS REVIEW

The Deputy Vice-Chancellor(Academic) spoke to the Academic Registrar's memorandum summarising the review of the academic regulations review. This had been the first substantial review of the regulations in over 20 years. He thanked the work of the Deans, Academic Managers and Student Advisors, Sue Holstein, Rach Montejo and Emma Newman. He also noted that following the Board meeting, and prior to Council, a number of small CUAP proposals relating to rule changes in the following areas would be created: time-limits; distinction, merit and honours; progression. It was noted that some minor work on the consistency of language around the admission and structure of the qualifications was still necessary. Editorial changes would be made by the Academic Registrar in consultation with Deans.

6. FINAL REPORT FROM THE PRODUCTIVITY COMMISSION ON THE TERTIARY EDUCATION SECTOR

The Deputy Vice-Chancellor (Academic) informed the Board that the University Council had requested advice from the Academic Board on the final report from the Productivity Commission on “New Models of Tertiary Education”. The working party is to be chaired by Professor Catherine Moran and he requested nominations from Board members to join the working group.

7. REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE – B

The report was brought forward by a member wished to ask questions.

- On the issue of international student entry criteria: There was discussion on the criteria and the need to improve the speed of processing international applications. It was noted that while a number of criteria had been agreed, AAC was not in agreement on the proposal of GPA standards proposed by the International Relations Office for China and India.
- On the issue of information sharing with the Halls of residence of student study performance: It was noted that there is still concern about the proposal and a student representative spoke against the work on the grounds of the incomplete and different uses that *Learn* is put to, the linking of accommodation to study, equity issues for those outside of the Halls, the potential coercion around privacy and the inconsistency of treating students as adults and taking responsibility for their own learning.

8. GENERAL BUSINESS

It was noted that Professor Lawson had received the previous night her award for Professional of the Year, at the Asia Pacific Spatial Excellence (APSEA) industry awards at the Sydney International Convention Centre.

Dr Andrew Bainbridge-Smith

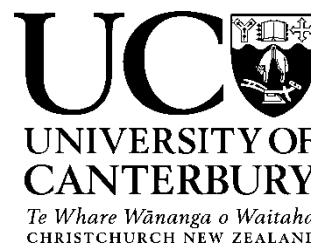
Secretary

Te Poari Akoranga – Academic Board

7 April 2017

TEMPLATE 1

NEW QUALIFICATION/SUBJECT COVER PAGE 2017



EXECUTIVE SUMMARY

This proposal aims to establish a new 180-point Master of Writing (MWRIT) at the University of Canterbury, in response to the strategy for developing taught Master's degrees outlined in both the *UC 2015-2016 Plan* (p. 2) and the *College of Arts Strategy for Postgraduate Qualifications 2015-2018* (p. 2). The MWRIT as described here also emerges out of the English Department's strategy for postgraduate teaching, inasmuch as the degree has been designed to utilise resources (both teaching staff and courses) already available in the Department. This will further be enabled by a concurrent reformation of the English BA (Hons) and MA offerings. Hence the MWRIT represents a concentration of existing resources and activities. By offering a focussed and extended course of study aimed at applying the skills of advanced textual analysis and advanced writing to a wide range of contexts, audiences, and styles, the degree proposed here will also provide a new means of connecting English studies to the community and the workplace. And by bringing together a diverse range of writing modes – academic, professional, technical, and creative – the MWRIT will challenge students and staff to forge new interactions amongst skills and forms of knowledge that might otherwise remain fragmented.

Financial Information including predicted student numbers

Year	Total Enrolments	Domestic	International	New to UC
2018	15 (22.5EFTS)	10 (15 EFTS)	5 (7.5 EFTS)	10 (15 EFTS)
2019	25 (37.5 EFTS)	17 (25.5 EFTS)	8 (12 EFTS)	20 (30 EFTS)
2020	30 (45 EFTS)	20 (30 EFTS)	10 (15 EFTS)	25 (37.5 EFTS)

We anticipate up to 15 enrolments in the degree in its first year, rising to 30 or more within the first three years of the programme. This estimate is based on the broad scope of the programme, which will appeal equally to several different kinds of students, both domestic and international, including intending professional and technical writers, intending creative writers, intending (or current) high school teachers, and those wishing to improve their academic writing; a survey of second- and third-year students enrolled in English courses at UC in Semester One 2017: of 62 respondents, 95% described their reaction to the degree as either 'positive' or 'very positive', while over 50% (33 students) identified themselves as either 'likely' or 'very likely' to enrol in the degree the number of inquiries we receive each year from overseas students wishing to take a postgraduate qualification in writing.

No new resources are required to offer the MWRIT: it will be offered by existing staff of the English Department, using existing teaching spaces, library holdings, and other resources.

Proposed new regulations
UC Calendar 2017 Page 190

The Degree of Master of Writing (MWRIT – 180 points)

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

1. Version

- (a) These regulations come into force on 1 January 2018.
- (b) This degree was first offered in 2018.

2. Variations

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

3. The Structure of the Qualification

To qualify for the Master of Writing

- (a) a student must pass courses having a minimum value of 180 points including:
 - i. all courses on Schedule A to these regulations, and
 - ii. 30 or 60 points from courses on Schedule B to these regulations; and
 - iii. 30 or 60 points from courses on Schedule C of these Regulations.

4. Admission to the Qualification

Every student for the MWRIT, before enrolling in a programme of study, must have:

- (a) Either
 - i. qualified for any Bachelor's degree (with at least a B average in 300-level courses) in a subject in which writing comprises a significant part of the assessment; or
 - ii. have qualified for any Bachelor's degree (with at least a B average in 300-level courses) and have completed a qualifying course as specified by the Head of English and Dean of Arts; or
 - iii. have qualified for any Bachelor's degree (with at least a B average in 300-level course), and have demonstrated graduate-level writing skills to the satisfaction of the Head of the English Department, based on a portfolio of three pieces of writing (each of which is at least 2000 words in length); or
 - iv. been admitted with Academic Equivalent Standing as fulfilling these requirements, and
- (b) been approved as a candidate for the degree by the Head of School and the Dean of Arts.

5. Subjects

The subject for this degree is Writing.

6. Time Limits

The qualification adheres to the General Regulations for the University with a time limit 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

This qualification adheres to the General Regulations for the University, with the following stipulations: a student who fails one or more courses will be withdrawn from the degree.

9. Honours, Merit and Distinction

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

11. Pathways to Other Qualifications

- (a) There are no Upgrade Qualifications for the Master of Writing.
- (b) Students who meet all of the requirements for the MWRIT, but who do not meet the progression or time limit criteria may, with the permission of the Dean of Arts, graduate with a Postgraduate Diploma in Arts.
- (c) Students who withdraw from the MWRIT, or fail one or more courses for the MWRIT, may transfer to the Postgraduate Diploma in Arts, and complete such courses as specified by the Head of Department and the Dean of Arts (Academic).

SCHEDULES TO THE REGULATIONS FOR THE DEGREE OF MASTER OF WRITING

Schedule A:

<i>Course Code</i>	<i>Course Title</i>	<i>Points/EFTS</i>	<i>2018</i>	<i>P/C/R/RP/EQ</i>
WRIT401	Advanced Reading and Writing	30/0.25	S1	P: Entry is subject to approval of the Head of Department.
WRIT680	Extended Writing Project	60/0.5	A (anytime start)	P: Entry is subject to approval of the Head of Department.

Schedule B:

<i>Course Code</i>	<i>Course Title</i>	<i>Points/EFTS</i>	<i>2018</i>	<i>P/C/R/RP/EQ</i>
WRIT402	Professional Writing	30/0.25	S1	P: Entry is subject to approval of the Head of Department.
WRIT403	Creative Writing	30/0.25	S2	P: Entry is subject to approval of the Head of Department.

Schedule C:

Courses at 400 or 600 level in English or another subject as approved by the Head of Department and Dean of Arts (Academic).

Course Catalogue

2017 Calendar after Water Resource Management add

WRIT 401 Advanced Reading and Writing

30 points S1

This course teaches students to develop advanced writing skills in a range of genres and styles through exposure to research on writing and through the critical analysis of models of excellent writing.

WRIT 402 Professional Writing

30 points S2

This course will develop students' capacity to produce professional writing according to a range of practices, within a variety of contexts and genres, and in response to the needs and expectations of diverse audience groups.

WRIT 403 Creative Writing

30 points S2

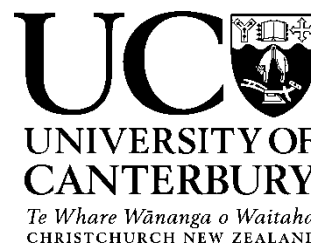
This course will develop students' capacity to produce creative writing according to a range of practices, within a variety of contexts and genres, and in response to the needs and expectations of diverse audience groups.

WRIT 680 Extended Writing Project

WRIT680 comprises a single extended writing project, supervised by a staff member of the English Department. The size of the project will normally approximate to 20,000 words of prose, 15-20 pages of poetry, or 30-40 pages of dramatic script.

TEMPLATE 1

NEW QUALIFICATION/SUBJECT COVER PAGE 2017



EXECUTIVE SUMMARY

To introduce a new subject, Human-Animal Studies (HUAN) to the degree of Doctor of Philosophy (PhD).

This proposal aims to introduce a new subject, Human-Animal Studies (HUAN) to the degree of Doctor of Philosophy (PhD). This addition would enable a more effective concentration of existing supervisory resources, by attracting new students while bringing more focus to UC's already high reputation and visibility in this field, and by drawing more efficiently on the expertise of the twelve academic staff who are members of the University of Canterbury's New Zealand Centre for Human-Animal Studies (NZCHAS). At the same time, this proposal offers a constructive challenge to disciplinary limitations, since Human-Animal Studies (HAS) is constitutively inter-disciplinary, and thereby encourages the interrogation, negotiation, or productive crossing of traditional academic borders, especially those between the humanities and the social sciences. Connection with the community beyond the university is also a hallmark of HAS teaching, learning, and research. Since HAS is centrally concerned with human-animal interactions, it entails engagement with a whole range of social activities and with the industries, organisations, and subcultures involved with those activities. Moreover the development of Human-Animal Studies as an academic field has occurred alongside an expansion and a diversification, throughout our society, of the stakeholders, agencies, work opportunities, and forms of expertise demanded by humans' interactions with animals. The PhD in Human-Animal Studies will thus constitute an eye-catching new qualification that will equip graduates to work as writers, researchers, teachers, policy analysts and developers, cultural entrepreneurs, and consultants in a wide range of sectors and industries that now call for high-level and multidimensional knowledge of human-animal relations: these include wildlife management and conservation, eco-tourism, zoological parks and wildlife sanctuaries, museums and galleries, the arts, agriculture, animal welfare and advocacy, pet-keeping and animal companionship, animal-assisted therapy, social work and human services, criminology and the law.

Based on expressions of interest amongst current and past students of HAS at UC, and on enquiries from overseas students received via NZCHAS, and on UC's already well-established reputation in this field, we would expect as many as ten or a dozen applications a year. Of those applicants whose qualifications, financial circumstances, and proposals make them eligible, we would aim to accept 3-6 a year, building up to a maximum of 20 PhD candidates in this field at any one time. Spreading supervision duties over the twelve staff qualified in this area (even though they all, of course, already have obligations in their own departments) will make this practicable without the need for any extra resources.

Year	Total Enrolments	Domestic	International	New to UC
2018	5	2	3	3
2019	10	3	7	8
2020	15	4	11	13

Proposed new regulations

2017 UC Calendar page number 468:

Add: 'Human-Animal Studies (HUAN)' to the list of subjects for the PhD.

TEMPLATE 1
NEW QUALIFICATION/SUBJECT COVER PAGE
2017



EXECUTIVE SUMMARY

The proposed programme is a Postgraduate Certificate in Business (60 points) that aims to provide non-commerce graduates with skills, knowledge and competencies needed to undertake commercial roles in for-profit and not-for-profit organisations. The programme consists of a total of four 15-point postgraduate courses. The Postgraduate Certificate is a building-block qualification for the Postgraduate Diploma in Business, the Master of Business Management, Master of Professional Accounting and Master of Financial Management. The content of the Certificate draws from courses in these Masters degrees. These courses were developed in consultation with a number of stakeholders, including local and national firms, and graduates of similar programmes.

The target market for this Certificate is students who have completed degrees in non-commerce subjects such as Arts, Education, Engineering, Science and Law. The appeal to these students will be to provide some business acumen to make them more employable. The concentrated nature of the programme (completed over two terms full-time or over 12 months part-time) and the delivery method of the courses make this Certificate accessible to those in the workforce wishing to undertake professional development.

The programme will challenge students who are qualified in non-commerce subjects to apply their knowledge and skills in order to advance their knowledge in commerce. The programme will also enable students to connect with a wider range of external stakeholders as they develop work-ready capabilities.

The University of Canterbury's reputation as a provider of executive education relies on delivering programmes that meet the needs of the business community. Most Universities in New Zealand and Australia provide some form of 180-point taught Master's degree in commerce, but few provide a 60-point Certificate to stair-case into their programme. The 60-point Certificate provides a more manageable amount of work for those who are in full-time employment, which is less daunting, but also provides essential business skills and acumen. The PGCertBus therefore fills a gap in the market, responding to the needs of students while still meeting the employers' needs.

The College of Business and Law Strategic Plan 2013-2017 specifically outlines the action of developing and establishing a new postgraduate certificate to allow the College to reach its strategic goals. The following goals from the College of Business and Law Strategic Plan will be advanced when the PGCertBus is launched:

To graduate highly employable students who possess knowledge, skills and competencies that are highly valued in the global labour market, measurements of which are outlined as flexible and innovative learning methods being in place to suit changing student's needs. Additionally, Post Graduate offerings have been reviewed to concentrate on areas of strength and relevance, and there has been an increase in work integrated learning opportunities.

To recruit, retain and graduate students from a wide range of backgrounds who are dedicated to the pursuit and achievement of excellence and who are motivated to make a difference.

To be recognised as a major contributor to the economic and social development of the region through the strength of the College's relationships with a wide range of external stakeholders, as well as national and regional governments. It is outlined that this will be achieved through the College offering a suite of postgraduate level qualifications and professional/executive education programmes for which there is proven demand.

To be recognised as a truly international college. Measured by the proportion of international students enrolled in programmes offered by the College has increased in line with the University of Canterbury Policy. As previously outlined, it has been indicated by the International Office that the interest in a programme such as the MBM is high across our global partnerships, particularly in Asia. The College is able to meet its contribution target set by the University of Canterbury.

Estimates for the number of students enrolled into the PGCertBus are presented below:

New EFTS to the University	2018	2019	2020
PGCertBus Domestic	4.5	4.5	5.5
PGCertBus International	0.5	2.5	2.5
PGCertBus TOTAL	5.0	7.0	8.0

Note that since students starting with the PGCertBus on successful completion have the option to upgrade to the PGDipBus and the MBM, MPA or MFM, completion rates in the Certificate are likely to be much lower than enrolments.

It is expected that there will be 13-20 new students enrol in the Certificate each year over the next three years.

1. Proposed new regulations

UC Calendar 2017 Page 252 Add:

The Postgraduate Certificate in Business (PGCertBus)

See also General Course and Examination Regulations

1. Version

- (a) These regulations came into force 1 January 2018
- (b) This certificate was first offered in 2018

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 degree a candidate must have passed courses totalling 60 points that are listed in either Group A of the schedule to the Master of Business Management degree, Group A of the schedule to the Master of Professional Accounting, or Group A of the schedule to the Master of Financial Management. The personal course of study of a candidate shall be approved by the Dean of Business.

4. Admission to the Qualification

Every candidate for the Postgraduate Certificate in Business, before enrolling in the course of study for this

degree shall have:

- (a) qualified for a New Zealand degree or been admitted ad eundem statum as the holder of such a degree; and
- (b) obtained at least a B grade point average in the 300 level or equivalent final year courses or have demonstrated extensive relevant experience; and
- (c) been approved as a candidate for the degree by the Dean of Business.

5. Subjects

There are no majors or minors for this qualification.

6. Time Limits

The maximum time to complete the certificate is 12 months full-time and 24 months part-time.

7. Transfers of Credit, Substitutions and Cross Credits

A maximum of 15 points can be transferred from another uncompleted qualification as approved by the Dean of Business.

8. Progression

A candidate is permitted to repeat a maximum of 30 points.

9. Honours, Distinction and Merit

The Certificate is not awarded with honours, merit or distinction.

10. Pathways to Other Qualifications

- (a) A candidate who has completed the requirements for the PGCertBus with a Grade Point Average of B or better in the courses and has not yet graduated with the Certificate may apply to the Dean of Business to be admitted to the following qualifications and have credits transferred:
 - i. Postgraduate Diploma in Business
 - ii. Master of Business Management
 - iii. Master of Professional Accounting
 - iv. Master of Financial Management.
- (b) A candidate who has graduated with a PGCertBus may apply to the Dean of Business to be admitted to one of the qualifications listed in Regulation 10 (a) and have their PGCertBus subsumed in accordance with the General Regulations to the University.
- (c) There is no exit qualification.

Consequential change

2017 Calendar Page 253 PGDipBus Add:

Pathways to Other Qualifications

- (a) A candidate who has completed the requirements for the PGDipBus with a Grade Point Average of B or better in the courses and has not yet graduated with the Diploma may apply to the Dean of Business to be admitted to the following qualifications and have credits transferred:
 - i. Master of Business Management
 - ii. Master of Professional Accounting
 - iii. Master of Financial Management.
- (b) A candidate who has graduated with a PGDipBus may apply to the Dean of Business to be admitted to one of the qualifications listed in Regulation 10 (a) and have their PGDipBus subsumed in accordance with the General Regulations to the University.
- (c) A candidate may withdraw from the Diploma and use any credit received towards the Postgraduate Certificate in Business.

EXECUTIVE SUMMARY

The proposal is to develop a Master of Sport Science (MSS), a Postgraduate Diploma in Sport Science (PGDipSS) and a Postgraduate Certificate in Sport Science (PGCertSS) which can be taken by students with an appropriate degree of good standard who wish to have an advanced qualification relevant to sport and exercise science. The MSS/PGDipSS/PGCertSS will be appropriate for a range of sport related employment positions including working with teams and individual athletes, working in the physical activity promotion domain including with hospitals, schools, health practices, sport development and in research settings. The proposed qualifications meet the University's aims to "challenge, concentrate and connect", and the UC 2015-2016 plan by enhancing the UC student experience and helping to recover student numbers. The Master of Sport Science will help with retention of existing students, who currently graduate and go on to complete their master's degree at other institutions. The MSS and PGDipSS have a compulsory internship which will mean graduates will have undertaken advanced work experience prior to graduation. The MSS is a taught master's degree which is one of the target developments for UC 2015-2016 Goals and we will target, as well as domestic students including Māori and Pasifika, international students for this one-year postgraduate study programme.

Findings from the 2013 Sport and Recreation Sector Workforce Survey indicate that in New Zealand up to 44,000 new staff will be required in the sector due to growth and retirements by 2026. Every year since the introduction of the Bachelor of Sport Coaching degree there have been inquiries from graduating students about the possibility of specialising in Sport Science at postgraduate, and in particular, master's level at UC. In addition, UC sport science staff are regularly contacted by domestic and international students who wish to come to UC to complete a postgraduate certificate, diploma or master's degree in sport science. We have worked with Canterbury Rugby Football Union (CRFU) in regard to the development of these qualifications and they see them as relevant to their work with international coaches and domestic sport science staff working with their teams. As a taught, 180 point, one-year degree programme the MSS will be a competitive option for international students as well as domestic students. The opportunity for shorter PGDipSS and PGCertSS programmes will also further open international opportunities, such as with India, where we have already had inquiries. The target audience is students graduating from sport coaching, sport science or human science degree programmes who wish to specialise in sport science for postgraduate study or a complete master's degree. The MSS degree will also provide a much needed pathway to PhD study for current UG Sport Coaching students, bridging the current gap between the BSpC and PhD ambition for our top students. The MSS will therefore be an important qualification for PhD recruitment as well as directly into the MSS itself.

1. Financial Information including predicted student numbers

- | | |
|-------------------------|---|
| (a) new to University | The programmes will recruit from 10 in 2018 to ~25 new to UC students per year by 2022. |
| (b) existing enrolments | Potential to recruit/retain 5 – 15 UC graduates per year from 2018 – 2022. |

The MSS/PGDipSS/PGCertSS programme will be delivered using existing and minimal new courses which will reduce the need for additional resources. Current Library resources will be adequate and current and approved plans for laboratory, IT and AV resources are sufficient for the foreseeable requirements. There will be a need for additional resources to ensure teaching staff maintain viable workloads, and there will be some extra demand for administrative support and student advice. The existing staff composition and specialisation, along with the flexibility in the programme, mean that it would be possible to cover any staff absences such as sabbaticals. Given the taught nature of the course, there would be need for a 'hot-desk' type space for students. Many of the additional demands will need to be addressed anyway in the context of rising BSpC numbers generally. The MSS/PGDipSS/PGCertSS are likely to attract significant additional enrolments which should more than off-set any costs incurred.

2. Proposed new regulations

Calendar Form New Qualification Regulations

2018 UC Calendar page number

The Degree of Master of Sport Science (MSS)

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 2018.
- b) This degree was first offered in 2018.

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 Master of Sport Science a student must:

- a) be credited with a minimum of 180 points towards the qualification; and
- b) be credited with a minimum of 120 points from Schedule A to these regulations; and
- c) be credited with a minimum of 30 points from Schedule B to these regulations.

4. Admission to the Qualification

To be admitted to the Master of Sport Science, a student must have:

- a) satisfied the Admission Regulations for admission to the University; and
- b) qualified for a sport and, or science related New Zealand degree, or equivalent, with at least a B grade average in 300-level courses, or equivalent; or
- c) been admitted with Academic Equivalent Standing; and
- d) been approved for the degree by the Dean of Education and Health Sciences.

5. Subjects

There are no majors, minors or endorsements noted on the transcript for this qualification.

1. Time Limits

The time limit for this qualification is 48 months.

2. Transfers of Credit, Substitutions and Cross-Credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations, with the following stipulation:

a student may, on the basis of previous studies, be exempt from 60 points in Schedule B to the Regulations for the Degree of Master of Sport Science and will replace these courses with other appropriate postgraduate courses as approved by the Dean of Education and Health Sciences.

3. Progression

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

a student is permitted to repeat a maximum of 60 points.

4. Honours, Distinction and Merit

This qualification adheres to the General Regulations for the University and may be awarded with Distinction and Merit.

5. Pathways to Other Qualifications

A student who has not met the requirements for the Master of Sport Science or who wishes to transfer to the Postgraduate Diploma in Sport Science or the Postgraduate Certificate in Sport Science may apply to the Dean of Education and Health Sciences to withdraw from the degree and be awarded the diploma or certificate.

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

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

Required Courses

Course Code	Course Title	points	2018	P/C/R/RP/EQ
SSCI403	The Competitive Edge: Innovation in Sport Science	30	S1	P: Subject to approval of the Head of School
SSCI404	Advanced Internship for Sport Science	30	Anytime start	P: Subject to approval of Head of School

And one of:

Course Code	Course Title	points	2018	P/C/R/RP/EQ
SSCI680	Sport Science Research Project	30	X	P: Subject to approval of the Head of School R: SSCI402
SSCI681	Sport Science Dissertation	60	X	P: Subject to approval of the Head of School R: SSCI401

And:

Course Code	Course Title	points	2018	P/C/R/RP/EQ
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HLTH464	Research Approaches for Health	30	S1	P: Subject to approval of the Head of School
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Schedule B to the Regulations for the Degree of Master of Sport Science

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

Elective Courses

Course Code	Course Title	points	2018	P/C/R/RP/EQ
SSCI405	Special Topic: Leading change in Sport Science	30	X	P: Subject to approval of the Head of School
SSCI406	Special Topic: Advancing knowledge in Sport Science	30	X	P: Subject to approval of the Head of School
SSCI407	Advanced Strength and Conditioning	30	X	P: Subject to approval of the Head of School
SSCI408	Sport Science Independent Study	30	X	P: Subject to approval of the Head of School
SSCI409	Advanced Adventure Sport Science	30	X	P: Subject to approval of the Head of School
BIOL462	Medical Biochemistry	15	S2	P: Subject to approval of the Head of School R: BIOL 436/BCHM 401
BIOL481	Environmental Animal Physiology	15	S2	P: Subject to approval of the Head of School R: BIOL 451 RP: BIOL 354
HLTH409	Health and Culture	30	S2	P: Subject to approval of the Head of School R: HLTH 609
HLTH430	Motivating Behaviour Change I	30	S1	P: Subject to approval of the Head of School
HLTH431	Motivating Behaviour Change II	30	S2	P: Subject to approval of the Head of School and HLTH 430
HLTH460	Critical Appraisal in Health Research	30	S1	P: Subject to approval of the Head of School R: HLTH 462
HLTH463	Whānau and Community Health	30	S1	P: Subject to approval of the Head of School R: HLTH 456

3. Prescriptions for courses

Schedule A: Compulsory Courses

SSCI680 Sport Science Research Project 30 points (Anytime Start)

The course requires students to demonstrate the application of their knowledge and understanding in relation to a specific sport science issue or opportunity, and to take an active role in developing an investigation for the benefit of a wider audience. The course will require students to plan a small-scale project and present the findings in the form of a written report.

or

SSCI681 Sport Science Dissertation 60 points (Anytime Start)

The course requires students to demonstrate the application of their knowledge and understanding in relation to a specific sport science issue or opportunity, and to take an active role in developing an investigation for the benefit of a wider audience. The course will require students to plan a small-scale dissertation and present the findings in the form of a written dissertation.

SSCI403 The Competitive Edge: Innovation in Sport Science 30 points (Semester 1)

The course will examine how to gain a competitive edge through the application of sport science. It will consider aspects in relation to a range of disciplines including, but not limited to, biomechanics, exercise physiology, strength and conditioning, sport psychology, sport nutrition, performance analysis and motor learning. The course will be set in the context of sports science in a contemporary bicultural Aotearoa New Zealand.

SSCI404 Advanced Internship for Sport Science 30 points (Anytime Start)

This course places students in an advanced internship in a professional sporting workplace, with a view to enhancing employability through working in an authentic workplace setting. Students will work within an existing sporting workplace to gain experience in providing sport science support and development in a professional environment.

HLTH464 Research Approaches for Health 30 points (Semester 1)

This course will provide students with specialist knowledge and skills to support postgraduate research and/or health industry led projects. Philosophical, ethical, methodological and statistical issues influencing health research design will be examined and applied to researching health related issues.

Schedule B: Optional Courses

SSCI405 Special Topic: Leading change in Sport Science 30 points (Anytime Start)

This course will address an agreed topic in sport science from one or more of the following areas; biomechanics, exercise physiology, sport psychology, sport nutrition, strength and conditioning and performance analysis. Emphasis will be placed on enhancing sport performance and critically evaluating and communicating theoretical as well as practical findings. Students will have the opportunity to collect original data in an area of interest.

SSCI406 Special Topic: Advancing knowledge in Sport Science 30 points (Anytime Start)

This course is designed to address one or more areas in sport science which may include: biomechanics, exercise physiology, sport psychology, sport nutrition, strength and conditioning and performance analysis. Emphasis will be placed on enhancing sport performance and critically evaluating and communicating theoretical as well as practical findings.

SSCI407: Advanced Strength and Conditioning 30 points (Semester 2)

This course explores recent and more complex aspects of strength and conditioning. The focus of this course will be upon both sport performance and health improvement. The course will be practical and theoretical and require students to critique new methods and recent research directions in the field.

SSCI408: Sport Science Independent Study 30 points (Anytime Start)

This course allows for supervised research in an area of personal interest. It is of particular value for sports scientists who wish to make an in-depth examination of a specific issue and develop research expertise.

SSCI409: Advanced Adventure Sport Science **30 points (Semester 2)**

There is world-wide interest in adventure sports such as rock climbing, kayaking, canoeing and New Zealand is renowned as an adventure destination. Accordingly, there is an increasing emphasis of sport science within adventure sports in order to more deeply understand and take account of the demands of the activities and the environments within which they take place. This course is focused on the science of adventure sports within the Aotearoa New Zealand context.

BIOL462: Medical Biochemistry **15 points (Semester 2)**

The primary goal of this course is to assist student development as scholars and advance their knowledge and literature research skills in the field of Medical Biochemistry. This course will examine broad topics of medical interest where biochemical techniques have been used to examine the basis of human pathological process. The course will examine topic areas of medical research using recent peer reviewed publications. The course focuses on the critical evaluation of the research literature and evaluation of competing theories on the mechanism of selected disease pathologies.

BIOL481: Environmental Animal Physiology **15 points (Semester 2)**

Physiological adaptations that allow animal life to survive in diverse environments. The course will look at the strengths and weaknesses of the comparative approach and its relationship to phylogeny. Topics that may be addressed include osmoregulatory physiology and water balance, thermoregulation, metabolic rates, exercise and cardiovascular physiology.

HLTH409: Health and Culture **30 points (Semester 2)**

This course explores concepts of health and well-being as they relate to culture, providing a critical approach to understanding health status, approaches and movements within Aotearoa/New Zealand. Students will be encouraged to reflect on the role and importance of culture in a broad sense, drawing upon Māori health as a case of the inter-relationships, principles and strategies for action.

HLTH430: Motivating Behaviour Change I **30 points (Semester 1)**

This course provides introductory training in motivating behaviour change, including theory, research and practice, with particular emphasis on motivational interviewing.

HLTH431: Motivating Behaviour Change II **30 points (Semester 2)**

This course provides advanced training in motivating behaviour change, including theory, research and practice, with particular emphasis on motivational interviewing.

HLTH463: Whānau and Community Health **30 points (Semester 1)**

This course will enable students to design, implement and critically analyse interventions in response to socio-ecological influences on whānau and community health in a health care context.

TEMPLATE 1
NEW QUALIFICATION
2017



EXECUTIVE SUMMARY

This proposal seeks to introduce a Graduate Diploma in Education and Learning (120 points at Level 7) to provide an exit pathway for students who do not complete one year graduate diploma initial teacher education qualifications.

The College currently offers three graduate diplomas leading to teacher registration: the Graduate Diploma in Early Childhood Teaching (150 points), the Graduate Diploma in Teaching and Learning (Primary) (165 points), and the Graduate Diploma in Teaching and Learning (Secondary) (135 points).

Students entering these graduate diplomas have already successfully completed undergraduate degrees and have met the selection criteria for teacher education. However, over recent years there have been a number of academically able students who have passed coursework (often with high grades) but who have failed teaching placements, and/or they have decided for health or personal reasons that teaching is not for them. Several of these students have stumbled on their last teaching placement, and despite support and second attempts, have not been able to demonstrate the competencies required to teach. The College has not been able to offer any alternative qualification to students who have forgone other employment and invested in further study in the hope of becoming a teacher. This qualification would recognise their year of study and may enhance their employment opportunities in non-teaching, complementary roles in education or other sectors.

The Statement of Strategic Intent identifies the following Challenge goals: increase the number of domestic students; increase participation and improve educational performance of priority learner groups, through enhancing pathway arrangements; increase international student numbers. The College actively recruits domestic (including Māori and Pasifika priority learners) and international students into teacher education programmes, and in doing this inevitably provides opportunities for some students who later find they are unsuited to teaching for various reasons. An exit qualification would ensure these students receive recognition for their successes and are encouraged to continue their studies in other disciplines often related to or complementary to teacher education thus supporting the philosophy of, and potential for, life-long learning.

The qualification will also support retention and completion as students may opt to undertake a few additional courses to gain a qualification rather than leave with no formal recognition of their work. These exit pathways are supported by the DVC Academic and the Registrar's Office to support academically able students who have been excluded from programmes when failing teaching placements.

The qualifications will not attract new students nor require any new courses. They are designed as exit qualifications only.

It is expected that in any one year approximately 3 students may complete the Graduate Diploma in Education and Learning.

Proposed new regulations

1. Version

- (a) These Regulations came into force on 1 January 2018
- (b) This diploma was first offered in 2018

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 Education and Learning a student must pass courses having a total value of at least 120 points as specified in the Schedule to the Regulations of the Graduate Diploma in Early Childhood Teaching, or the Graduate Diploma in Teaching and Learning (Primary), or the Graduate Diploma in Teaching and Learning (Secondary).

4. Admission to the Qualification

To be admitted to this qualification, all students must have

- (a) either:
 - i. qualified for a bachelor's degree, or
 - ii. been admitted with Academic Equivalent Standing, and
- (b) been approved as a student by the Dean of Education and Health Sciences, on the recommendation of a Selection Committee, based on academic achievement, an interview and other relevant criteria; and
- (c) have met police vetting requirements; and
- (d) have provided evidence of their English language ability as follows:
 - i. Achievement of IELTS (Academic) 7.0 overall, with no individual score below 7.0; or
 - ii. At least two years of successful study in a New Zealand Secondary school, with ten Level 2 NCEA credits in Literacy (five reading and five writing).

5. Subjects

There are no majors and minors for this qualification.

6. Time Limits

The time limit for this qualification is 36 months.

7. Progression

Should a student fail any course, the student may re-enrol in that course only with the approval of the Dean of Education and Health Sciences.

8. Transfers of Credit, Substitutions and Cross- Credits

This qualification adheres to the General Regulations for the University, with the additional stipulation:

- (a) Any student who has been credited with a course or courses at another tertiary educational institution may be granted credit transfer from such courses as the Dean of Education and Health Sciences may determine. Any credit transfer or recognition of prior learning must meet Education Council of Aotearoa New Zealand requirements.

9. Honours, Distinction and Merit

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

10. Pathways to Other Qualifications

There are no upgrade or exit pathways from this qualification.

EXECUTIVE SUMMARY

This proposal presents a new subject major of Data Science for the Bachelor of Science, Bachelor of Science with Honours, Postgraduate Diploma in Science, and Masters of Science. We also propose a new subject major for the Certificate in Science (CertSc), and Graduate Diploma in Science (GradDipSc).

The BSc consists of 360 points of coursework, the BSc(Hons) consists of 90 points of coursework, a 15 point research methods course, and a 45 point research project, and the PgDipSc consists of 120 points coursework. The MSc consists of 120 points of coursework and a 120 point thesis.

The programme aims to leverage the explosive growth of big data, to provide graduates with the skills, knowledge and competencies needed to contribute to this fast developing profession.

The programme has been developed in consultation with staff from the University, as well as with industry and government agencies with an interest in the graduate skills being developed. The programme connects current University strengths in data science. A feature of the UC BSc programme is that it will allow students to develop skills, knowledge and competencies in a related area by studying a double major, for example in data science and geography. The BSc structure has been designed to encourage students to have an understanding of data science and an application area, a feature of the programme that will broaden students' opportunities to contribute as graduates to this fast growing profession.

The target market for the programmes will be both domestic and international students. The appeal of the programmes to students includes its relevance to the employment market, and attractive employment prospects for graduates.

Market research on anticipated student numbers was undertaken for the Master of Applied Data Science. Based on this research estimates of new enrolments for these programmes are:

	2017	2018	2019	2020	2021
Domestic	10	12	14	16	20
International	2	2	4	6	10
	12	14	18	22	30

The programme aligns with the University of Canterbury graduate profile attributes requiring graduate students to be:

- **Critically competent in the core academic discipline of their degree** – competency in the core data science discipline is developed through taught components, practice-informed content, case studies, essays. Students taking a BSc(Hons) or Masters in Data Science will also undertake a research project on a data science topic.
- **Employable, Innovative and Enterprising** – opportunities are provided to develop key data

science skills and attributes, e.g. through lab work and experiential learning. Students taking a BSc(Hons) or Masters in Data Science will also learn to work autonomously and creatively during their research project.

- **Biculturally competent and confident** – competency and confidence developed through Māori-related curriculum content, and opportunities for projects in Māori-related data science areas.
- **Engaged in the community** – engagement in the community will occur through any work integrated learning opportunities, industry projects, and guest speakers from the data science industry.
- **Globally Aware** – students will develop their global awareness through course content on global data science issues.

1. Proposed new regulations

BSc

UC Calendar 2017 Page 378

Add subject major into section 3, data science.

UC Calendar 2017 Page 381

Add this section

Data Science

100-level

Required COSC 121, COSC 122, MATH 102, MATH 120, and STAT 101.

200-level

Required COSC 262, COSC 265, DATA 201, MATH 203, and any one course from STAT211-299.

300-level

Required COSC 367, DATA 301, MATH303, STAT 318, STAT 315. With the permission of the Programme Director, students who have a double major in Data Science and a second related subject may graduate with a minimum of 60 points from the list of required 300-level courses, one of which must be DATA301.

In Schedule B after Computer Science add:

Data Science

COSC121	Introduction to Computer Programming	15	S1 S2	R: COSC 123
COSC122	Introduction to Computer Science	15	SU 2 S2	P: COSC 121. R: COSC 112, CMIS 112 RP: COSC 121
MATH101	Methods of Mathematics	15	SU 2 S1 S2	R: MATH 199
MATH102	Mathematics 1A	15	S1 S2	R: MATH 108, MATH 199, EMTH 118
MATH120	Discrete Mathematics	15	S2	P: 1. MATH 101 or MATH 102 or EMTH 118 or COSC 121 or STAT 101, or 2. NCEA 14 Credits (18 strongly recommended) at level 3

				Mathematics, or 3. Cambridge: D at A level or an A at AS level in Mathematics, or 4. IB: 4 at HL or 6 at SL in Mathematics, or 5. Approval of the Head of School based on alternative prior learning. R: MATH 115
STAT101	Statistics 1	15	SU 2 S1 S2	R: STAT 111, STAT 112 EQ: STAT 111, STAT 112
COSC262	Algorithms	15	S1	P: (1) COSC 121; (2) COSC 122; R: COSC 202, COSC 229, COSC 329 RP: MATH 120
COSC265	Relational Database Systems	15	S2	P: COSC 121 or INFO 125 R: COSC 205, COSC 226
DATA201	Data Wrangling	15	S1	P: COSC 121 and 15 points of (100-level COSC, MATH, or STAT or INFO125)
MATH203	Linear Algebra	15	S1	P: MATH 103 or EMTH 119 or MATH 199 R: MATH 252, MATH 254, EMTH 203, EMTH 204, EMTH 211
SENG201	Software Engineering I	15	S1	P: (1) COSC 121; (2) COSC 122; (3) 15 points from Mathematics, Statistics, Engineering Mathematics or MSCI 110. MATH 101 is not acceptable. MATH 120/STAT 101 are strongly recommended. R: COSC 263, COSC 324
STAT211	Random Processes	15	S1	P: STAT 101 and (MATH 102 or EMTH 118); or any one of MATH 103, MATH 199, EMTH 119. R: STAT 216
STAT213	Statistical Inference	15	S2	P: STAT 101 and (MATH 102 or EMTH 118); or any one of MATH 103, MATH 199, EMTH 119. R: STAT 214
STAT221	Introduction to Statistical Computing Using R	15	S1	P: STAT 101 and (MATH 102 or EMTH 118); or any one of MATH 103, MATH 199, EMTH 119. R: STAT 218
COSC367	Artificial Intelligence	15	S1	P: COSC 262 R: COSC 329
DATA301	Big Data Computing and Systems	15	S1	P: COSC 262
MATH303	Applied Matrix Algebra	15	S2	P: MATH 203 or EMTH 211. R: MATH 352, EMTH 412

STAT315	Multivariate Statistical Methods	15	S1	P: 15 points from (STAT 202 or STAT 213) and a further 15 points from STAT 200-299, or, subject to Head of School approval.
STAT318	Data Mining	15	S2	P: i) 15 points from STAT 200 to STAT 299 and ii) a further 15 points from STAT 200 to STAT 299 or COSC 200-299 or any other relevant subject with Head of School approval.
STAT319	Generalised Linear Models	15	S1	P: 30 points from STAT 200-299 or Head of School approval

BSc(Hons)

UC Calendar 2017 Page 418

Add subject major into section 2, data science.

UC Calendar 2017 Page 421

Add this section

Data Science

DATA449, COSC469, and a further 90 points (with the approval of the Director of Studies) from courses from COSC (COSC 401 – 439, COSC 462 – 474), DATA (DATA420-440), MATH (MATH401 - 448, 450 – 490), STAT (STAT401- 448, 450 - 490), and SENG (SENG 401, 403 – 490). At least 30 points must be taken from the prescribed COSC and SENG coded courses, and a further 30 points from the prescribed MATH and STAT coded courses.

P. At least 60 points from DATA301, STAT315, COSC367, MATH303, STAT301, including DATA301.

PGDipSc

UC Calendar 2017 Page 456

Add subject major into section 1, data science.

UC Calendar 2017 Page 459

Add this section

Data Science

Eight courses (with the approval of the Director of Studies) from COSC (COSC 401 – 439, COSC 462 – 474), DATA (DATA420-440), MATH (MATH401 - 448, 450 – 490), STAT (STAT401- 448, 450 - 490), and SENG (SENG 401, 403 – 490). At least 30 points must be taken from the prescribed COSC and SENG coded courses, and a further 30 points from the prescribed MATH and STAT coded courses.

P. All the required 300-level courses for the BSc in Data Science.

MSc

UC Calendar 2017 Page 440

Add this section

Data Science

Part I consists of eight courses (with the approval of the Director of Studies) from COSC (COSC 401 – 439, COSC 462 – 474), DATA (DATA420-440), MATH (MATH401 - 448, 450 – 490), STAT (STAT401- 448, 450 -

490), and SENG (SENG 401, 403 – 490). At least 30 points must be taken from the prescribed COSC and SENG coded courses, and a further 30 points from the prescribed MATH and STAT coded courses.

Part II consists of a project (DATA690).

P. All the required 300-level courses for the BSc in Data Science.

CertSc

UC Calendar 2017 Page 417

Add subject major into section 1, data science.

GradDipSc

UC Calendar 2017 Page 418

Add subject major into section 1, data science.

Course Catalogue entry

DATA 201 Data Wrangling (15 points)

This course introduces the data science workflow process and the methods involved in cleaning and tidying large datasets in preparation of further analysis. It also involves a discussion of ethical aspects of data science.

DATA 301 Big Data Techniques and Systems (15 points)

The course introduces distributed computational techniques, distributed algorithms and systems, and programming support for large-scale processing of data.

DATA 449 Research Project (45 points)

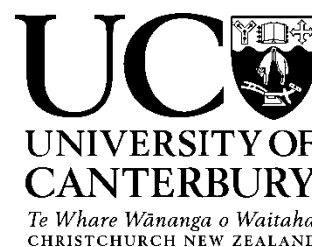
This is the 45 point project for the BSc(hons).

DATA 690 Master Thesis (120 points).

This is the 120 point thesis for the MSc.

TEMPLATE 5 – REPORT TO CUAP

UC/17 GRADCERTCLINTCHG, DIPTCHLN(EARLY CHILDHOOD)/1

**PROPOSAL DESCRIPTION****1. CUAP Unique Identifier (Academic Services to provide)**

UC/17 GradCertClinTchg, DipTchLn(Early Childhood)

2. Name of Qualification(s)

CE1008 Graduate Certificate in Clinical Teaching

CEEE03 Dip in Teaching and Learning (Early Childhood)

3. Rationale

When the College of Education and University of Canterbury merged, a CUAP proposal was submitted (Round 1 2006) which formalised the qualifications that would be retained and allowed for others to be taught out.

This proposal formally discontinues those qualifications which were to be taught out. These have not been taught for a number of years and appear as the old College of Education codes. They have never appeared in UC publications.

This formal discontinuation enables us to officially discontinue them on the NZQF.

4. Proposed new regulations

Remove these qualifications from the NZQF

CE1008 Graduate Certificate in Clinical Teaching

CEEE03 Dip in Teaching and Learning (Early Childhood)

TEMPLATE 2

MAJOR QUALIFICATION CHANGES COVER PAGE 2017



EXECUTIVE SUMMARY

This proposal converts the Graduate Diploma in Business Administration (GradDipBA) to a Postgraduate Diploma in Business Administration (PGDipBA) as the current requirements of the GradDipBA of 120 points of level 8 courses actually meets the current definition of a Postgraduate Diploma. This change was one of the recommendations from the 2016 MBA/GradDipBA CUAP review.

Proposed new regulations

2017 Calendar Page 234 Delete:

“Graduate Diploma in Business Administration”

2017 Calendar Page 254 Add:

Postgraduate Diploma in Business Administration (PGDipBA)

See also General Course and Examination Regulations.

1. Version

- (a) These regulations came into force 1 January 2018
- (b) This Diploma was first offered in 2018

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 Postgraduate Diploma in Business Administration:

- (a) A candidate must pass courses having a total minimum value of 120 points from Group A Schedule of the Master of Business Administration; and
- (b) have completed all prescribed written work and practical requirements including attendance at workshops; and
- (c) have satisfactorily passed a mathematics test as specified by the MBA Director unless exempt due to having been credited with a first year undergraduate course in general mathematics or statistics or its equivalent.
- (d) The personal course of study of a candidate must be approved by the MBA Director.

4. Admission to the Qualification

Every candidate for the Postgraduate Diploma in Business Administration must have:

- (a) produced evidence of a minimum of five years of practical, professional, or scholarly experience of an appropriate kind; and
- (b) performed to an acceptable standard in any tests or interviews required by the MBA Director; and
- (c) been approved as a candidate for the Diploma by the Dean of Business.

5. Subjects

There are no majors or minors noted on the transcript for this qualification.

6. Time Limits

The Diploma must be completed within 48 months of first enrolment.

7. Transfers of Credit, Substitutions and Cross-Credits

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

Subject to the approval of the MBA Programme Director, a candidate who fails a course may repeat the course, but will not be allowed to repeat more than two courses. A candidate who fails three or more courses or fails the same course more than once will not be permitted to proceed with the Diploma.

9. Honours, Distinction and Merit

The Graduate Diploma in Business Administration may be awarded with Distinction if a GPA of 8.0 or better is achieved over all courses.

10. Pathways to Other Qualifications

A candidate for the PGDipBA, who has achieved a grade point average of B or better over all of the courses in the Diploma and who has not failed a course, and has not been awarded the Diploma, may apply to be admitted to the Master of Business Administration programme and transfer credit for those courses previously credited to the Diploma.

- (a) A candidate who has graduated with a PGDipBA may apply to the Dean of Business to be admitted to the MBA and have their PGDipBA subsumed in accordance with the General Regulations to the University.
- (b) A candidate for the Diploma who has satisfied all the requirements for the Postgraduate Certificate in Strategic Leadership may apply to withdraw from the Diploma and be awarded the Certificate.

TEMPLATE 2
MAJOR QUALIFICATION CHANGES
2017



EXECUTIVE SUMMARY

The Master of Laws (LLM) can be taken in three ways:

- (a) The candidate may take three courses. Each course comprises two research papers, each of which will normally be not less than 10,000 words.
- (b) The candidate may take two courses and write a dissertation which will normally be not less than 20,000 words.
- (c) The candidate may take the degree by thesis alone.

This proposal only aims to restructure the degree of Master of Laws (LLM) in its first two forms (a) and (b) above. Hereafter, these two components of the Master of Laws (LLM) are referred to as “LLM (by research papers)”. This proposal does not amend the Master of Laws (LLM) by thesis pathway(c).

This proposal aims to restructure the degree of Master of Laws (LLM) by

- (1) introducing a compulsory legal research methods course to the degree;
- (2) simplifying the options available to students and semesterising the degree; and by
- (3) adjusting the allocation of points for the research and the taught components of the degree.

This Proposal responds in part to recommendations in the 2015 Report of the Academic Review of the LLM.

Once the changes in this proposal have been made, we intend to embark on a proactive marketing campaign to increase the numbers in the LLM, with the aim for an annual cohort of 10-15 students.

1. Proposed new regulations

Delete: Existing text in the UC Calendar 2017 at pages 372-375.

Replace with the following:

The Degree of Master of Laws (LLM)

These regulations should be read in conjunction with the General Regulations of the University of Canterbury.

1. Version

- (a) These Regulations came into force on 1 January, 2018
- (b) This degree was first offered in 1906

2. Variations

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

3. Structure of the Qualification

The Master of Laws (LLM) may be completed by Research papers and Dissertation; or with permission of the Dean of Law, by thesis alone.

(a) To qualify for the degree by Research Papers and Dissertation a student must be credited with LAWS 670, 671, 672, 673, and 674 in the Schedule to these Regulations.

(b) To qualify for the degree by thesis a student must be credited with LAWS690.

4. Admission to the Qualification

The Dean of Law shall approve a student's enrolment, subject to suitable supervision being available.

Before enrolling for the degree, a student must:

(a) either qualify for the Degree of Bachelor of Laws from a New Zealand university or be admitted with Academic Equivalent Standing as entitled to enrol for the Degree of Master of Laws; and be approved as a candidate for the degree by the Dean of Law.

(b) Relevance and standard of undergraduate studies will be criteria for approval.

5. Subjects

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

6. Time Limits

Full-time and Part-time Study

(a) Full-time study:

i. A student shall normally be enrolled on a full time basis.

ii. The minimum period of enrolment for full-time is one year.

iii. The maximum period of enrolment for full-time is two years, which shall be consecutive unless the enrolment is suspended under Regulation 6(e).

(b) Part-time study:

i. With the approval of the Dean of Law, a student may be enrolled on a part-time basis.

ii. A part-time student is one who, because of employment, health, family or other reasons, is unable to devote himself or herself full-time to study and research.

iii. The minimum period of enrolment for part-time is two years, which shall be consecutive unless the enrolment is suspended under Regulation 6(e).

iv. The maximum period of enrolment for part-time is four years, which shall be consecutive unless the enrolment is suspended under Regulation 6(e).

(c) Full-time and part-time students are expected to be able to attend the School of Law in person. Distance enrolment is not available for the LLM degree, unless approved by the Dean of Law.

(d) After the commencement of study and research for the degree a student may, with the permission of the Dean of Law, transfer from part-time to full-time status, or vice versa. In granting such permission, the Dean shall determine the minimum and maximum periods of study and may impose other conditions.

(e) In special cases the Dean of Law may suspend or extend the enrolment of a student, and may extend the time for submission of a research paper, thesis or dissertation. In such a case the Dean shall determine whether the student remains eligible for Honours.

7. Transfers of Credit, Substitutions and Cross-Credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations, with the following stipulations:

- (a) credit may be awarded in terms of the provisions that apply to taught postgraduate courses;
- (b) There is no provision for transfer of credit in relation to theses.
- (c) Cross-credits and substitutions do not apply to this qualification.

8. Progression

This qualification adheres to the General Regulations for the University, with the following stipulation: In special circumstances, the Dean of Law may permit a student who fails a course, or the dissertation, to re-enrol in that or another course or the dissertation, in a subsequent year. Only one failure is permitted.

9. Honours, Distinction and Merit

This qualification adheres to the General Regulations of the University and may be awarded with Honours. The degree may be awarded with Honours, which may be First Class or Second Class (Division 1 or 2). Merit or Distinction is not awarded for this degree.

10. Pathways to Other Qualifications

There are no exit qualifications for this degree.

With the approval of the Dean of Postgraduate Research, and on the recommendations of the Head of School and the Dean of Law, a candidate for a Master's degree may apply to transfer to the degree of Doctor of Philosophy in accordance with the Regulations for the Degree of Doctor of Philosophy.

Where a thesis has been presented for the degree of Doctor of Philosophy in the Faculty of Law and the examiners are of the opinion that it does not justify the award of that degree they may recommend the award of the Degree of Master of Laws with or without Honours.

Schedule to the Regulations for the Degree of Master of Laws (LLM)

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

LAWS 670 Legal Research Methods. 15 S1 P: Subject to approval of the Programme Director.

LAWS 671 Legal Research Paper 1. 15 S1 P: Subject to approval of the Programme Director.

LAWS 672 Legal Research Paper 2. 15 S2 P: Subject to approval of the Programme Director.

LAWS 673 Legal Research Paper 3. 15 S2 P: Subject to approval of the Programme Director.

LAWS 674 Dissertation. 60 FY CY P: Subject to approval of the Programme Director.

LAWS 690 Thesis 120 W P: Subject to approval of the Programme Director.

Course catalogue entry

LAWS 670 Legal Research Methods: The course aims to provide advanced skills, knowledge and tools of legal research and legal writing together with an academic grounding in the process of questioning and reflection fundamental to the international and domestic legal system, in order to enable students to seek answers to the legal questions that interest them. It will provide

students with a thorough grounding in the nature and practicalities of legal research and writing, including the construction of research proposals, questions and strategies, and will equip students with the necessary capabilities to conduct independent legal research. Students will demonstrate that they are able to produce a 1200 word research proposal on a legal topic which identifies a complex topic suitable for an advanced and original legal research paper and plans a programme of research using an appropriate legal research methodology.

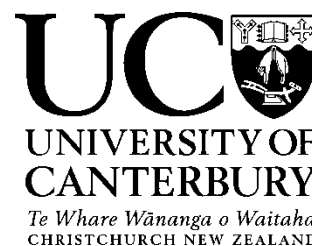
LAWS 671 Legal Research Paper 1: The aims for the course are for students to be able to engage in self-directed learning and study. Students will produce a 7000 word legal research paper, based on highly developed legal research and writing skills; a critical understanding of the key principles relevant to the subject of the legal research paper; and the ability to analyse key issues relevant to a legal problem of some complexity and to offer solutions to that problem.

LAWS 672 Legal Research Paper 2: The aims for the course are for students to be able to engage in self-directed learning and study. Students will produce a 7000 word legal research paper, based on highly developed legal research and writing skills; a critical understanding of the key principles relevant to the subject of the legal research paper; and the ability to analyse key issues relevant to a legal problem of some complexity and to offer solutions to that problem.

LAWS 673 Legal Research Paper 3: The aims for the course are for students to be able to engage in self-directed learning and study. Students will produce a 7000 word legal research paper, based on highly developed legal research and writing skills; a critical understanding of the key principles relevant to the subject of the legal research paper; and the ability to analyse key issues relevant to a legal problem of some complexity and to offer solutions to that problem.

LAWS 674 Dissertation: The aims of the course are for students to be able to engage in self-directed learning and study. Students will demonstrate that they are able to produce a 20,000 word legal dissertation on a legal topic which, demonstrates that they have advanced legal research and writing skills; advanced technical and/or theoretical knowledge relevant to the subject of the dissertation illustrated by a critical understanding of key principles; analytical and critical skills such that they can analyse the legal issues arising out of a complex legal problem and generate and then evaluate possible solutions. Students will be able to orally present and defend their research to an audience of legal experts using advanced oral presentation skills.

TEMPLATE 3 – REGULATION CHANGES



1. Purpose of the proposal

To amend the admission regulations for the Master of Computer- Assisted Language Learning (MCALL)

2. Justification

The suite of learning and teaching language qualifications (namely MCALL, MTESOL and PGCertTESOL) are targeted at similar students who wish to expand their knowledge and understanding to teach languages. The qualifications share a core group of courses and place similar demands on students. Beyond the commonly shared courses, the MCALL specialises in the area of computer-assisted language learning while the MTESOL qualification specialises in teaching English to speakers of other languages. There is no reason to require MCALL students to hold a teaching degree and have teaching experience. This proposal seeks to amend the admission regulations for the MCALL.

3. Proposed new regulations

The Degree of Master of Computer-Assisted Language Learning (MCALL)

Page 278

Delete the current Section 1:

~~1.—Qualifications Required to Enrol in the Degree~~

~~Every candidate for the Degree of Master of Computer-Assisted Language Learning shall have~~

(a) ~~either:~~

~~i.—qualified for any appropriate degree in New Zealand and either:~~

~~a. successfully completed a recognised teacher training course of not less than one year at a New Zealand college or education or university;~~

~~b. or acquired experience as a teacher in a recognised educational institution or setting;~~

~~c. or acquired appropriate experience as an educator in a work place or community setting~~

~~d. or completed a qualifying course; or~~

~~ii.—been admitted under the Regulations for admission ad eundem statum as entitled to enrol for the Degree of Master of Computer-Assisted Language Learning; and~~

(b) ~~been approved as a candidate for the Degree by the Dean of Education.~~

Amend Note

Note: The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval. Students will normally be expected to have at least a B average in their 300-level courses.

Replace with

4. Admission to the Qualification

Every student for the Degree of Master of Computer-Assisted Language Learning must have:

- (a) Either
 - i. qualified for an appropriate Bachelor's degree with a B average or better; or
 - ii. been admitted with Academic Equivalent Standing; andbeen approved for the Degree by the Dean of Education and Health Sciences.

The relevance and standard of undergraduate studies and any subsequent professional work experience are the main criteria of approval.

TEMPLATE 3 – REGULATION CHANGES



1. Purpose of the proposal

The purpose of this proposal is to change a regulation to the BSLP (Hons). The proposed change is to reduce the number of courses required for entry into the Intermediate Year of the BSLP (Hons). Specifically, this proposal would remove the following courses: CMDS 113, LING 101, PSYC 105 and PSYC 106.

2. Justification

Prior to 2014, the entry pathway into the BSLP(Hons) degree was flexible—only one course (CMDS161 Anatomy & Physiology) was required, the remaining courses were recommended. In 2014, as part of a curriculum review, a prescribed pathway at 100 level was implemented, with 7 required courses and an additional required course that was selected from a choice of 5. This approach has now been underway for 3 years and during this time, limitations have been noted. There are 4 main justifications for this proposed change.

1. **Flexibility in student pathways:** While students must take a prescribed path at 100-level, entry to the BSLP(Hons) degree is not assured. If a student is not accepted into the BSLP(Hons), they may continue with a BSc with the option of a psychology or linguistics major. However, this approach does not enable students the flexibility to develop other areas of interest (e.g., BIOL). In this way, the current approach is limiting and may be one reason for the enrolment trends described below.
2. **Alignment between programmes of study:** Both the BSLP(Hons) and MSLP are qualifying degrees for practice as a speech-language therapist. However, their entry pathways differ considerably. The MSLP has only 3 required subject areas for entry. This change would ensure better alignment of these degrees.
3. **Entry for non-UC students:** For students who complete their 100 level studies outside of UC, this approach is highly restrictive as they struggle to meet the required course pathway. In these instances, students must often take an additional year of study, which could serve as a barrier to enrolment at UC.
4. **Growth in enrolments:** BSLP(Hons) enrolments have plateaued at below cap level, while at the same time enrolments for the MSLP have increased. Examination of these trends indicates that the lack of flexibility at 100 level may play a part in this lack of growth in the BSLP.

This change will not affect students' ability to become critically competent in the core academic discipline of speech-language therapy. Key subjects needed are maintained as required, and this change does not affect the accreditation of the BSLP(Hons) with the New Zealand Speech-language Therapists' Association. In addition, one subject in biculturalism/te reo Māori remains required, as part of the commitment to developing biculturally competent and confident students. This change brings the BSLP and MSLP pathways into better alignment, provides students with some degree of choice in the early stages of their degree, and students from outside of UC are more likely to meet entry requirements.

3. Proposed new regulations

Current Regulation (2017 UC Calendar, page 415):

Schedule to the Regulations for the Degree of Bachelor of Speech and Language Pathology with Honours

Intermediate Year

A candidate's course of study for the Intermediate Year will consist of a total of 120 points made up of seven compulsory 15-point courses (or equivalent):

All of these courses:

Course Code	Course Title	Pts	2017	P/C/R/RP/EQ
CMDS 113	Introduction to Communication Disorders	15	S1	R: CMDS 111 and CMDS 112
CMDS 161	Anatomy and Physiology of the Speech and Hearing Mechanism	15	SU2	
CMDS 162	Neuroscience of Swallowing and Communication	15	S2	R: CMDS 667
LING 101	The English Language	15	SU2 S1	R: ENGL 123, ENLA 101
PSYC 105	Introductory Psychology – Brain, Behaviour and Cognition	15	S1	R: PSYC 103, PSYC 104
PSYC 106	Introductory Psychology – Social, Personality and Developmental	15	S2	R: PSYC 103, PSYC 104
STAT 101	Statistics 1	15	SU2 S1 S2	R: STAT 111, STAT 112 EQ: STAT 111, STAT 112

Plus one of the following:

Course Code	Course Title	Pts	2017	P/C/R/RP/EQ
HLTH 106	Nga Take, Te Wero - Māori Health Issues and Opportunities	15	S1	
MAOR 165	He Timatanga: Engaging with Māori	15	SU1 S1	
MAOR 172	Science, Māori and Indigenous Knowledge	15	S2	R: SCIM 101 EQ: SCIM 101
TREO 110	Conversational Māori for Absolute Beginners	15	SU1 S1 S2	R: MAOR 105, MAOR 110, MAOR 111, MAOR 112, MAOR 115, MAOR 124, MAOR 125, TREO 111, TREO 112
TREO 111	Te Reo: Te Kakano – Introductory Language 1	15	S1	P: Students wishing to enter TREO 111 must have a basic knowledge of te reo Māori including an understanding of correct pronunciation, basic greetings, days of the week, parts of the body etc (i.e. knowledge that can be gained

				through successfully completing TREO 110). Students that are more competent in te reo Māori may be asked to complete an oral test to assess their level appropriate course for the student. In some instances this may mean that a student enters the TREO Programme at a higher level. R: MAOR 105, MAOR 110, MAOR 111, MAOR 115, MAOR 124, MAOR 125
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Proposed Regulation:**Schedule to the Regulations for the Degree of Bachelor of Speech and Language Pathology with Honours***Intermediate Year*

A candidate's course of study for the Intermediate Year will consist of a total of 120 points made up of three compulsory 15-point courses (or equivalent):

All of these courses:

Course Code	Course Title	Pts	2017	P/C/R/RP/EQ
CMDS 161	Anatomy and Physiology of the Speech and Hearing Mechanism	15	SU2	
CMDS 162	Neuroscience of Swallowing and Communication	15	S2	R: CMDS 667
STAT 101	Statistics 1	15	SU2 S1 S2	R: STAT 111, STAT 112 EQ: STAT 111, STAT 112

Plus one of the following:

Course Code	Course Title	Pts	2017	P/C/R/RP/EQ
HLTH 106	Nga Take, Te Wero - Māori Health Issues and Opportunities	15	S1	
MAOR 165	He Timatanga: Engaging with Māori	15	SU1 S1	
MAOR 172	Science, Māori and Indigenous Knowledge	15	S2	R: SCIM 101 EQ: SCIM 101
TREO 110	Conversational Māori for Absolute Beginners	15	SU1 S1 S2	R: MAOR 105, MAOR 110, MAOR 111, MAOR 112, MAOR 115, MAOR 124, MAOR 125, TREO 111, TREO 112
TREO 111	Te Reo: Te Kakano – Introductory Language 1	15	S1	P: Students wishing to enter TREO 111 must have a basic knowledge of te reo Māori including an understanding of correct pronunciation, basic greetings, days of the week, parts of the body etc (i.e. knowledge that can be gained through successfully completing TREO 110). Students that are more competent

				in te reo Māori may be asked to complete an oral test to assess their level appropriate course for the student. In some instances this may mean that a student enters the TREO Programme at a higher level. R: MAOR 105, MAOR 110, MAOR 111, MAOR 115, MAOR 124, MAOR 125
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The following courses are recommended:

Course Code	Course Title	Pts	2017	P/C/R/RP/EQ
CMDS 113	Introduction to Communication Disorders	15	S1	R: CMDS 111 and CMDS 112
LING 101	The English Language	15	SU2 S1	R: ENGL 123, ENLA 101
PSYC 105	Introductory Psychology – Brain, Behaviour and Cognition	15	S1	R: PSYC 103, PSYC 104
PSYC 106	Introductory Psychology – Social, Personality and Developmental	15	S2	R: PSYC 103, PSYC 104
EDUC 102	Child and Adolescent Development	15	S1	R: TEDU110, EDUC121, TEDU150, TEDU102

TEMPLATE 3 – REGULATION CHANGES



1. Purpose of the proposal

The purpose of this proposal is to change three regulations to the Master of Speech and Language Pathology. The changes are 1. to increase the IELTS (Academic) scores required for entry into the MSLP, 2. to remove the regulation regarding the repeating of component assessments and 3. to reduce the number of prerequisites for entry into MSLP. Specifically, the prerequisite of prior coursework in Linguistics.

2. Justification

Proposed Change 1: The regulations to the MSLP programme do not have a programme-specific entry requirement for IELTS scores. Therefore, the UC minimum IELTS entry requirements for postgraduate study apply. Currently, these requirements are: IELTS (Academic) average of 6.5, with a minimum of 6.0 in reading, writing, listening and speaking. These requirements do not align with the NZSTA standards, which puts the MSLP programme at risk of losing NZSTA accreditation. This proposal would align the requirements for the two programmes by changing the MSLP entry requirement to IELTS (Academic) average of at least 7.0, with no score lower than 6.5. This change would also align the MSLP entry requirements with the NZSTA standard.

Proposed Change 2: The regulation for the MSLP programme currently states that if students fail any component assessment of the courses listed in the MSLP schedule, they must repeat the assessment and attain a standard satisfactory to the Head of Department. This option can only be enacted once per course, for a maximum of two courses in each of Part I (Year 1 curriculum) and Part II (Year 2 curriculum). However, if students fail a clinical competency assessment, they are not permitted to repeat that assessment, but are required to repeat the course. This proposal would align the two programmes by removing the MSLP requirement to repeat component assessments.

Proposed Change 3: The MSLP degree was introduced in 2014, and since that time, limitations in the approach to admitting candidates have been noted. The justification for this proposal has three main points:

1. **Workload:** Currently students who do not meet the requirements for entry are required to take summer school or an additional subject alongside their already intensive studies. This is problematic in terms of workload.
2. **Alignment:** Proposed changes to the BSLP(Hons) Intermediate Year admittance pathway mean that LING101 is now recommended, not required. This change ensures the MSLP and BSLP(Hons) entry pathways are better aligned.
3. **Content:** The proposal would not change the content of the programme because the content covered in LING 101 is covered in CMDS 661 and CMDS 665.

This change will not affect students' ability to become critically competent in the core academic discipline of speech-language therapy. Key subjects needed are maintained as required, and this change does not affect the accreditation of the MSLP with the New Zealand Speech-language Therapists' Association.

3. Proposed new regulations

Proposed Change 1:

Current Regulation (2016 UC Calendar, page 441):

2. Admission to the Degree

Entry into Part I of the Master of Speech and Language Pathology is limited to a maximum of 20 students annually. Candidates must submit an enrolment application and a separate application form to the Head of the Department of Communication Disorders. Selection is based on academic merit, a statement of interest and an interview with Departmental Representatives.

Proposed Regulation (change highlighted in yellow):

2. Admission to the Degree

Entry into Part I of the Master of Speech and Language Pathology is limited to a maximum of 20 students annually. Candidates must submit an enrolment application and a separate application form to the Head of the Department of Communication Disorders. **Candidates for whom English is not their first language must provide IELTS scores that meet the following minimum requirements: IELTS (Academic) average of at least 7.0, with no score lower than 6.5.** Selection is based on academic merit, a statement of interest and an interview with Departmental Representatives.

Proposed Change 2:

Current Regulation (2016 UC Calendar, page 441):

3. Structure of the Degree

To qualify for the Degree of Master of Speech and Language Pathology:

- (a) a candidate must pass courses having a total value of 240 points from Parts I and II as listed in the Master of Speech and Language Pathology Schedule.
- (b) a candidate must pass all component assessments of each academic course at the first enrolment, with the exception of that specified in 4(a) and 4(b) below.
- (c) a candidate may not enrol for Part II until Part I has been completed, unless special approval is given by the Dean of Science, upon the recommendation of the Head of the Department of Communication Disorders.
- (d) Where a student is required to take additional courses as a condition of enrolment for Part I, those courses are to be passed within 12 months of initial enrolment for this degree if not taken prior to entry to Part I.
- (e) a candidate must normally attain a B average in Part 1 to progress to Part 2.

Proposed Regulation (sub-section (b) removed):

3. Structure of the Degree

To qualify for the Degree of Master of Speech and Language Pathology:

- (a) a candidate must pass courses having a total value of 240 points from Parts I and II as listed in the Master of Speech and Language Pathology Schedule.
- (b) a candidate may not enrol for Part II until Part I has been completed, unless special approval is given by the Dean of Science, upon the recommendation of the Head of the Department of Communication Disorders.

(c) Where a student is required to take additional courses as a condition of enrolment for Part I, those courses are to be passed within 12 months of initial enrolment for this degree if not taken prior to entry to Part I.

(d) a candidate must normally attain a B average in Part 1 to progress to Part 2.

Current Regulation (2016 UC Calendar, page 441):

4. Repeating of Course Component Assessments

(a) If a candidate fails any of the component assessments of the courses listed in the Master of Speech and Language Pathology Schedule they will be required to re-take the assessment and attain a standard satisfactory to the Head of Department. This option can only be enacted once per course, and for a maximum of two courses in each of Part I and Part II.

(b) If a candidate fails the clinical competency assessment of CMDS 664, CMDS 668, CMDS 671, or CMDS 676, he/she shall not be permitted to repeat that assessment and will instead be required to repeat the course. This action can only be enacted once per course.

Proposed Regulation:

Remove Section 4. Repeating of Course Component Assessments

Current Regulation (2017 UC Calendar, pages 444-445):

The Degree of Master of Speech and Language Pathology (MSLP)

1. Qualifications Required to Enrol in the Degree

Every candidate for the degree of Master of Speech and Language Pathology shall have:

- (a) either;
 - i. qualified for the award of any Bachelor's or Master's degree (other than a degree specialising in speech and language therapy/pathology), with an overall graduating average of B or higher; or
 - ii. been admitted ad eundem statum as entitled to proceed to the degree of Master of Speech and Language Pathology; and
 - iii. satisfied the Head of Department that the prior degree or other equivalent qualification is indicative of the ability to undertake the Master of Speech and Language Pathology; and
- (b) passed one course in each of the three following disciplines at 100-level (NQF Level 5) or above: Linguistics, Statistics, and Biology/Anatomy and Physiology. If one or two of these disciplines has/have not been studied previously, applicants must take one required course in that/those discipline(s) either immediately prior to entry to the Master of Speech and Language Pathology or during the first year of the degree; and
- (c) been approved as a candidate for the degree by the Dean of Science.

Proposed Regulation:

The Degree of Master of Speech and Language Pathology (MSLP)

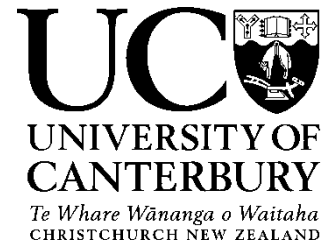
1. Qualifications Required to Enrol in the Degree

Every candidate for the degree of Master of Speech and Language Pathology shall have:

- (a) either;
 - i. qualified for the award of any Bachelor's or Master's degree (other than a degree specialising in speech and language therapy/pathology), with an overall graduating average of B or higher; or

- ii. been admitted ad eundem statum as entitled to proceed to the degree of Master of Speech and Language Pathology; and
 - iii. satisfied the Head of Department that the prior degree or other equivalent qualification is indicative of the ability to undertake the Master of Speech and Language Pathology; and
- (b) passed one course in each of the following disciplines at 100-level (NQF Level 5) or above: Statistics, and Biology/Anatomy and Physiology. If one or both of these disciplines has/have not been studied previously, applicants must take one required course in that/those discipline(s) either immediately prior to entry to the Master of Speech and Language Pathology or during the first year of the degree; and
- (c) been approved as a candidate for the degree by the Dean of Science.

TEMPLATE 3 – REGULATION CHANGES



1. Purpose of the proposal

To replace STAT101 by MATH102 as a graduation requirement for the BSc in Computer Science.

2. Justification

Many areas of computer science require foundational calculus and matrix computation, which are the key areas covered in MATH102. The Maths/Stats department has re-designed MATH102 and this course will in the future have essentially the same prerequisites as MATH120, the other compulsory course for BSc computer science students. The parts of STAT101 that are particularly relevant for the BSc in CS (namely the probability theory part) will partially be moved into MATH120 (discrete probability theory) so that critical coverage of this area is maintained. Furthermore, MATH102 is mathematically more rigorous than STAT101 and will help Computer Science students to acquire stronger mathematical foundations and strengthen their mathematical / abstract thinking.

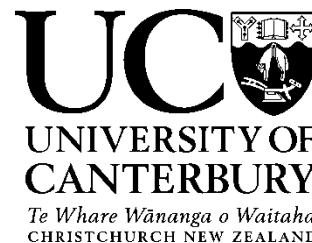
3. Proposed new regulations

2017 UC Calendar page 378, BSc regulations, Schedule A for Computer Science:

REPLACE: “100-level: Required: COSC 121, COSC 122, MATH 120, STAT 101.”

BY: “100-level: Required: COSC 121, COSC 122, MATH 120, MATH 102.”

TEMPLATE 3 – REGULATION CHANGES



1. Purpose of the proposal

To amend the Admission Regulations by lowering the IELTS entry scores for undergraduate qualifications.

2. Justification

To bring the general University undergraduate admission rules for English language proficiency based on the IELTS entry scores into line with the other universities in New Zealand and the rules as specified by NZQA. Those undergraduate qualifications that specify a separate admission standard, such as the Bachelor of Teaching and Learning, are unaffected by this change.

The University recognises a number of other English language proficiency tests which are all assessed against the IELTS setting for academic equivalent standing.

The new accepted IELTS settings are: (a) an overall score of 6.0 with (b) no score less than 5.5.

3. Proposed new regulations

2017 UC Calendar page 9

Amend the current entry

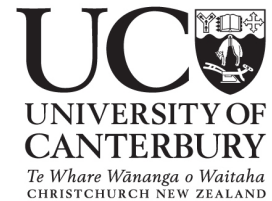
Regulation 4 Note 3 (a) International English Language Testing System (IELTS Academic) score of 6.0 overall with no score lower than 6.0;

To

Regulation 4 Note 3 (a) International English Language Testing System (IELTS Academic) score of 6.0 overall with no score lower than 5.5;

Academic Services Group Vice-Chancellor's Office

University of Canterbury Phone: +64 3 364 2950
Private Bag 4800 Email: academicservicesgroup@canterbury.ac.nz
Christchurch 8140
New Zealand



Memorandum

From: Dr Andrew Bainbridge-Smith, Academic Registrar
To: University Council
Date: 14 April 2017
Subject: Update on the Review of Academic Regulations

Summary: A major review of the academic regulations was initiated some 18 or more months ago. This work significantly took form in the later half of last year and arrived at a set of guiding principles and templates for the writing and presentation of both general regulations and qualification regulations. In this memorandum I present a summary of this work and the first set of qualification regulations coming out of it for your review and approval.

Throughout the later part of 2015 I initiated a project to review the academic regulations of the University. This was born in part with a mind towards our future business models for the SMS but in a much more significant way to introduce a commonality of presentation and philosophy to the regulations. Over time things drift and it is always important to reassess their fitness for purpose. I had identified a number of points of repetition and inconsistency in the regulations and noted that the lack of a common template for the qualification regulations meant that new or modified CUAP proposals often draw discussion on their regulations that was unnecessary if proposers had been given a clearer template to follow, a point also noted by AAC itself. I discussed the plans with AAC in April 2016 and I held a series of meetings in the middle of 2016 with academic managers. Given their support I engaged an external consultant, Rachel Montejo, to help support this work.

Large scale regulation review has occurred in the past. The current calendar form has existed since 2006, there was a significant change in form in 1999. However, it is not until we travel back to about 1993 that we see a change of form in some of the language of the regulations from previous years. Regardless, changes in regulation are a constant thing, but it is interesting to note that they have usually been additive in nature.

Rachel and the groups of Deans and academic managers she has engaged with have undertaken a Herculean task. They started as I had done by examining regulations of other institutions and agreed to the guiding principles as I had set out earlier:

1. That the primary audience of the regulations is the University and its staff.
2. This does not mean that the intent of the rules written are not student centric or have the student experience in mind as one of our highest priorities.
3. Guidance to students should follow from the regulations through other publications and the website.
4. The regulations should not contain advice or advertising.
5. That imperative language should be used; “normally” wouldn’t appear because exceptions are allowed for but written in a different way.

6. Where possible, to use a smaller and concise vocabulary of terms with agreed meaning.
7. Where possible, regulations should not provide for procedural solutions, but describe the intended outcome or behaviour.
8. That repetition should be eliminated.
9. Simplification must be balanced with maintaining intent.

After arriving at the principles, and these were refined through the early phases of the project, the group examined and have reworked much of the general regulations. The group then moved on to looking at the qualification regulations and developed a common template. There has been extensive discussion and compromise of ideas leading up to this point. A key component of the work has been to define default positions on points, such as the criteria for the awarding of honours, merit and distinction, but allowing where appropriate for specific qualifications to adopt different positions.

Colleges, AAC, Board, and now Council, have been provided with most of the reworked qualification regulations based on this work and these are largely compliant to the new template. There is still some minor editorial work to be completed. Uncompleted work includes some late stylistic changes (title name of sections etc.) and reference to general regulation. The process of finalising the qualification template will necessitate, as expected, changes to general regulations. The current work is being presented to you now as both a means of keeping Board informed but also because there are some consequential CUAP implications of the work:

1. Time limits: There is an explicit intention to introduce time limit specifications to complete qualifications. This will not necessarily change limits to those qualification which already have one in place.
2. Progress: The group has attempted to bring some greater consistency in postgraduate progression (particularly) because, while there is currently some variation in practice, a compromise default position was relatively easy to find.
3. Honours, distinction and merit: The group has arrived at a point of greater consistency across the institution on this point.
4. Pathways to other qualifications: There has been extensive discussion on the staircasing of qualifications and providing a consistency of language and form in this area. Of note from a CUAP perspective is our introduction of the ability to subsume a qualification into an advancing qualification.

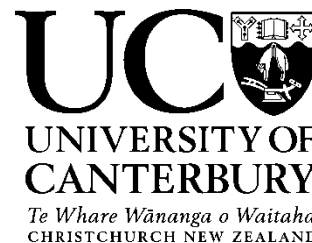
At following Board and Council meetings the remaining qualifications and the general regulations will be presented.

Of course regulation review and reform is a continuous process. There is still work to be undertaken that could provide greater consistency of language and process across the University (again mindful of maintaining the intent and individual nature of each qualification). In the next round of work we shall look at the course schedules as this was an area not explicitly reviewed by the group.

Following this note are a few CUAP summaries relating to the reviewed qualification regulations for your approval. Each college's regulations, and a summary, are available on the Council Sharepoint site. Minor editorial changes may occur following your approval, these shall be limited to usual spelling and grammatical errors plus some consistency changes as some of the error regulation changes pre-dated finalisation of the qualification template.

Finally, may I note and thank the many people, particular the Deans (past and present) and academic managers, Rach Montejo, Emma Newman and Sue Holstein who have contributed so extensively to this piece of work.

TEMPLATE 3 – REGULATION CHANGES



1. Purpose of the proposal

To introduce or amend the entry requirements to a number of qualifications at the University of Canterbury resulting from the Regulations Review.

2. Justification

Throughout the later part of 2015 a project was initiated at the University of Canterbury to review the academic regulations of the University. Over time, a number of points of repetition and inconsistency have crept into the regulations. The project group has examined the qualification regulations and developed a common template. There has been extensive discussion and compromise of ideas leading up to this point. A key component of the work has been to define default positions on points but allowing where appropriate for specific qualifications to adopt different positions.

This proposal refers to entry requirements for four qualifications. The review has resulted in the introduction of entry requirements for some qualifications and the amending of the requirements for another.

The MMAor proposal lowers the entry required; this brings the degree into line with the standard grade entry for postgraduate qualifications in the College of Arts.

The MusB Hons and MMus did not have a grade entry requirement- this has been added.

The Graduate Diploma in Science introduces a B- grade entry for subjects that do not specify otherwise. This proposal includes qualifications from the Colleges of Arts and Science.

3. Proposed new regulations

Master of Māori and Indigenous Studies

Current regulation

Qualifications required to enrol in the degree

Every candidate for the degree of Master of Māori and Indigenous Studies, before enrolling in a programme of study for the degree, shall have

(a)

either

i.

qualified for a Bachelor's degree with a major in Te Reo Māori or Māori and Indigenous Studies or a related subject, with at least a B+ average in 56 points at 300-level; or

ii.

qualified for a Bachelor's degree and have completed a Graduate Diploma in Arts in either Māori and Indigenous Studies or Te Reo Māori with at least a B+ average in 56 points at 300-level; or

iii.

qualified for a Bachelor's degree and demonstrated a substantial level of professional experience in Māori

and Indigenous Studies and/or Te Reo Māori; or

iv.

completed the four courses for the Postgraduate Diploma in Māori and Indigenous Studies with Merit or Distinction; or

v.

been admitted under the Regulations for admission ad eundem statum as entitled to enrol for the degree of Master of Māori and Indigenous Studies; and

(b)

been approved as a candidate for the degree by the Dean of Arts.

New regulation

1. Admission to the qualification

To be admitted to the Master of Māori and Indigenous Studies a student must:

(a) either

- i. qualified for a Bachelor's Degree with a major in Te Reo Maori or Māori and Indigenous Studies or a related subject, with at least a B average in 60 points at 300-level; or
- ii. qualified for a Bachelor's degree and have completed a Graduate Diploma in Arts in either Māori and Indigenous Studies or Te Reo Maori with at least a B average in 60 points at 300-level; or
- iii. qualified for a Bachelor's degree and have both relevant professional experience and a high level of competency in Māori and Indigenous Studies and/or Te Reo Maori; or
- iv. completed the four courses for the Postgraduate Diploma in Māori and Indigenous Studies with a B average or better
- v. been admitted with Academic Equivalent Standing; and

(b) been approved as a student for the degree by the Dean of Arts.

Bachelor of Music with Honours

Current regulation

Qualifications Required to Enrol in the Degree

Every candidate for the Degree of Bachelor of Music with Honours shall have:

(a)

either

i.

successfully completed the course for the Degree of Bachelor of Music, or

ii.

been admitted under the regulations for admission ad eundem statum as entitled to enrol for the Degree of Bachelor of Music with Honours; and

(b)

been admitted to the course by the Dean of Arts.

Note: Relevance and standard of undergraduate studies are the main criteria for admission

New regulation

2. Admission to the Qualification

Every student for the Degree of Bachelor of Music with Honours, before enrolling in a course of study for the degree, shall have either:

- (a) qualified for the degree of Bachelor of Music with a B+ average in 300-level courses; or
- (b) been admitted with Academic Equivalent Standing as entitled to enrol for the Degree of Bachelor of Music with Honours; and
- (c) been approved as a student for the degree major by the Dean of Arts.
- (d) in special cases, the Dean of Arts (Academic) will determine the conditions under which candidate who do not meet regulations 4(a) and 4(b) may be admitted.

Master of Music

Current regulation

Qualifications Required to Enrol in the Degree

Every candidate for the Degree of Master of Music shall have:

- (a) either
 - i. completed the course for the Degree of Bachelor of Music with Honours, or
 - ii. been admitted under the regulations for admission ad eundem statum as entitled to enrol for the Degree of Master of Music; and
- (b) been approved as a candidate for the degree by the Dean of Arts, on the recommendation of the Head of Music.

New regulation

3. Admission to the qualification

To be admitted to the Master of Music a student must:

- (a) either
 - i. completed the course for the Degree of Bachelor of Music with Honours with a B average grade, or
 - ii. been admitted under the regulations for admission with Academic Equivalent Standing as entitled to enrol for the Degree of Master of Music; and
- (b) been approved as a candidate for the degree by the Dean of Arts, on the recommendation of the Head of Music.
- (c) In special cases, the Dean of Arts will determine the conditions under which candidate who do not meet regulations 4(a) may be admitted.

Postgraduate Diploma in Science

Current regulation

Qualifications Required to Enrol in the Diploma

- (a) Every candidate for the Postgraduate Diploma in Science shall, before enrolling for the Diploma, fulfil one of the following conditions: either
 - i. qualify for the Degree of Bachelor of Science; or
 - ii. qualify for a Bachelor's degree and if necessary passed a qualifying programme in such courses from the schedule to the regulations for the Degree of Bachelor of Science as may be required by the Dean of Postgraduate Studies; or
 - iii. be admitted ad eundem statum as entitled to enrol for the Postgraduate Diploma in Science.
- (b) A candidate shall have met the prerequisites prescribed in the Schedule to these Regulations.
- (c) Every candidate for the diploma shall have been approved as a candidate by the Dean of Science.

New regulation

4. Admission to the Qualification

Every student for the Postgraduate Diploma in Science must have, before enrolling for the Diploma:

- (a) either
 - i. qualified for the Degree of Bachelor of Science with a B- average unless otherwise stated in the Schedule to

these Regulations; or

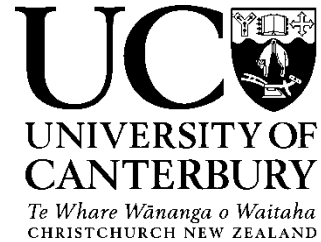
ii. qualified for a Bachelor's degree and if necessary passed a qualifying course; or

iii. be admitted with Academic Equivalent Standing; and

(b) met the prerequisites for the chosen major as prescribed in the Schedule to these Regulations.

(c) been approved as a student by the Dean of Science.

TEMPLATE 3 – REGULATION CHANGES



1. Purpose of the proposal

To update the Honours/Merit/Distinction regulation to qualifications at the University of Canterbury resulting from the Regulations Review.

2. Justification

Throughout the later part of 2015 a project was initiated at the University of Canterbury to review the academic regulations of the University. Over time, a number of points of repetition and inconsistency have crept into the regulations and the lack of a common template for the qualification regulations meant that new or modified CUAP proposals often draw discussion on their regulations that were unnecessary if proposers had been given a clearer template to follow.

The group has examined the qualification regulations and developed a common template. There has been extensive discussion and compromise of ideas leading up to this point. A key component of the work has been to define default positions on points but allowing where appropriate for specific qualifications to adopt different positions.

This proposal refers to Honours, distinction and merit for relevant qualifications. A standard default position for Honours has been reached as shown below and agreement that non-honours postgraduate qualifications be awarded with distinction or merit.

- Addition of Section 9 – with a university position of
 - all Hons degrees being awarded:
 - 1st Class Hons at a GPA of ≥ 7.0
 - 2nd Class, 1st Div Hons at a GPA of 5.5-6.9
 - 2nd Class, 2nd Div Hons at a GPA of 4.0-5.4
 - 3rd Class at GPA of less than 3.9
 - All non-Hons postgraduate degrees being awarded
 - Distinction at a GPA of ≥ 7.0
 - Merit at a GPA of 5.5-6.9

The qualifications below are where a change has been made.

This proposal includes qualifications from the Colleges of Arts, Sciences and Education, Health and Human Development. There will be a further proposal in Round Two with the remainder of the UC qualifications.

3. Proposed new regulations

Graduate Diploma in Arts

Distinction has been removed

Postgraduate Diploma in Arts

No current regulation

New regulation

Honours, Distinction and Merit

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

Postgraduate Diploma in Arts Curatorship

No current regulation

New regulation

Honours, Distinction and Merit

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

Postgraduate Certificate in Arts

No current regulation

New regulation

Honours, Distinction and Merit

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

Postgraduate Certificate in Digital Humanities

No current regulation

New regulation

Honours, Distinction and Merit

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

Postgraduate Certificate in Māori and Indigenous Leadership

No current regulation

New regulation

Honours, Distinction and Merit

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

Postgraduate Diploma in Journalism

Current regulation

Postgraduate Diploma in Journalism with Distinction

On the recommendation of the Board of Studies the Postgraduate Diploma in Journalism may be awarded with Distinction based on outstanding achievement measured by GPA in the range 8.0-9.0.

New regulation

Honours, Distinction and Merit

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

Master of Commerce

Current regulation

Class of Honours

There shall be two classes of Honours: First Class Honours and Second Class Honours. The list of candidates obtaining Second Class Honours shall be listed in two divisions: Division 1 and Division 2. In the case of a candidate granted an extension of time for the completion of the degree the Academic Board shall decide on eligibility for Honours

New regulation

Honours, distinction and merit

This qualification adheres to the General Regulations for the University and may be awarded with distinction and merit, with the following stipulation:

- (a) The Dean of Business will determine if time extensions preclude a student from receiving merit or distinction.

TEMPLATE 3 – REGULATION CHANGES



1. Purpose of the proposal

To introduce and amend the time limits to a number of qualifications at the University of Canterbury resulting from the Regulations Review.

2. Justification

Throughout the later part of 2015 a project was initiated at the University of Canterbury to review the academic regulations of the University. Over time, a number of points of repetition and inconsistency have crept into the regulations.

The project group has examined the qualification regulations and developed a common template. There has been extensive discussion and compromise of ideas leading up to this point. A key component of the work has been to define default positions on points but allowing where appropriate for specific qualifications to adopt different positions.

This proposal refers to time limits for qualifications. There is an explicit intention to introduce time limit specifications to complete qualifications. This will not necessarily change limits to those qualifications which already have one in place.

Time limits

- Undergraduate Certificates and Undergraduate Diplomas - 6 years;
- Non-professional bachelors - 10 years;
- Postgraduate certificates – 24 months;
- Postgraduate diplomas – 48 months;
- 120 point Masters - 24 months;
- 180 point Masters - 36 months;
- 240 point Masters – 48 months.

This proposal includes qualifications from the Colleges of Arts, Sciences and Education, Health and Human Development. There will be a further proposal in Round Two with the remainder of the UC qualifications.

The qualifications in the table below are unchanged and where a time limit has been introduced to a qualification or amended they are shown below.

3. Proposed new regulations

UC Qualifications approved to date that have standard time limits or have had no change.

Master of Fine Arts	Master of European Union Studies
Master of Music	Master of Linguistics
Master of Social Work (Applied)	Master of Maori and Indigenous leadership
Bachelor of Fine Arts with Honours (from 2020)	Graduate Diploma in Arts
Postgraduate Diploma in Fine Arts	Bachelor of Music with Honours
Postgraduate Diploma in Art Curatorship	Postgraduate Diploma in Journalism
Postgraduate Diploma in Māori and Indigenous Studies	Postgraduate Diploma in Te Reo Māori
Graduate Diploma in Science	Postgraduate Certificate in Digital Humanities
Postgraduate Certificate in Māori and Indigenous Leadership	Te Pourua Reo: Diploma in Te Reo Māori
Te Pourua: Diploma in Māori and indigenous Studies	Graduate Diploma in Commerce
Master of Applied Finance and Economics	Master of Business Administration
Master of Business Information Systems	Master of Business Management
Master of Commerce	Master of Financial Management
Master of Professional Accounting	Bachelor of Commerce with Honours
Postgraduate Diploma in Business Information Systems	Postgraduate Diploma in Business
Graduate Diploma in Accounting and Information Systems	Certificate in Commerce
Master of Computer Assisted Language Learning	Master of Counselling
Master of Education	Master of Teaching and Learning
Master of Teaching English to Speakers of Other Languages	Postgraduate Diploma in Child and Family Psychology
Postgraduate Diploma in Education	Postgraduate Diploma in Health Sciences
Postgraduate Diploma in Specialist teaching	Postgraduate Certificate in Education
Postgraduate Certificate in health Sciences	Postgraduate certificate in Palliative Care
Postgraduate Certificate in Specialist teaching	Postgraduate Certificate in Tertiary Teaching
Postgraduate certificate in Teaching English to Speakers of Other Languages	Graduate Certificate in Sports Coaching
Graduate Diploma in Early Childhood Teaching	Graduate Diploma in teaching and Learning (Primary)
Graduate Diploma in Teaching and Learning (Secondary)	Bachelor of Education (Physical Education)
Bachelor of Teaching and Learning (Early Childhood)	Bachelor of Teaching and Learning with Honours

Bachelor of Teaching and Learning (Primary)	Diploma in Early Childhood Education
Certificate in Sport Coaching	Master of Applied Data science
Master of Antarctic Studies	Bachelor of Science with honours
Postgraduate Diploma in Applied Data Science	Postgraduate Diploma in Science
Postgraduate Certificate in Antarctic Studies	

Master of Arts

Current Regulation

Full-time and Part-time Study

(a)

Full-time study:

i.

A candidate shall normally be enrolled as a full-time candidate.

ii.

The minimum period of enrolment for a full-time candidate is:

a.

For Part I and II: two years

b.

For Part II only: one year.

iii.

The maximum period for enrolment for a full-time candidate is:

a.

For Part I and II: four years

b.

For Part II only: three years.

(b)

Part-time study:

i.

With the approval of the Academic Board, a candidate may be enrolled as a part-time candidate.

ii.

A part-time candidate is one who, because of employment, health, family or other reasons, is unable to devote his or her full-time to study and research.

iii.

The minimum period of enrolment for a part-time candidate is:

a.

For Part I and II: three years

b.

For Part II only: two years.

iv.

The maximum period of enrolment for a part-time candidate is:

a.

For Part I and II: six years

b.

For Part II only: four years.

New Regulation

Time limits

(a) The time limit for Part I is:

- i. 12 months for full-time enrolment, or
- ii. 24 months for part-time enrolment.

(b) The time limit for Part II is:

- i. 24 months for full-time enrolment, or
- ii. 48 months for part-time enrolment.
- iii. Part II of the degree must be submitted by such date as may be prescribed by the Dean of Arts unless an exemption is granted.

Master of International Relations and Diplomacy

Current Regulation

(a)

Full-time study:

i.

A candidate shall normally be enrolled as a full-time candidate.

ii.

The normal period of enrolment for a fulltime candidate is one calendar year. Extensions may be approved by Dean of the Faculty of Arts. The period of enrolment for a full-time candidate shall be consecutive unless the candidate's enrolment is suspended under Regulation 5(d).

(b)

Part-time study:

i.

With the approval of the Academic Board, a candidate may be enrolled as a part-time candidate.

ii.

A part-time candidate is one who, because of employment, health, family or other reasons, is unable to devote himself or herself full-time to study and research.

iii.

The normal period of enrolment for a part-time candidate is two calendar years. Extensions may be approved by the Dean. The period of enrolment for a part-time candidate shall be consecutive unless the candidate's enrolment is suspended under Regulation 5(d).

(c)

After the commencement of study and research for the degree a candidate may, with the permission of the Dean, transfer from part-time to full-time status, or vice versa. In granting such permission, the Dean shall determine the minimum and maximum periods of study and may impose other conditions.

(d)

The dissertation will normally be submitted within one calendar year from the commencement of the candidate's first semester.

(e)

In special cases the Dean may suspend the enrolment of a candidate, and may extend the time for submission of a dissertation. In such a case the Dean shall determine whether the candidate remains eligible for Merit or Distinction.

New Regulation

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 month

Master of Māori and Indigenous Studies

Current Regulation

- (a) The degree programme may be taken full-time or part-time.
- (b) A full-time programme is normally completed in two consecutive years and must be completed within three years.
- (c) A part-time programme must be completed within six years from first enrolment.
- (d) Candidates who credit a completed Postgraduate Diploma in Māori and Indigenous Studies or a completed BA(Hons) to the MMAor must complete the MMAor within two years if they are full-time students and within three years if they are part-time students.
- (e) After the commencement of study for the degree a candidate may, with the permission of the Dean of Arts transfer from part-time to full-time status and vice-versa. In granting such permission the Dean shall determine the minimum and maximum periods.

New Regulation

Time limits

- (a) The time limit for full-time enrolment is 36 months.
- (b) The time limit for part-time enrolment is 72 months.

Master of Policy and Governance

Current Regulation

- (a) Full-time study:
 - i. A candidate shall normally be enrolled as a full-time candidate.
 - ii. The normal period of enrolment for a full-time candidate is one calendar year. Extensions may be approved by the Board of Studies. The period of enrolment for a full-time candidate shall be consecutive unless the candidate's enrolment is suspended under Regulation 5(e).
- (b) Part-time study:
 - i. With the approval of the Academic Board, a candidate may be enrolled as a part-time candidate.
 - ii. The normal period of enrolment for a part-time candidate is two calendar years. Extensions may be approved by the Board of Studies. The period of enrolment for a part-time candidate shall be consecutive unless the candidate's enrolment is suspended under Regulation 5(e).
- (c) After the commencement of study a candidate may, with the permission of the Academic Board, transfer from part-time to full-time status, or vice versa. In granting such permission, the Board shall determine the minimum and maximum periods of study and may impose other conditions.
- (d) Full-time students are required to submit their dissertation or thesis within one calendar year from the commencement of study. Part-time students are required to submit their dissertation or thesis within two calendar years of the commencement of study.
- (e) In special cases the Academic Board may suspend the enrolment of a candidate, and may extend the time for submission of a dissertation. In such a case the Board shall determine whether the candidate remains eligible for Merit or Distinction.

New Regulation

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.
- (a) POLS 689 must be submitted by such date as may be prescribed by the Dean of Arts unless an exemption is granted.

Master of Social Work

Current Regulation

A candidate may be enrolled as a full-time or part-time candidate. The minimum period of enrolment is one year.

The thesis is completed within three years of enrolment for the degree in that subject for full-time study, or within six years for part-time study; provided that in special circumstances the Academic Board may, on the recommendation of the Programme Coordinator, extend the period of eligibility for the award of Distinction or Merit beyond this period.

New Regulation

Time limits

The time limit for is the MSW is:

- (a) 12 months for full-time enrolment, or
- (b) 36 months for part-time enrolment.
- (c) The thesis must be submitted by such date as may be prescribed by the Dean of Arts unless an exemption is granted.

Postgraduate Certificate in Arts

Current Regulation

(No current time limit given).

New Regulation

Time limits

This qualification must be completed within 12 months.

Postgraduate Diploma in Arts

Current Regulation

(No current time limit given).

New Regulation

Time limits

This qualification must be completed within 24 months.

Bachelor of Fine Arts with Honours

Current Regulation

The candidate shall complete the course of full-time study and fulfil all examination requirements within

one year. However where a candidate is prevented from completing the course because of illness or other serious reasons she or he may apply to be re-admitted.

New Regulation

Time limits

The time limit for the fourth year of this qualification is 12 months. Students who do not meet this time limit will be withdrawn from the BFA(Hons) and transferred to the Bachelor of Fine Arts and the credit for the first 36 months of the degree transferred.

Bachelor of Arts with Honours

Current Regulation

The course of study for the BA(Hons) is normally one year; part-time enrolment is permitted provided that the course of study shall be completed within four calendar years from first enrolment in the BA(Hons) degree.

New Regulation

Time limits

The time limit for this qualification is 24 months.

Bachelor of Arts

Current Regulation

(No current time limit given).

New Regulation

Time limits

In accordance with the General Regulations for the University, the time limit for this qualification is 10 years.

Bachelor of Music

Current Regulation

(No current time limit given).

New Regulation

Time limits

In accordance with the General Regulations for the University, the time limit for this qualification is 10 years.

Postgraduate Certificate in Strategic Leadership

Current Regulation

The Certificate will normally be completed over two years.

To qualify for the award of the Certificate all requirements must be completed within three years from the date of initial enrolment. In exceptional circumstances, a candidate may be granted an extension of time by

the Director of Executive Development Programmes.

New Regulation

Time limits

The time limit for this qualification is 36 months.

Bachelor of Commerce

Current Regulation (No current time limit given).

New Regulation

Time limits

This qualification adheres to the General Enrolment Regulations for 360-point qualifications with no additional stipulations.

Master of Specialist Teaching

Current Regulation

(a) A candidate may be permitted to be enrolled as a full-time or part-time candidate, subject to course availability and requirements.

(b) A part-time candidate is one who, because of employment, health, family or other reasons, is unable to study and research full-time.

(c) The usual time for completion of the degree is three years part-time. The maximum period of enrolment is five years from the year of first enrolment in a course credited to the degree, independent of the award under which the candidate was enrolled in the course at the time.

(d) To qualify for the award of the Diploma all requirements must be completed within the maximum timeframe as listed above, unless the candidate is granted an extension of time by the Dean of Education because of special circumstances.

Note: In special cases the Dean of Education may approve an extension to the maximum time limit and in such cases determine whether the candidate remains eligible for Honours.

New Regulation

Time limits

The time limit for this qualification is 6 years.

Bachelor of Speech and Language Pathology with Honours

Current Regulation

(a) A candidate shall normally enrol for full-time study across four years (this includes the Intermediate Year). There is no provision for accelerated learning.

(b) A candidate may enrol for part-time study, at the discretion of the Dean of Science, for health, family, employment or other circumstances, in which case the candidate must complete the degree in no longer than twice the length of the full-time equivalent Programme.

New Regulation

Time limits

The time limit for this qualification is 8 years.

Bachelor of Science

Current Regulation

(No current time limit given).

New Regulation

Time limits

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

TEMPLATE 3 – REGULATION CHANGES



1. Purpose of the proposal

To update the progression requirements to qualifications from the College of Arts, College of Business and Law, College of Education, Health and Human Development and College of Science, resulting from the UC Regulations Review.

2. Justification

Throughout the later part of 2015 a project was initiated at the University of Canterbury to review the academic regulations of the University. Over time, a number of points of repetition and inconsistency have crept into the regulations. The group has examined the qualification regulations and developed a common template. There has been extensive discussion and compromise of ideas leading up to this point. A key component of the work has been to define default positions on points but allowing where appropriate for specific qualifications to adopt different positions.

This proposal refers to progression for qualifications. The group has attempted to bring some greater consistency in postgraduate progression (particularly) because, while there is currently some variation in practice, a compromise default position was relatively easy to find. The agreed position for progression across UC qualifications is:

- Standard undergraduate position of allowing two failures in a course with the 3rd attempt requiring Dean's approval.
- Standard postgraduate position of allowing one failure in coursework to the value of 30 points with no repeats unless it is a compulsory course.

All degree regulations now have a regulation called Progression. Those qualifications listed below are where there is some variation from the default position.

This proposal includes qualifications from the Colleges of Arts, Sciences and Education, Health and Human Development. There will be a further proposal in Round Two with the remainder of the UC qualifications.

3. Proposed new regulations

UC Qualifications approved to date that have standard time limits or have had no change.

Master of Arts	Master of European Union Studies
Master of Fine Arts	Master of Linguistics
Master of Music	Master of Maori and Indigenous Leadership
Master of Policy and Governance	Master of Social Work
Bachelor of Fine Arts with Honours (from 2020)	Graduate Diploma in Arts
Master of International Relations and Diplomacy	Bachelor of Music with Honours

Postgraduate Diploma in Art Curatorship	Bachelor of Arts With Honours
Postgraduate Diploma in Māori and Indigenous Studies	Postgraduate Diploma in Te Reo Māori
Graduate Diploma in Science	Postgraduate Certificate in Digital Humanities
Bachelor of Fine Arts with Honours	Bachelor of Fine Arts with Honours(120 pts)
Postgraduate Certificate in Māori and Indigenous Leadership	Te Pourua Reo: Diploma in Te Reo Māori
Postgraduate Diploma in Arts	Postgraduate Certificate in Arts
Te Pourua: Diploma in Māori and indigenous Studies	Graduate Diploma in Commerce
Bachelor of Arts	Master of Commerce
Bachelor of Commerce with Honours	Postgraduate certificate in Strategic Leadership
Bachelor of Commerce	Certificate in Commerce
Master of Computer Assisted Language Learning	Master of Teaching and Learning
Master of Education	Master of Teaching English to Speakers of Other Languages
Postgraduate Diploma in Education	Postgraduate Diploma in Health Sciences
Postgraduate Diploma in Specialist Teaching	Postgraduate Certificate in Education
Postgraduate Certificate in Health Sciences	Postgraduate Certificate in Palliative Care
Postgraduate Certificate in Specialist Teaching	Postgraduate Certificate in Tertiary Teaching
Postgraduate certificate in Teaching English to Speakers of Other Languages	Graduate Certificate in Sports Coaching
Certificate in Sport Coaching	Bachelor of Teaching and Learning with Honours
Bachelor of Science with Honours	Bachelor of Science

Master of Māori and indigenous Studies

Progression

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

- (a) Students will complete at least 120 points before enrolling for a Research Dissertation.
- (b) MAOR 590 and MAOR 591 will normally be taken over the whole year, MAOR 592 in the first semester and MAOR 593 in the second semester.

Master of Social Work (Applied)

5. Progression

If a student fails up to 30 points (other than SOWK 671 or 672) for the Master of Social Work (Applied) degree, they may, with the permission of the Dean of Arts, repeat that course or courses, or substitute another course or courses of equal weight. A student who fails more than 30 points will be withdrawn from the qualification.

If a student fails a Fieldwork Practicum (SOWK 671 or 672), under exception circumstances they may, with the permission of the Head of Department and the Dean of Arts, repeat that course once only. If the course is failed a second time, the student will be withdrawn from the qualification.

Postgraduate Diploma in Fine Arts

Progression

This qualification adheres to the General Regulations to the University with the following stipulation:

- (a) Students who do not complete within the specified timeframe will be withdrawn from the Postgraduate Diploma.

Postgraduate Diploma In Journalism

Progression

A student who fails a course for the Postgraduate Diploma in Journalism will be withdrawn from the qualification.

Bachelor of Music

1. Progression

This qualification adheres to the General Enrolment Regulations for Direct Entry with the following stipulations:

- (a) Students who demonstrate comprehensive competence in the content covered by MUSA 100 may, with the permission of the Head of School, substitute this for another course from Schedule B.
- (b) A student may only repeat MUSA 141, MUSA 142, MUSA 241, MUSA 242, MUSA 341, MUSA 342, MUSA 143 or MUSA 243 with permission of the Head of School.

Master of Applied Finance and Economics

Progression

Students who fail more than one course will be withdrawn from the degree.

Master of Business Administration

Progression

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. a Group A course more than once

(b) Subject to the approval of the Dean of Business, a candidate who fails a Group B course may sit another Group B course.

(c) A candidate is not permitted to repeat or resubmit the project MBAD 680.

Master of Business Information Systems

Progression

A student will be withdrawn from the programme if they fail:

- (a) more than two courses or
- (b) MBIS 691 and MBIS 680.

Master of Business Management

Progression

A student will be withdrawn from the degree if they fail:

- (a) more than two courses, or
- (b) a Group C course

Master of Financial Management

Progression

A student will be withdrawn from the qualification if they fail:

- (a) more than two courses.
- (b) A Group B course.

Master of Professional Accounting

Progression

A student will be withdrawn from the degree if they fail:

- (a) more than two courses

- (b) any Group B course.

Postgraduate Diploma in Business Information Systems

Progression

Students will be withdrawn from the diploma if they fail:

- (a) More than two courses.
- (b) MBIS 691.

Postgraduate Diploma in Business

Progression

A student will be withdrawn from this qualification if they:

- (a) fail a course more than two times
- (b) fail more than two courses

Graduate Diploma in Accounting and Information Systems, Graduate Diploma in Economics, Graduate Diploma in Commerce.

Progression

A student will be withdrawn from the diploma if a course is failed except in exceptional circumstances and with permission of the Dean of Business.

Master of Counselling

Progression

- (a) A student may not fail more than 30 points in this qualification.
- (b) A student may not progress to courses listed in Schedule C of these regulations if their grade point average is below a B.

Master of Specialist Teaching

Progression

- (a) A student may not fail more than 30 points in this qualification.
- (b) Students must achieve a B grade point average or higher in Part I, including courses completed towards their Postgraduate Diploma in Specialist Teaching, in order to proceed to Part II.

Postgraduate Diploma in Child and Family Psychology

Progression

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

- a) Any student who fails a course may seek approval to re-enrol in that course in only one subsequent year; and
- b) Failure in more than one course may lead to a review of the student's enrolment in the qualification.

Graduate Diploma in Early Childhood Teaching, Graduate Diploma in Teaching and Learning (Primary), Graduate Diploma in Teaching and Learning (Secondary), Bachelor of Education (Physical Education), Bachelor of Teaching and Learning (Early Childhood), Bachelor of Teaching and Learning (Primary), Diploma in Early Childhood Education

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.

Master of Applied Data Science

Progression

This qualification adheres to the General Regulations for the University, which permits 30 points of course failures to qualify for the degree, with the following stipulation:

- (a) DATA 601 cannot be repeated if failed.

Master of Antarctic Studies

Progression

This qualification adheres to the General Regulations for the University, with the following stipulation(s):

- (a) failure for any component of the Postgraduate Certificate will result in failure of the Masters.
- (b) no courses for the Postgraduate Certificate can be repeated.
- (c) part-time enrolment is not possible for ANTA 601-604.

Bachelor of Speech and Language Pathology with Honours

Progression

(a) Students admitted to the degree must pre-register for the practicum courses CMDS 381, CMDS 382, CMDS 482 and CMDS 484 by completing the application form before 15 October of the year preceding the course. Students who do not pre-register may not be admitted except under exceptional circumstances and by the approval of the Dean of Science.

(b) Students must pass all courses for each level of the degree

(c) Enrolment is for full-time study across four years.

Postgraduate Diploma in Applied Data Science

Progression

Students can only fail up to 30 points, and must pass the repeated courses within the following year. Enrolment in an alternative course in its place will only be permitted in exceptional circumstances and requires a recommendation from the Programme Director and the permission of the Dean of Science.

Postgraduate Diploma in Science

Progression

Unless an exemption is granted by the Dean, courses may not be repeated.

Postgraduate Certificate in Antarctic Studies

Progression

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

- (a) failure for any component of the certificate will result in failure of the qualification.
- (b) no courses for this qualification can be repeated.
- (c) part-time study is not permitted.

TEMPLATE 5 – REPORT TO CUAP**PROPOSAL DESCRIPTION****1. CUAP Unique Identifier (Academic Services to provide)**

GradDipArts, MA, PhD

2. Name of Qualification(s)

Subject of Ethics in the Graduate Diploma in Arts, subject of American Studies in the Master of Arts and Doctor of Philosophy.

3. Rationale

Ethics has been a subject in the Graduate Diploma in Arts since 2008. There have been limited enrolments and the College of Arts has agreed that the subject be removed from those offered in the Graduate Diploma in Arts.

In 2013, notice was given to CUAP that the subject of American Studies in the Master of Arts and Doctor of Philosophy be discontinued once enrolled students had completed. All students have been taught out.

4. Proposed new regulations

UC Calendar page 161

Under regulation 1. Remove “Ethics” from the subject list.

Under 3. Structure of the Diploma- remove the entry for the Graduate Diploma in Arts (Ethics).

Page 170 remove entry for American Studies

Page 468 Regulation 1 remove “American Studies (AMST)” from the subject list.