

**EMBARGOED UNTIL 4pm WEDNESDAY 26 JULY 2017**

## Agenda

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

Refer to  
Page No.

1. APOLOGIES:
  2. CONFLICTS OF INTEREST  
*Every Member has an obligation to declare any material interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately*
  3. MINUTES (28 June 2017) 1-4
  4. MATTERS ARISING
- PART ONE: REPORTS**
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    - 5.2 2017 Council Work Plan (to be tabled)
    - 5.3 Report from Governance Working Group – Council Appointments Statute 7-12
  6. FROM THE VICE-CHANCELLOR
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  7. FROM THE FINANCE PLANNING AND RESOURCES COMMITTEE 45
    - 7.1 UC Trust Funds 47
      - 7.1.1 Quarterly Report to June 2017 49-62
      - 7.1.2 Updated Statement of Investment Policy and Objectives 63-80
    - 7.2 Domestic Fees 2018 (following discussion with the public excluded)
  8. FROM THE ACADEMIC BOARD
    - 8.1 Board Report 81-85
    - 8.2 CUAP Proposals 86-158
    - 8.3 Productivity Commission Report 159-162

9. **PUBLIC EXCLUDED MEETING**

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

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4	Minutes of the meeting held on 28 June 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	<b>From the Chancellor</b> 2017 Research Medal	To protect the privacy of natural persons	7(a)
7. 7.1	<b>From the Vice-Chancellor</b> 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	<b>From the Finance, Planning and Resources Committee</b> UC Futures Update - UC Futures Summary - GOG Quarterly Scorecard - RRSIC Milestone Reset - Rehua Update	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(f)(i)
8.2	Domestic Fees 2018	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i) 7(f)(i)
8.3	Dovedale Accommodation Naming	To protect the privacy of natural persons	7(a)
8.4	Recreation Centre IBC	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i)
8.5	Warehouse Lecture Theatre BC	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i)
8.6	SMS Student First Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.7	Changes to the Erskine Bequest	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.8	Draft 6-Monthly Financial Report to 30 June 2017	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.9	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.	7(h) 7(f)(i)
9. 9.1	<b>Strategic Discussion</b> 9.1 Letter from LU Transition Board	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

**I also move that the 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 30 August 2017





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## Minutes

Date	<b>Wednesday 28 June 2017</b>
Time	4.15pm
Venue	Council Chamber, Level 6 Matariki
Present	Dr John Wood (Chancellor), Dr Rod Carr (Vice-Chancellor), Mr James Addington, Mr Peter Ballantyne, Dr Rosemary Banks, Ms Catherine Drayton, Professor Roger Nokes, Mr Warren Poh, Mr Malcolm Peterson Scott.
Apologies	Ms Sue McCormack (Pro-Chancellor), Mr Shayne Te Aika, Mr Steve Wakefield.
In Attendance	Mr Jeff Field, Registrar and University Council Secretary Dr Hamish Cochrane, DVC (Academic) Professor Ian Wright, DVC (Research and Innovation) Mr Andy Keiller, Acting Executive Director, Learning Resources Dr Andrew Bainbridge-Smith, Academic Registrar Mr Bruce White, Deputy Registrar Mrs Raewyn Crowther, University Council Coordinator
<b>CONFLICTS OF INTEREST</b>	There were no conflicts of interest identified.
<b>MINUTES</b>	The minutes of the meeting held on 31 May 2017 were approved as amended and signed as a correct record.
<b>MATTERS ARISING</b>	<b>Health and Safety</b> Mr Paul O’Flaherty, Director Human Resources, joined the meeting to support a paper written by the newly appointed Health and Safety Manager, Steve Hunter, who was not able to be present. The Chair of the Audit and Risk Committee, Mr Peter Ballantyne, would meet with Mr O’Flaherty and his Health and Safety team to discuss future reporting to Council.
<b>FROM THE CHANCELLOR</b>	The Chancellor noted that a brochure on UC Update Day 2017 had been tabled.

**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 business cases which would come to the next Council meeting. This was a dynamic document that provided information on the programme of work for Council in the coming year.

**Council Appointments**

The Chancellor advised the Council that the Minister has made two appointments to Council to replace Mr Tony Hall and Mr Bruce Gemmill. They were Dr Rosemary Banks, who was welcomed to her first meeting, and Mr Steve Wakefield who will be available to attend his first meeting in August.

**Report on "Learnings from the Earthquakes"**

The Chancellor provided an oral report on the visit to UC by the Chancellors and Vice-Chancellors of all NZ universities for the bi-annual Universities New Zealand meeting. The meeting had provided the opportunity to present a programme on "Learnings from the Earthquakes" which was well received. It was noted by the Vice-Chancellors' Group that had they had a greater understanding of the nature and magnitude of the challenges faced following the earthquakes they may have offered more support.

**FROM THE VICE-  
CHANCELLOR****Monthly Report**

Dr Carr took his report as read and provided an update on a number of matters:

- The resignation of Dr Hamish Cochrane was noted. Council would acknowledge his contribution with an appropriate resolution at its August meeting and would farewell Dr Cochrane following that meeting.
- The DVC (Research) Professor Ian Wright would be Acting VC from 29 June to 14 July.
- Australian government changes in funding available to New Zealand students had prompted research into the likelihood of them returning to NZ to study. Significant barriers were identified but a website promoting UC as an option had received 1700 hits of over 4 minutes duration in a short time.
- The College of Arts would host the Global Hub which would provide a focus for the globally aware graduate attribute.

Moved

**That: The Vice Chancellor's Report be received.**

Carried

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

The Chair of the Finance, Planning and Resources Committee, (FPRC) Ms Drayton, presented her report from the meeting on 19 June.

**Landscape Master Plan**

It was noted that this plan sat alongside the Campus Master Plan.

Moved

**That: Council note the Landscape Master Plan as a living document.**

Carried

### **Approval to Demolish von Haast**

The Ministry of Education letter of approval to demolish the von Haast building was provided to Council for information.

Moved

**That: Council note approval to demolish the von Haast Building.**

Carried

### **FROM THE ACADEMIC BOARD**

Dr Hamish Cochrane presented the report from the meeting of the Academic Board, discussed the items that would need to be referred to CUAP for approval and commented on a further set of academic regulation revisions. Dr Cochrane then reported on the work to implement the University-wide Graduate Attributes.

Moved

**That:**

**1) Council note:**

- i) the Academic Board Report**
- ii) the revision of 23 qualification regulations**
- iii) the Framework for Community Engagement**
- iv) the Framework for Global Awareness**

**2) Council approve:**

- v) the changes to:**
  - a. Bachelor of Arts (Honours) - Major in Mathematics and Statistics**
  - b. Doctor of Philosophy**
- vi) the introduction of the Master of Bicultural Co-Governance of Natural Resources.**

Carried

### **PUBLIC EXCLUDED MEETING**

Moved

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4	Minutes of the meeting held on 31 May 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	<b>From the Chancellor</b>	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
7.7.1	<b>From the Vice-Chancellor</b> Risk Report		7(f)(i)

		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(d)
8.	<b>From the Finance, Planning and Resources Committee</b>		
8.1	UC Futures Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.1.1	- UC Futures Summary		
8.1.2	- Cladding	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.1.3	- RRSIC Updates		
8.2	Naming Rights Policy	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.3	Student First Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.4	CLV Kowhai Repairs	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.5	Arts Centre PCG Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6	Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

*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 5.17pm and confirmed the following matters for the public record:

- The names to be applied to Building in the Rutherford Regional Science and Innovation Centre and the UCSA Building, to be announced at an appropriate time.

#### **GENERAL BUSINESS**

There were no items of general business.

The meeting closed at 5.18pm.

#### **NEXT MEETING**

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

SIGNED AS A CORRECT RECORD: \_\_\_\_\_

DATE: \_\_\_\_\_

# Memorandum

## Vice-Chancellor's Office

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



<b>To:</b>	Council Members
<b>From:</b>	Dr John Wood, Chancellor
<b>Date:</b>	20 July 2017
<b>Subject:</b>	<b>CHANCELLOR'S MEETINGS</b>

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

- Meeting with DVC Dr Hamish Cochrane regarding Academic Board proposals
- Meeting of the UC Foundation Board
- Attended the farewell for John Spencer, former TEC Chairman
- Opened the International Political Science Association Research Committee on Democratization and the Military Conference
- Attended the Independence Day celebrations hosted by newly appointed US Ambassador Scott Brown
- Gave the welcome address to the Semester 2 International Student Welcome
- Briefing meeting with Acting VC Professor Ian Wright
- Attended a Fulbright Project Meeting in Wellington
- Attended an NZUS Council meeting, introducing the new US Ambassador
- Officiated at the Transition Graduation Ceremony
- Meet with UCSA President James Addington
- Attended a health and safety site visit to the Fine Arts Department
- Attended a Council Executive Committee
- Attended a meeting of the Finance, Planning and Resources Committee
- Attended and spoke at the UCSA Ground-breaking ceremony
- Hosted a thank you event for staff involved in running the graduation ceremonies
- Hosted a Corporate table at the Crusaders Quarter Final match
- Presided over the 2017 Gardner Memorial Lecture
- Attended a meeting of the Vice-Chancellor Employment Committee

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

Dr John Wood  
**Chancellor**



# Memorandum I Pukapuka



## Registrar's Office

To:	Ki:	University Council
From:	Nā:	Governance Working Group
Date:	Rā:	13 July 2017
Subject:	Kaupapa:	Council Appointments Statute
Purpose:	Aronga:	For approval

Following adoption of the new University of Canterbury Council Constitution on 1 August 2015 the Governance Working Group, on behalf of the University Council, recommended various Terms of Reference and Statutes for adoption.

One outstanding piece of work was the Council Appointments Statute. A proposed statute is attached for approval.

Key points in the proposed statute are:

- the establishment and maintenance of a register of names of persons suitable for appointment to Council, and
- the procedure for filling vacancies within Clause 3.1(g) of the Constitution:

3.1 The members shall be:

- (g) Three members appointed by the University of Canterbury Council, two of whom must be graduates of the University of Canterbury.

**Recommendation:** That Council approve the Council Appointments Statute.

### **The Governance Working Group:**

Dr Robin Mann, ONZM, Distinguished Fellow Institute of Directors  
Professor John Burrows, QC, ONZM  
Mr Jeff Field, JP





## COUNCIL APPOINTMENTS STATUTE

The processes for the appointment to Council of staff and student members by election are prescribed by the relevant Council Election Statutes. This statute deals with the appointment of the other members. The Vice-Chancellor is a member of Council ex officio.

### *Definitions*

1. "Act" means the Education Act 1989.  
"Committee" means the Honours and Appointments Committee of Council.  
"Constitution" means the Constitution of the Council of the University of Canterbury.

### *Criteria for appointment*

2(a) Under the Act, persons appointed to Council must have relevant knowledge, skills or experience. Areas of relevance include

- Strategic planning and governance
- Business and financial management
- The employment environment
- Performance improvement
- University sector
- Community links
- Student wellbeing

*Note: The TEC document "TEI council members: framework for selection" contains helpful guidance.*

(b) The balance of skills which is desirable on Council may differ from time to time.

(c) It is desirable also to ensure that one or more members of Council have the skills necessary to fill the position of Chancellor in future.

3. The Act provides that as far as reasonably practicable the Council should reflect:
- (a) the ethnic and socio-economic diversity of the communities served by the University, and
  - (b) the fact that approximately half the population is male and approximately half female.
4. In making appointments regard should be had to the ability and availability of the candidates to attend meetings and perform Council and committee functions.
5. Under the Constitution, two of the members appointed directly by Council must be graduates of the University of Canterbury.

*A register of suitable persons*

6. The Committee will establish and maintain a register of the names of persons who it believes may be suitable for appointment to Council. The names may be obtained by the process of advertising for expressions of interest under clause 10 of this statute, by direct application, or at the Committee's own initiative.

*Appointment of Maori member*

7. If there is a vacancy for the position of member of Council under clause 3.1(f) of the Constitution, the Committee will consult with Te Runanga o Ngai Tahu and seek a recommendation from them.
8. The Committee may if it wishes indicate to Ngai Tahu any skills which it believes would be desirable to redress an imbalance of skills in the current membership of Council.

*Appointments by Council under clause 3.1(g) of the Constitution*

9. If a member whose term is about to expire is eligible for reappointment and desires to be reappointed, Council may at its discretion reappoint the member for a further term without calling for expressions of interest. However Council

may decide to call for expressions of interest, in which case it is open to the member concerned to be considered along with other candidates for the position.

10(a) A reasonable time before a vacancy is to occur, the Committee will call publicly for expressions of interest. An advertisement should be placed on the University website and in such other media as the Committee thinks appropriate.

(b) The advertisement may, if the Committee thinks appropriate, specify any specific skills which it believes would be desirable to redress an imbalance in the Council membership.

(c) Persons whose names are on the register referred to in clause 6 may be approached by the Committee and invited to submit expressions of interest.

(d) An expression of interest should contain a summary of the candidate's background, and the skills he or she can bring to the position. The Committee may specify a maximum word length.

11(a) When the expressions of interest have been received, the Committee will compile a short list. It may if it wishes interview candidates.

(b) The Committee will forward to Council the expressions of interest of all short-listed candidates, together with the names of all other candidates. It may indicate to Council the candidate or candidates it prefers.

(c) Council will then make an appointment as it thinks appropriate.

12. While a four-year term will be the norm, Council may appoint a person for a shorter term if it thinks that would ensure an orderly rotation of members in the medium to long term.

*Ministerial appointments under clause 3.1(a) of the Constitution.*

13(a) It is the sole prerogative of the Minister to make such appointments.

(b) However Council may, on the advice of the Committee, indicate to the Minister any particular skills which it believes are desirable to redress an imbalance in Council membership.

(c) Council may also, if it thinks it appropriate on the advice of the Committee, provide names for the consideration of the Minister.

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

**VICE-CHANCELLOR'S REPORT TO  
UNIVERSITY OF CANTERBURY COUNCIL JULY 2017**

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## **1. INTRODUCTION**

The second highest-ever level of attendance at UC Open Day on 13 July, despite one of the worst weather days of the year, is a credit to all those staff who planned and implemented the day. UC Open Day 2017 was attended by 3,362 prospective students and whanau. UC's highest ever Open Day attendance was 2016, when 4,724 people attended. UC's 2015 Open Day, which encountered similar inclement weather, was attended by 1,750.

This year, an event app was in place for Open Day, aiding communication with those who pre-registered and downloaded the app. 2,340 people did so, with the app accessed 27,869 times. 9,745 personal interactions were recorded over 52 sessions, well up on the 7,786 interactions over 44 sessions in 2016. 78% of people surveyed so far said they were likely to enrol at UC.

We have decided not to conduct the survey of school leaver intentions this year. As a consequence, there will be limited reliable leading indicators of likely domestic enrolments before late January 2018.

The University continues to work hard to ensure the 2018 Semester One teaching programme gets off to a smooth start. Delays in completing the three major building projects will determine whether the year gets under way as planned, or whether alternative teaching spaces are required. UC is also continuing to work hard on achieving the various targets associated with the Government's investment in recovery and transformation of the University.

Semester Two enrolments confirm a continuing increase in full-fee (international) student EFTS, but the University is tracking slightly below target (but within minus 5% variance) on domestic EFTS for 2017.

The development and promulgation of the Graduate Profile is progressing across the Colleges, with significant effort ensuring the development, planning, academic assurance and necessary regulation changes for embedding the four graduate attributes through the university curriculum.

The focus for the remainder of 2017 will be to continue to work hard to attract students, ensure they have access to the world-class facilities we have undertaken to provide as soon as possible, and to continue to embed the graduate profile, ensuring that in time, our students leave the University not only having mastered their chosen academic discipline, but with the other skills we know are required to ensure they succeed in their future endeavours and, through doing so, make Canterbury graduates even more sought after.

Planning for the 2018 budget and early forecasts for 2019 highlight the importance of achieving student recruitment targets and cost containment objectives. SAC support will be essential if UC is to meet its Funding Agreement Targets in 2018 and strict control of costs and a 5% reduction of general staffing levels by 2019 is required.

## **2. STRATEGIC MATTERS**

### **2.1 UC Futures**

UC continues its transformation to develop leading learning environments for our students, staff, business partners and the community. Overall there are eight classes of generic learning spaces now available at UC including tutorial conversational spaces for small groups; tutorial interactive spaces for groups up to 30; project workshop spaces; lectorials; small to medium lecture spaces; flat flexible medium learning spaces; interactive lecture spaces; and large traditional lecture theatres. Each space can be equipped with a range of audio-visual equipment to support blended learning, though each is based on a particular pedagogical style. For example, project workshop spaces

assume that learning will be interactive and group based, while the traditional lecture spaces assume discursive teaching. These spaces are supplemented by informal social working spaces in atria and corridors as well as libraries. Each of the UC Futures construction projects includes versions of these spaces in addition to specialist laboratories and other specialist spaces. 2018 will see the widespread use of these new learning spaces across the University, with many of the spaces available for all colleges to use.

In light of the Grenfell Tower fire in the UK, Learning Resources is currently reviewing and examining the cladding used in new and older buildings, including those in the UC Futures programme. The type of cladding is called Aluminium Composite Cladding (ACM or ACP) and comes in different fire ratings. There are three areas in the new UC Futures buildings where these types of cladding are used, but they are all appropriately fire rated with mineral rather than polymer cores. UC is continuing to look at buildings outside the UC Futures programme. Testing of a small number of samples is under way, with results expected shortly.

## **2.2 Rutherford Regional Science and Innovation Centre (RRSIC)**

The new schedule for RRSIC Stage One has been confirmed and is holding with no further known delays at this stage. As a result the College of Science is planning to use the teaching spaces in Semester One 2018. All scheduled teaching planned for RRSIC Stage One in Semester Two this year has been reallocated. Researchers may occupy the building before that time, with commissioning of this complex building currently scheduled to be completed by 28 September. This date has some risks attached to it, and may change again prior to completion. The Government is aware of these changes to the dates for RRSIC Stage One and, in a recent letter, acknowledged that UC has done as much as it can to avoid these construction delays. The project management team and contractor, Fletcher Construction Ltd, have been continuing to develop plans and arrangements for fire protection of this building, with key changes being submitted to the Christchurch City Council as part of gaining the practical completion certification. These changes are very minor but important, such as the dates for training UC Engineering Services in the building's operation.

At this point, work on RRSIC Stage Two is expected to start as planned, with an early 2019 opening for the building. The contractor, Dominion Constructors, has been working with UC to identify the levels of both airborne and fixed asbestos present in the Von Haast building (which is being demolished to allow for RRSIC Stage Two). Next month will see firm results from these tests and any implications to the demolition and construction programme will be better understood.

A key element of this project – the redesign and refit of a Level Four laboratory in the SBS building – has recently been completed on time and to budget. This functional change to the laboratory from research to teaching ensures that the College will have the right types of lab space when the Science Precinct is complete.

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

The completion of the Civil and Natural Resources Engineering Structures and Fluids Labs is expected in the coming month, with a significant programme of handover tasks planned. Consultant and compliance inspections have been scheduled and some completed. This is likely to mean that this part of CETF Tranche Two will be a month later than the planned 30 June completion. There has been an increase in contractor working hours to try to avoid this position but these best efforts have not resulted in the programme sticking. The project team and contractor acknowledge the efforts of the College to accommodate all the delays in this element of the project, which directly affects the College's research plans.



Progress on the Mechanical Engineering wing of Tranche Two is on track for the reset schedule to complete construction by the end of September. Learning Resources and the College of Engineering continue to plan handover and transition for this, the final part of the CETF project. Upon completion of Tranche Two (both the CNRE and Mechanical wings) and the cladding of the Electrical Link building, the Engineering Precinct will have been remediated and almost entirely rebuilt.

#### **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 design and fit-out of the new teaching spaces in the Rehua building have been developed with current best practice learning and teaching methods in mind. The College of Education, Health and Human Development's Learning and Teaching Committee is working with the Teaching Spaces Training Advisor to develop a professional development programme for staff using these spaces. This is aimed at ensuring teaching staff can make the most of the technologies in the rooms for both synchronous and asynchronous blended learning. A small 'College history' working group is now regularly meeting and has decided to represent the College's history, for display in Rehua, through a timeline (including pictures).

UC has received a new schedule from the construction contractor, Downer (Hawkins), which confirms further delays in construction. These dates, although not accepted by UC, mean occupation is very unlikely until the new year, but exactly when in the new year has yet to be confirmed. The relocation of the Education Library will proceed as planned over the summer vacation. The early relocation of the Executive Development Programme and Centre for Entrepreneurship will not take place as planned. Some early planning is being undertaken to understand the implications of any further slippage in the Rehua programme. Impacts include teaching timetable in Semester One 2018, decanting of the Dovedale Village and relocation of the HR and IT service groups.

#### **2.5 Graduate Attributes**

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

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

The final graduate attribute frameworks, Community Engagement and Global Awareness, were approved at Academic Board on 9 June. The approved kaupapa are now being reflected in recent new course and programme proposals received through Colleges and the Academic Administration Committee. This means that academics developing new courses and programmes at UC have a sound and agreed basis for ensuring that UC graduates can claim the UC attributes on graduation.

##### **Attribute 1: Employable, innovative and enterprising**

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

The regional MYOB IT Challenge was held in late June with the support of the University's Centre for Entrepreneurship. The aim of the challenge is for students to develop a technology solution for a real-world business problem over five days. The UC teams then took part in the Nationals in early July where two teams placed second and third nationally. The teams represent diverse disciplines working together to solve real-world problems.

Upcoming workshops for students to enhance their employable, innovative, and enterprising skills includes a beginner's course for aspiring Directors with the Institute of Directors (Canterbury Branch), which is tailored specifically for students.

### **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.*

A BiCC hui was held on 15 June for Deans and PVCs to share their developments and progress for embedding the BiCC attribute. A range of approaches is being adopted with some Colleges bringing in new courses or a schedule of courses and others embedding the attributes throughout. For Colleges requiring regulation changes for 2018 (Arts and Science), the regulation changes were approved at Academic Administration Committee and will be forwarded to the July Academic Board for approval.

The first full-length workshop on “Culturally Responsive Pedagogy: From Theory to Practice” was offered in June. Two more workshops will be offered in August and September.

### **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 UC Community Engagement Hub received a City Council grant to run a social innovation themed dragon's den process with CHCH101 students mentoring area high school students in the second half of Semester Two. In addition, the Hub hosted Dr Jane Goodall for two events that connected UC students with high school students. In July, UC Community Engagement Hub Director Billy O'Steen will deliver a keynote address “Answering the Bell: Preparing for Moments of Truth through Community Engagement” at the Engagement Australia Conference. Since the earthquakes, UC is the only non-Australian university to belong to this body in Australasia.

### **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.*

With the approval of the Global Awareness attribute, course changes have been commencing in some qualifications to highlight the attribute. For example, a number of courses have included case studies that highlight examples from global companies or global problems. Staff can also undertake professional development through the one day “Cross-Cultural Interactions” workshop. One was held in June with the next workshop scheduled for November. The focus is to develop cross-cultural competence in daily exchanges with students and colleagues.

Discussions are under way about the location and function of a physical home for the Hub.

## **2.6 International Growth Strategy**

NZAID scholarships are provided by the New Zealand Ministry of Foreign Affairs and Trade (MFAT) to support students from developing countries to study in New Zealand. UC hosts a range of students from almost all regions in the world as part of this programme. In the last month the Student Care Team (SCT) held a Completion Ceremony for completing NZAID scholarship

students and also hosted visitors from MFAT, while supporting the development of Mid-Year Orientation and UC Careers workshops.

## **2.7 International Partnerships**

Fifteen students have been selected to take part in the next Thailand Internship Programme at Mahidol University and applications will soon open for the next Peking University Summer Programme. Together, these programmes received more than \$150,000 in the latest Prime Minister's Scholarships for Asia funding round.

International Partnerships has also been working on a proposal for MARA in Malaysia.

## **2.8 Study Abroad and UC Exchange**

The Mobility team is currently preparing for the arrival of Study Abroad and Exchange students for Semester Two. Following on from the NAFSA conference in the US in early June, work is also under way on exploring new Study Abroad partnerships, and new direct Study Abroad agreements have been signed this month with Hampshire College and Fordham University in the US. UC has also hosted the University of Arkansas to campus in June to discuss a potential new Study Abroad cooperation, as well as a familiarisation visit from current Study Abroad provider International Studies Abroad.

Twenty-five Study Abroad ambassadors have been selected from the departing Semester One Study Abroad cohort and will begin to undertake promotional tasks for UC on their return to their home universities. The 2018 Study Abroad prospectus has been finalised and printed. In the exchange sphere, the end of May also marked the first outbound exchange deadline for 2018 exchanges and the interview and selection process for outbound students is now under way.

The team also welcomed a new staff member at the end of June, with a focus on supporting Study Abroad recruitment and administration to enable development of new growth initiatives, particularly for students from the USA.

## **2.9 Recruitment**

The Associate Director, International Growth attended the quarterly Christchurch Leadership Accord meeting on 8 June. The purpose of this group is to leverage synergies across institutions in Christchurch who recruit international students. Three members of the IRO visited Auckland in June. These visits included a quarterly visit to key agents with UCIC (13-14 June), Korean and Japanese agencies (27 June), and China counsellors at key China agencies (28 June). Members of the Recruitment team attended the Education NZ Industry Update seminar in Christchurch on 22 June at which there was discussion about the upcoming New Zealand international student growth strategy.

The International Student Prospectus 2018 was finalised with Marketing and sent to print.

## **2.10 Pre-assessment**

The Pre-assessment team is focusing on processing quality applications for UC, ensuring quick processing times for key agent applications received via UCLink and applications from key countries India and China. The team is also reworking filtering processes to ensure less time is spent on low value applications. Overall, during June, the team filtered out a large number of low value applications and processed about 370 applications where an Admission Assessment was created. It is estimated that overseas recruitment events scheduled for July and August will significantly increase the flow of international applications in the pipeline. The loss of some

members of the team is being addressed through recruitment in time for processing for the February 2018 intake.

### **3. CHALLENGE**

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

#### **3.1 Marketing**

Social media activity continues to be high with good engagement across Facebook, Instagram and Twitter. Student “takeovers” of our Instagram account and promotions with student clubs have driven growth. Promotions are planned for Semester Two with Halls of Residence. The Online WCMS phase III project continues with the College of Education, Health and Human Development and the College of Science the current focus. Google AdWords has experienced good growth as has video views and banner advertising response. Total online results (clicks, likes and video views) are up 71% year-on-year.

The UCME campaign has been launched with significant visibility nationwide. Outdoor opportunities are being utilised with adshells outside many secondary schools nationwide, billboards in Wellington and Christchurch, and street posters in Nelson. In addition the campaign is being promoted through social media (Facebook) and on high visibility websites. Radio has also been utilised and the campaign is being promoted on the UC website homepage.

The undergraduate scholarship campaign has been in market utilising online and outdoor properties. The Auckland-Wellington offer that is branded GO Canterbury was launched in July utilising outdoor, online and radio.

Development of a specific ‘brand story’ for the College of Education, Health and Human Development is under way. This has involved interviews with students, staff and alumni. A suite of videos will be implemented progressively over the year – the College of Arts is the first partner in this process.

A web page has been constructed with information for New Zealand born students and parents living in Australia. In addition, a Facebook and banner advertising campaign has been in the Australian market highlighting this opportunity. As a result there have been over 4,000 unique visitors to the page since the online campaign began in mid-June. A presentation has also been completed for the College of Education, Health and Human Development, focusing on Tokyo City University with the possibility of 200 study abroad students a year from 2020.

#### **3.2 Liaison**

Information evenings wrapped up in June with events held in Tauranga, Invercargill, Christchurch, Timaru, Nelson and Napier. Overall, 1,671 future students and whānau attended the events throughout the country, similar to last year. The Timaru evening was a positive new addition this year, with 75 in attendance.

The team also hosted 80 Careers Advisors and International Directors from around the country for the annual Careers Advisors Update Days. Out of the 80, about 30 had never been on the UC campus before. Careers Advisors heard about the future plans for the university, updates on programmes and undertook visits to the Arts Centre and the new Engineering Core Building.

During the month, the team held 55 on-campus appointments with future students. Out of the 55, 14 were course planning sessions for Semester Two.

For the final Tactix home game, Year 10 students were hosted in the stands while Year 12 and 13 Maori students were hosted by MDT on the corporate table. The Year 10 students also had two members of the Tactix deliver a skills session at their school. The Senior Engagement Coordinator (SEC), and members of the SVA In-Schools team, hosted Year 10 and 12 students from the SVA UCan programme at the final regular session Crusaders game. Visits to Auckland to meet secondary school International Directors were held in June, and the SEC also accompanied the Vice-Chancellor to visit principals at Burnside and Hornby.

### **3.3 Admissions**

The team is currently focussing on priority applications for February 2018, via the recently established agent portal, UCLink. New templates for offer and enrolment letters for International Status students using domestic pathways and domestic status students using CIE/IB (AES) pathways for entrance to University have been created and now include information on the enrolment process and what is required from the student to become fully enrolled.

The Admissions team has been given the green light to remove the requirement to re-check all documentation prior to enrolling International students. This will be on a trial basis for a period of six months from 29 June. Random spot checking will be undertaken in order to maintain risk assessments, and for certain circumstances such as PhD's. Removing this additional verification step for most students will speed the enrolment process up and allow Admission Officers to concentrate on core business during busy periods.

Both initiatives, updating letters and removing sanctions, will alleviate bottlenecks during enrolment in July and February.

An email has been drafted for sending to all "lapsed" applications made prior to 1 April, to prompt students to either commit to enrolling or clear them out of the system. This will help provide better reporting statistics and a clearer view of active applications.

### **3.4 Enrolment**

UC mid-year enrolment ran from 5-14 July. The team expects to be busy with new and returning international students, and more than 178 Study Abroad students to be enrolled for Semester Two.

The team is looking forward to the upcoming Easy Enrolment demos in July, and the Education applications to enrol going live from 1 August.

### **3.5 Scholarships**

The Scholarships Office has developed a delivery plan to ensure school leaver scholarships are offered to students in conjunction with Halls of Residence offers, to streamline recruitment. School leaver scholarship applications opened on 20 June and included improvements to the application process, including a single application form and minimising the requirement for schools to provide references.

The "Welcome Home" Scholarship has been drafted to target New Zealand-born students living in Australia who will not be eligible for domestic fees in Australian Universities. This scholarship is planned to be in market at the beginning of August.

### 3.6 Accommodation

Semester Two applications are being processed and as of 30 June, 154 students have accepted an accommodation offer. An additional 73 offers are out to students for acceptance. The update of the Accommodation Strategy was progressed in June, with further refinements required during July. It has also been working with CanTeach on an accommodation package for 2018 within the Dovedale One townhouse development. Initial discussion with the affiliated housing landlords have taken place to agree handover dates for the buildings. Details on how this will occur are being confirmed.

### 3.7 UC RecCentre

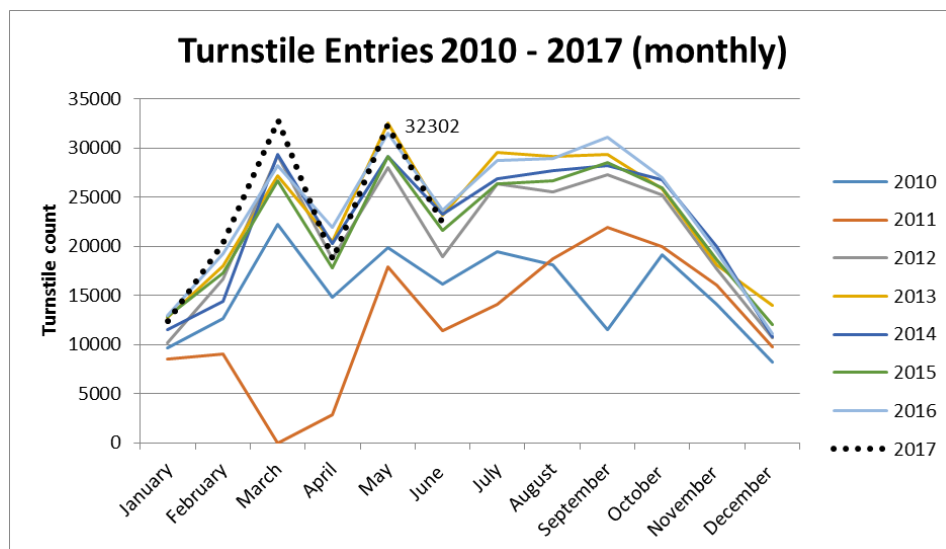
The strategic business case for the new Rec Centre has been developed and will be considered by Council at its July meeting.

#### *Membership and Usage*

June turnstile count was 22,505 which is in line with previous years. The mid-year break is always the quietest with an average of around 860 members per day. As of 8 June 2017, student membership stood at 7,727, but it is expected membership numbers will increase further once Semester Two begins.

#### *Fitness Services*

So far this year, Fitness Services has seen an increase of 20% from 2016 (an extra 63 fitness sessions).



### 3.8 UC Sport

A big enhancement within the Athlete Development (ADP) programme has been to provide group coaching sessions within the gym, in order to maximise the students' UC sporting experience, while minimising injuries and enhancing performance. The feedback from the athletes has been very positive – they are feeling the benefits of increased supervision and enhanced enjoyment of the programme.

Recent accolades for the group include:

- Una Foyle has been named in the New Zealand Women's U20 Football Squad.
- Phoebe Stallman and Nick Healy are heading to the Underwater Hockey World Cup in July for the New Zealand Women's and Men's teams.
- Olivia McGoverne recently trialed for the Black Ferns Rugby World Cup Squad.
- Eight hockey players represented Canterbury at the National U21 Hockey Tournament, with the Canterbury women's team achieving second place.
- UC students represented New Zealand in the open grade Ultimate Frisbee Beach championship in France.

### 3.9 Student Experience

The Student Experience Team hosted a *Student Appreciation Evening* to acknowledge the contribution made by student volunteers and workers to Student Success projects. 260 students and 20 staff were invited. The response by those attending was very positive.

#### 3.10 Pacific Development Team (PDT)

##### 3.10.1 Retention

An analysis of the 2016 to 2017 Freshers Attrition rate has been completed with all 17 Pasifika students who did not return having their engagement and results data investigated for trends. Findings include a large increase in the GPA of non-returning students indicating more students leaving for non-academic reasons, as well as 16 of the 17 students engaging with PDT, showing relatively high engagement.

Student enquiries continue to be high and are expected to at least double the June number. Noticeably, Pastoral Care issues have increased significantly for the first half of 2017.

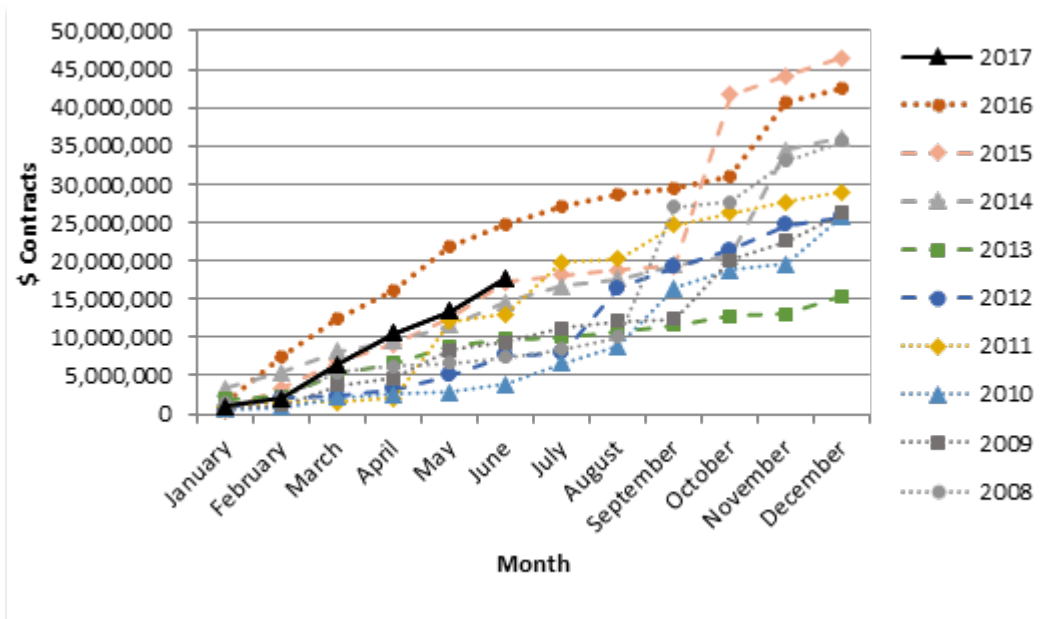
PDT ran study sessions for Pasifika students during the exam study break, attracting 40-60 students each day. The team is looking at doubling or tripling this offering for the end of Semester Two.

## 4. CONCENTRATE

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

### 4.1 DVC Research and Innovation

R&I is managing 422 research contracts, worth a total value of **\$139.1m**. In the 2017 year-to-date, 125 contracts worth a total value of \$18.3m have been executed, and 24 contracts worth at least \$4.1m are pending (i.e., in the process of being executed). UC holds 39 current National Science Challenges contracts worth \$20.4m (with three contracts worth \$0.6m pending), and 46 current CoRE contracts worth \$26.1m (with five contracts worth \$0.2m pending).



#### 4.1.1 Research Development

UC has been successful in an industry-led funding call within the Science for Technological Innovation National Science Challenge to research “In-vehicle touch screens: improving human performance and reducing attentional demands”.

UC, amongst other research providers, is engaging with MBIE on scoping the recently announced Antarctic Programme science funding under the Strategic Science Investment Funding initiative comprising \$21m over three years. UC is providing advice on the key strategic science topics that are consistent with New Zealand environment and management policy objectives for the Southern Ocean and Antarctica.

#### 4.1.2 Research Reputation

The Times Higher Education have recently released its first Asia – Pacific University ranking, and the University of Canterbury, consistent with QS rankings, is the third ranked university in New Zealand. UC is ranked 54<sup>th</sup>, with Auckland ranked 24<sup>th</sup>, Otago ranked 31<sup>st</sup>, Victoria ranked 58<sup>th</sup>, Lincoln at 71<sup>st</sup>, Waikato at 78<sup>th</sup>, Massey 85<sup>th</sup>, and AUT at 101<sup>st</sup>. The ranking used the same 13 metrics as the global THE ranking.

Professor Steve Ratuva has been invited and commissioned as leader and Editor in Chief of the *Global Handbook on Ethnicity* global research project. The volume will consist of 15 sections with 10 chapters of 8,000 words each, aggregating to 150 chapters making it the largest book on ethnicity ever produced. The project was initiated by the recently merged publishers, Springer and Palgrave-Macmillan and is inspired by the recent resurgence in ethnicity-related developments around the world —terrorism, refugees, wars, and inequality.

Dr Geoff Rodgers, Mechanical Engineering, has won the Norman F. B. Barry Foundation Emerging Innovator Award at the KiwiNet Innovation Awards, continuing his recognition as a leading emerging researcher given he was the Early and Emerging UC Research Award winner in 2016. This continues an enviable record at the annual KiwiNet Awards, with UC winning an award every year since 2014.



PhD student Samantha Epling (Department of Psychology) has been awarded a highly prestigious National Research Council (NRC) Research Associate Fellowship sponsored by the US National Academy of Sciences.

### **4.1.3 Postgraduate Research**

Postgraduate research student numbers continue to increase enrolments and see a complementary trail of submissions.

Highlights for the month comprise:

- A total of 15 new PhDs enrolled during June, of which 66% were international. In contrast 16 PhDs submitted their thesis, and is the first month this year where submissions exceeded new enrolments. The number and monthly pattern of enrolments and submissions per month generally track in parallel.
- The total number of PhD students is 1,024, and Master's Thesis students is 741 at the end of June.
- The current round of UC Doctoral Scholarships has closed and a decision on awardees will have been made on 13 July, with offers being released thereafter.
- A series of "New Supervisors Workshops" has commenced, and is for new academics who wish to act as Senior Supervisors for PhD students. New academic staff are required to attend a series of three three-hour workshops. These are usually run twice a year, but demand is currently high and additional courses are being run.
- A total of 1,578 Masters taught and research students EFTS were enrolled at the end of May 2017.

### **4.1.4 Innovation**

R&I is undertaking a review of UC commercialisation and innovation initiatives to develop a "narrative story" on the success of UC in taking its "inventions" to market. 82 projects have received \$2.25m of MBIE Pre-Seed Accelerator Funding, and an additional \$4m of business co-investment. This commercialisation investment has subsequently attracted \$1.6m of direct research funding from business to UC to further develop a series of inventions, and \$6.24m of private investment to float a number of Start-up Companies with UC academics as founder – inventors. R&I will develop this into publicity material to demonstrate the success that UC is having in commercialisation.

## **4.2 DVC Academic**

### **4.2.1 Academic Services Group**

The start of July sees the busiest time of year for Academic Services Group (ASG). ASG has been in full swing supporting the examination process and reviewing the academic progress of students. The review process is a large team effort involving ASG as coordinators and the Business Insight and Report Unit for data gathering, the Registrar's team for SharePoint support, and the heavy lifting by the Deans, Academic Managers and Senior Student Advisors for reviewing the student records. This mid-year some 1,400 student records were reviewed, with about 230 students to be reviewed by AAC in an all-day meeting. The turnaround time on this activity requires significant effort from the group. Also at this time of year there is a significant increase in work around appeals.

July also sees a concerted effort to get qualification changes and proposals through to CUAP for Round Two. At this time of year AAC meets on a weekly basis to facilitate this work. On top of this

normal quantum of work has been the Review of Academic Regulations and the Calendar. All but five qualifications have now completed their review process and the General Regulations are almost complete. The work is also significant in terms of process improvement and the Admissions Team and Student First Programme are already formulating implementation plans.

Finally, planning for the summer and 2018 year with course changes, Summer School planning and advertising, and planning of the 2019 Academic Year are progressing.

#### **4.2.2 Timetabling**

Work has been undertaken to reallocate around 3,000 teaching and lab hours from RRSIC One to other facilities on campus due to the revised delivery programme for that building.

The timetabling team has received the 2018 database from our suppliers (Cyon), and Web Data Collection from departments started on 12 July. This year the timetabling team is holding drop in sessions, available to all timetabling officers to help to ensure clean data throughout the production of a very constrained 2018 timetable.

For Semester Two, resources have been focused on adjusting the timetable to reflect changes to student numbers, resulting in room changes for some courses. Changes have also been made as requested by staff members as they have finalised their teaching structure.

The Timetabling team leader attended the ASPRG Conference in Brisbane, which explored changes to teaching spaces, teaching pedagogies, and provided updates and future plans of timetabling software.

Some early planning is under way to assess the impact and mitigations of further delays in the completion of Rehua in time for Semester One 2018.

#### **4.2.3 Student First Programme**

The Student First Programme is currently focused on final preparations for the early release of the Easy Enrolment project for the College of Education, Health and Human Development. This release is on target for late July ready for the College to start using for 1 August teaching enrolments. Work continues in parallel leading to the full release of Easy Enrolment for October and for the updated Academic Regulations.

### **4.3 Office of the AVC Maori**

#### **4.3.1 Culturally Responsive Pedagogy: From Theory to Practice**

Culturally responsive pedagogy: from theory to practice, is a new staff professional development programme provided by Office of the Assistant Vice-Chancellor Māori. This programme is designed for academic staff as an opportunity to develop and thus contribute to Te Rautaki Whakawhanake Kaupapa Māori: Strategy for Māori Development. Those interested in this programme can enrol via the [Learning and Development intranet](#) for workshops on 17 August 2017 or 26 September 2017.

#### **4.3.2 Tangata Tū, Tangata Ora staff professional development programme:**

General programmes and tailored programmes are being provided in 2017. The general programmes for 2017 are booked out and the Office of AVC Māori continues to receive requests for additional tailored workshops to be provided. It continues to look for opportunities for additional general sessions later in 2017.

### **4.3.3 Te reo in the Workplace professional development programme:**

This staff professional development programme is continuing in 2017, with all workshops booked out except for the dates of 12 October and 2 November (modules one and two).

The programme is facilitated by the, Māori Education Support Coordinator, College of Education, Health and Human Development. Colleagues wishing to participate can enrol via the Learning and Development site.

### **4.3.4 Kaiārahi Colleges**

All Kaiārahi are now involved in providing feedback and commentary on CUAP applications, in collaboration with Dr Mary Boyce. This collaborative approach allows a breadth and depth of response.

### **4.3.5 Kaiārahi Service Units**

The Kaiārahi continues to work with service units and is arranging a tailored Tangata Tū, Tangata Ora workshop for the Registrar's Office, which will be held at Ngāti Moki Marae, Taumutu, in August.

### **4.3.6 Tuahiwi Marae**

Tuahiwi Marae is not accepting bookings until November this year, due to building works to enlarge the Wharenui.

### **4.3.7 Waiata tautoko**

The Office of AVC Māori organises a weekly waiata Māori session and all staff are welcome to participate. Waiata sessions are held from 11.00-12 noon on Wednesdays in room 208, Te Ao Mārama building. If you wish to be added to the mailing list for these sessions, please contact [lisa.beardsley@canterbury.ac.nz](mailto:lisa.beardsley@canterbury.ac.nz)

### **4.3.8 SharePoint**

The Office of AVC Māori are in the process of completing their SharePoint project and intend to use SharePoint as their everyday work platform from the start of August.

### **4.3.9 Te Ratonga Ākonga Māori - Māori Student Development Team**

The Maori Student Development Team is now using the UniHub system (was CareerHub) instead of Jade SMS, after receiving training during mid-year break. This system is much quicker to use and is more flexible than SMS. The team has been updating publications and planning for Te Wiki o Te Reo Māori in September 2017. The Team has also been preparing for the Term Three callout, which involves calling all new to UC second semester students and calling all first year Māori student which started in Semester One. A Māori Student Development Team Leader has been appointed after a recent recruitment process.

### **4.3.10 Maori Outreach and Recruitment**

Nga Manu Kōrero

Staff engaged with 500 Maori high school students at the Canterbury regional event. This was great exposure for UC to students, their whānau and the wider local Maori community. The regional winners came from Kaiapoi High School and Te Whānau Tahī.

UC staff and six tuākana were involved in this event, held at Living Springs. Each tuākana was involved in mentoring a small group of students and facilitating group discussions and activities. A workshop was held on the themes of ‘grit, resilience and learning from failure’. Sixty-seven students participated in Te Ara Raukura.

## 5. CONNECT

### Communications and Engagement

<b>Engagement Data</b>	
Intercom	Open rate 42% (International benchmark = 21.8%)
Insider’s Guide (student newsletter)	Open rate 52.2%
Twitter	Ranked first for Twitter engagement Twitter followers now at 5,217 (68 new followers in June).
Stakeholder Newsletter	894 Recipients Open rate 39.9% (industry average = 17%) Clicks 6% (industry average = 2.2%)

#### 5.1 Project Communications

The UC Key Facts intranet page is now live, containing reliable, current data on student and staff numbers and demographics, rankings, international partnerships, research, fellowships and grants, qualifications and courses, student beds, university land area, teaching space and area of new and refurbished buildings.

Internal communications on UC’s Fair Trade accreditation have been completed and will roll out from 10 July. A staff and student celebration is planned for 8 August in the Undercroft.

A suite of Pasifika artwork has been commissioned as a rich ongoing resource for the University, similar to Te Ara Pourewa o Ngāi Tahu, with an initial application on the 2018 University Drive flags.

New, more durable, information banners were installed on the UCSA hoardings along Ilam Road. Work has been progressing with the supplier on options for sponsor/donor signage.

#### 5.2 Media

June coverage of UC-related topics was positive, many sparked proactively. Highlights included TVNZ *One News* covering the University of Canterbury's Maths Craft day in Christchurch which aimed to dispel a number of maths myths and make the subject more fun. A UC-organised event for Dr Jane Goodall at Sumner School also received positive media attention.

Head of Aotahi Sacha McMeeking featured as futurist on TVNZ’s *What Next?* interactive series daily for a week in June. Bronwyn Hayward commented on the UK general election and the US Paris Agreement withdrawal. Twenty UC students undertook the NZTA Kaikoura Challenge, a joint initiative of UC and the New Zealand Transport Agency to support the Kaikoura community post-quake.

An analysis of coverage produced in the 30 days between 1 and 30 June (Broadcast, Internet, Print) found 547 items. This coverage reached a cumulative audience of 8,319,397 and had an advertising space rate of \$503,183.

### 5.3 External Engagement

There were no UC Connect public lectures in June as it was outside term time, however Press coverage of Ekant Veer's Teaching Medal boosted registrations to attend his upcoming UC Connect lecture on 26 July. The 19 July lecture on how to spot 'junk science' is also tracking well with 300 seats taken.

### 5.4 Stakeholder Relations

There have been fewer complaints about student behaviour in Ilam and Riccarton neighbourhoods. Student-related complaints are handled in close collaboration with UC, UCSA and Police. The next Community Meeting is on 7 August.

### 5.5 Events and Partnerships

Planning for UC's major recruitment event, Open Day on July 13, has been a major focus this month. The team introduced new technology for ticketing and an event app to make it easier for attendees to register to attend and to also connect and engage with us on the day. The most registrations ever recorded, 83% up on previous years, were received. Use of an event app means UC gets not only contact details of interested parties, but student engagement has had a real boost, and in a measurable way. The company contracted to set up the app has taken UC's approach and used it as a case study.

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

Our final in-schools training sessions with Crusaders and Tactix players were held at Burnside and Papanui High Schools. Preparations are under way for activations at the schoolgirls and schoolboys competition finals in late August.

Planning is also under way for Ekea Year 12, Women in Leadership Breakfast Christchurch, the Year 10 UCan programme, Postgraduate Options Evening and more engagement opportunities through our sponsorships with the Crusaders, Tactix and Christchurch School of Music.

### 5.6 Alumni and UC Foundation

	<b>Income</b>	<b>Distribution</b>
2016 Year End	\$8.6m	\$4.1m
2017 Target	\$9.5m	\$4.5m
2017 YTD	\$4.4m	\$4.5m

	<b>Donors</b>	<b>Gifts</b>
2001 to date	7,515	23,953
2017 to date	634	1,116

### 5.7 UCFA (US)

The UCFA Board Meeting teleconference occurred in June. US Trustees are keen to know specifically how to support Study Abroad recruitment of students in the US. Preparations are under way for the DVC/Director of Alumni and UCF to visit Los Angeles, San Francisco/Silicon Valley

and Seattle in mid-September. The Silicon Valley event is taking place at Facebook's offices, hosted by alumnus Vaughan Smith (Director of Global Business Development), with TEDx Fellow/alumnus Sean Gourley (physicist) the keynote speaker on augmented intelligence.

While on vacation in the USA, the VC hosted a UC alumnus to lunch and received a meaningful pledge of untagged funds to the UC Foundation.

### 5.8 NZ Trust (UK)

The Chair of the UK Trust is visiting New Zealand in August.

### 5.9 UCF

Investment income is tracking at well above recent trends for this time of year. This can clearly change before 31 December, but currently our investment income is worth \$1.4m. Although we have only identified \$300k of legacy income to be received this year, the legacy programme is developing well with over \$15m pledged. At this stage we are on track to meet our \$9.5m income target and have already met our \$4.5m disbursement target. We expect to disburse \$6.8m this year. The UCSA campaign received two large gifts as well as a \$400,000 legacy pledge, bringing the campaign total up to \$800k in pledges and gifts. This is a good start, but will require ongoing work and attention in order to meet the \$5m target.

### 5.10 Stewardship

UCSA donors have been invited to the Ground Breaking ceremony in July and there is a Scholarship morning tea planned for July which is attended by Trustees and a representative from the Scholarship office. We continue to receive thank you letters from scholars which are well received by donors. The Christchurch Donor Thank You event took place in Bentley's in June with Prof Tim Bell giving the keynote speech. The Chancellor met with Lane Neave regarding the Chancellor's Dinner sponsorship and event format for 2017 which will include the opening of the 'Canterbury Engineering the Future' College of Engineering redevelopment.

### 5.11 Alumni

The UC Alumni Facebook page is now over 4,800 followers and remains the second largest of New Zealand university alumni pages. The team is working on a 50 year reunion for civil engineers and a Christchurch Gala Dinner for alumni as a networking and fundraising opportunity – both events are funded by ticket sales.

## 6. ENABLERS

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

### 6.1 Staff Matters

General staffing levels remain above the ten year forecast contained in the Funding Agreement, even adjusting for externally funded and capitalised staff costs. While rigorous assessment is required to establish new permanent or fixed-term positions of six months or longer, fixed-term appointments of less than six months appear to be increasing. Further initiatives may be required to constrain and, over time, reduce general staffing levels. This can only be achieved by redesigning the work we do by eliminating lower priority activities. The focus must be on student recruitment and retention, teaching and externally funded research.

## 6.2 Health and Safety

Efforts to enhance and standardise health and safety reporting should be reflected in the next round of reports to the Audit and Risk Committee in August.

## 6.3 Infrastructure

Detailed reports on projects are contained in Appendix 13.1

## 7. Financial Outcomes: (Management Accounts to 31 May 2017)

June 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	174,578	174,422	156	351,050	353,657	2,607
Total Operating Expenditure	172,188	177,659	5,471	360,170	357,537	2,633
<b>Net Surplus/(Deficit)</b>	<b>2,390</b>	<b>(3,237)</b>	<b>5,627</b>	<b>(9,120)</b>	<b>(3,880)</b>	<b>5,240</b>
Net Surplus/(Deficit) as a % of Total Operating Income	1.4%	(1.9%)		(2.6%)	(1.1%)	
<b>Capital Expenditure</b>	<b>91,068</b>	<b>137,089</b>	<b>46,021</b>	<b>205,980</b>	<b>195,000</b>	<b>10,980</b>
<b>Cash/ Short Term Investments/ Short Term Government Stock</b>	<b>296,481</b>	<b>216,917</b>	<b>79,564</b>	<b>138,268</b>	<b>215,955</b>	<b>77,687</b>
<b>Working Capital</b>	<b>198,498</b>	<b>136,758</b>	<b>61,740</b>	<b>107,074</b>	<b>170,094</b>	<b>63,020</b>

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

Actual Total Operating Income is favourable to budget as at June 2017. This overall favourable position is due mainly to favourable variances in research external income and interest income. This has been partially offset with unfavourable variances to budget 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 and total personnel expenses.

We had been budgeting for an operating **deficit** as at the end of June 2017 of (\$3.237)m, but have returned an operating **surplus** of \$2.390m. This is a favourable variance to budget of \$5.627m.

Capital expenditure is currently \$46.021m below budget. \$75.112m of the expenditure incurred to date is UC Futures related (CETF, RRSIC, and Rehua) against a year-to-date budget of \$105.743m. At this stage of the year the remaining capital spend (excluding UC Futures), against budget, is favourable by \$15.390m. While UC Futures projects are expecting to complete by 31 December, other projects are being delayed and the forecast capital expenditure for the year was reduced to \$195m in the May forecast.

## 7.1 Cash Flow

The June 2017 cash position of \$296.481m is higher than budget by \$79.564m 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 all mainstream 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.

## 7.2 Working Capital

Working capital<sup>1</sup> of \$198.498m at 30 June 2017 is \$61.740m more than budget, mostly due to the higher cash balance explained above partially offset by lower other current assets.

## 7.3 Enrolment (EFTs) Update

As Semester Two commences, UC can take stock of its progress in recovering EFTS against internal and Government Funding Agreement targets. To date, UC is behind target in recovering domestic and international students, with forecasts of 4.7% and 2.8% below the funding agreement for the full 2017 year, respectively. Enrolment for Semester Two is one week later than the comparable time in 2016, but UC expects Semester Two enrolments to surpass 2016 figures for international students.

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



<b>EFTS</b>		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Domestic</b>	Actual	11,358					
	Funding Agreement Target	11,797	12,246	12,684	13,075	13,418	13,711
	Latest 10 yr Forecast		11,817	12,260	12,720	13,124	13,487
	UC Short Term Forecast		11,669	12,276			
	Budget		11,907				
<b>Full Fee</b>	Actual	1,134					
	Funding Agreement Target	985	1,161	1,331	1,522	1,729	1,950
	Latest 10 yr Forecast		1,393	1,614	1,832	2,043	2,237
	UC Short Term Forecast		1,368	1,529			
	Budget		1,415				
<b>Total</b>	Actual	12,492					
	Funding Agreement Target	12,782	13,407	14,015	14,597	15,147	15,661
	Latest 10 yr Forecast		13,210	13,874	14,552	15,167	15,724
	UC Short Term Forecast		13,037	13,805			
	Budget		13,322				
<b>As a % Funding Agreement targets</b>		<b>Actual</b>	<b>Forecast</b>	<b>Forecast</b>	<b>TYM</b>	<b>TYM</b>	<b>TYM</b>
Domestic		96.3%	95.3%	96.8%	97.3%	97.8%	98.4%
Total		97.7%	97.2%	98.5%	99.7%	100.1%	100.4%

## NOTES TO EFTS

1. Funding Agreement Target: The 10 year forecast included in the appendix of the Futures Funding Agreement.
2. UC Short Term Forecasts: UC updates the current and next year forecasts on a monthly basis. The 10 year forecast is updated annually in May
3. The latest 10 year model is the: May 2016 Update

## 8. COLLEGE SUMMARIES

### 8.1 College of Arts (Te Rāngai Toi Tangata)

The College of Arts has been focused on outreach, student experience and collaboration. The Japanese Programme's NCEA workshop attracted over 300 students from 16 schools to campus, concluding as always with their popular Japanese group dance (see: <https://youtu.be/R-mfi0VYAoA> ). Other staff gave talks at the Arts Centre's Maths Craft event, which attracted 1,700 participants. Using the cloud video conferencing system, Zoom, Japanese lecturer Dr Masayoshi Ogino organized a successful World Café on Japanese language education. Students on PACE internships to Beijing and Bangkok, in conjunction with IRO, received \$150,000 from the Prime Ministers Scholarships for Asia fund. Research by the Māui lab informed recent ministerial announcements on Māori social enterprise. The upcoming Arts Careers Series will have notable speakers on campus explaining the value of a modern Arts degree.

Meanwhile, in the central city, UC Arts is increasingly busy with free New Music Concerts on Mondays and lunchtime student concerts on Fridays. Upcoming events include concerts by internationally renowned pianist Xenia Pestova, a masterclass with New Zealand Opera's James Clayton, and four onsite events for the Christchurch Arts festival, including the New Zealand premier of *The Oresteia* – a collaboration between Classics, Music and The Teece Museum of Classical Antiquities.

Visitors to the Teece Museum have exceeded 3,000 since opening—as well as admitting the public five days a week, the museum supports UC teaching and hosts school groups and private events. There was also a full house for the first of our 'An evening with...' speaker series, in which Associate Professor Peter Field entertained and educated with his views on 'What the Rise of Trump Does and Does Not Tell Us About America'.

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

### **Recruitment Activities**

This week the Business School welcomed the fourth incoming cohort of 40 students from KYS International College (KYSIC), Malaysia. These students will spend the next two years at UC studying for a Bachelor of Commerce (Accounting) degree. They will be joined by a second group of some 30 international students transferring into the Bachelor of Commerce (BCom) degree from UCIC, along with other international students commencing the BCom programme next semester. The School will hold a formal welcome event for all of our new international students on 24 July.

Meanwhile, within the Executive Development Programmes (EDP) the July MBA intake exceeded expectations and 2016 experience with 12 new enrolments into the programme directly, or into the postgraduate diploma MBA pathway programme. Applications and enrolments for the October intake of other EDP programmes (MBM, MBIS, MPA, MFM and PGDipBIS/BUS) are also tracking above 2017 budget and 2016 results. Most of the applications for these programmes are from international students, predominantly from India and China, with over 80% of these applications coming via an agent. The challenge for EDP is attracting domestic students into its programmes. As one means of addressing this problem, the EDP has created a YouTube channel: [UC Executive Development Programmes](#) which provides us with a new platform to communicate with students and other stakeholders. This channel includes student testimonial videos, industry speakers and videos from the EDP Thought leadership forums.

### **AMS World Marketing Congress**

The UC Business School hosted the 2017 Academy of Marketing Science (AMS) World Marketing Congress from June 28 to 30, with the conference being co-chaired by Paul Ballantine, Lucie Ozanne and Ekant Veer. AMS is a leading global association of basic marketing researchers with members representing universities from across the globe. AMS was founded in 1971 and is the publisher of the *Journal of the Academy of Marketing Science*, a FT-50 journal. This year the AMS conference theme was: Marketing Transformation – Marketing Practice in an Ever Changing World, and attracted over 220 competitive paper submissions across a wide range of topics. As a part of the conference, AMS presented a Global Marketer of the Year Award, which was presented to local technology entrepreneur Rod Drury (founder and CEO of Xero) at a Recognition Luncheon.

## **Staffing Updates and Acknowledgement**

- Professor Jeremy Finn retired last month after 36 years at UC Law School. Jeremy has been a key member of the Law School both as a senior academic leader and more latterly as the School's Research Director. Jeremy also played a key role with regard to the introduction and development of the successful Bachelor of Criminal Justice degree programme. I would also like to congratulate Jeremy on his appointment as an Emeritus Professor.
- Congratulations also to Associate Professor Ekant Veer (MME)) on being awarded the 2017 UC Teaching Medal.
- A warm welcome to the following academic colleagues who have recently joined us:
  - Professor Neil Boister – School of Law, who has returned to UC from Waikato University.
  - Associate Professor (Information Systems) Ravishankar (Ravi) Sharma.
  - Dr Ronan Feehily – Senior Lecturer in Accounting.

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

Recent success with both our race cars has been partly attributed to the considerable team spirit that has been enabled with dedicated premises on Kirkwood Avenue. It has been determined that this activity will stay there until 2018 when it will be reviewed by Learning Resources again. This is very good news for the Mechanical Engineering department, which is also actively looking into creating a new Masters programme based upon advanced automotive engineering. We have noted that other winning student race car projects are predominantly run worldwide with Masters students (rather than undergraduates), and we anticipate that the new degree will bring new students to Canterbury. Our plan going forward therefore is that future race car teams will consist of a mix of undergraduate and postgraduate students.

At the end of June, the Director of the Electric Power Engineering Centre (EPECentre) resigned to pursue his consultancy business. Whilst this is disappointing, the remaining EPECentre staff, students, and our industry funding partners are now engaged in lively talks about the future after the large MBIE grant, GREEN Grid, finishes in late 2018. There are several options open to us and together we will be defining the future research directions that are best for UC and the New Zealand power industry, before going to market to recruit a replacement Director. Our current intention is to recruit internationally, as we believe the EPECentre has built up a sufficiently high international reputation to attract high calibre applicants.

In order to allow for our recent rapid, and future planned, student growth, we will be combining two departments into the repaired “Electrical Link” building when it is re-opened – the original department, ECE, together with CAPE staff, who will leave their current location in the Civil/Mech building to allow for more student space.

The Civil Engineering department is preparing to commence teaching and research in their new wing in the next few weeks, and was granted early access to the site to install large research equipment, which has now been done. The Mechanical Engineering wing will be ready soon after that. Therefore we are currently giving out a strong recruitment message that the student cohort of 2018 will be the first to have access to all the brand new facilities, and explaining the state-of-the-art facilities to future students in our recruitment talks and meetings.

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

The Centre for Evaluation and Monitoring's (CEM) launch of the UC Great Kiwi Competitions in English Maths and Science for students in Schools (Years 7-10) was very successful. Close to 11,000 students from around New Zealand completed the online competitions and the informal

feedback from schools has been very positive. CEM is currently analysing the results and gaining formal feedback via an online survey.

UC Education Mud Run (held on 18 June) for senior students in Canterbury schools was once again a popular and successful school engagement event. The attendees were encouraged to attend UC Open Day and we have maximised the opportunities in terms of promoting our undergraduate degree offerings both within our College and across UC.

Professor John Everatt (School of Teacher Education) and his team were successful in the latest National Science Challenge, *A Better Start* funding opportunity (which was funded in partnership with the child health research charity *Cure Kids*). The team was awarded \$350,000 over two years to investigate how culturally responsive and research informed interventions that improve literacy in struggling readers (such as those with dyslexia) can also support improvements in children's self-concept (self-efficacy and resilience).

The Minister of Education's Cross Sector Advisory Forum held in Auckland (28 June) focused on the launch of new digital technologies curriculum in Schools. Professor Gillon was invited to Chair the day's events which included a range of presentations of latest technologies being introduced to facilitate children's learning. Professor Tim Bell (College of Engineering) and his team gave an excellent presentation at the event on developing children's computational thinking and his work has been influential in the shaping the new curriculum within schools.

Our College Learning and Teaching Committee is actively supporting initiatives to prepare for our College move into Rehua with respect to the use of new technologies to enhance learning and teaching. Sessions to discuss effective teaching strategies and new opportunities have been planned that will bring together colleagues from our regional campuses, on-campus staff, and student representatives from both on-campus groups and those studying at a distance. The programme of work to increase students' use of e-portfolios (to replace paper-based portfolios) for their practicums in both education and health is progressing and requires integration of a number of work streams including IT and sector involvement.

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

This last month has again been very busy with a range of marketing and outreach-related activities. A highlight was the College sponsorship of and involvement with the Dr Neil de Grasse Tyson 'A Cosmic Perspective' scientist-as-rockstar event held at the Horncastle Arena on 4 July.

In order to leverage this sponsorship for recruitment, we ran an 'I Love Science' competition for year 11 to 13 high school students from around the country, in which they had to show us how much they loved science. The winning students came to UC with their caregivers, and as well as attending the event – and were able to meet Neil and have their photo taken with him.

They attended a range of seminars on our science subject areas, met our passionate experts, and had tours of campus. Social media – Facebook, Twitter and YouTube – have been key channels for our work on this event and associated activities. The feedback so far indicates that we have successfully 'converted' some students and their whānau into future UC BSc students. I'd like to thank all staff who worked so hard to make this a successful event, which I think will have long-lasting benefits in terms of our brand.

In terms of the development of new academic programmes, several new 180 point taught Masters programmes from the College have completed their internal approvals this past month, and now go to CUAP for the national approval process, ready for delivery in 2018. These include our new Masters of Spatial Analysis for Public Health, our Masters of Geospatial Science and Technology, and Masters of Co-Governance for Resource Management. In addition, for the first time ever, we

are introducing a 100 level course that all BSc students will take, covering a range of issues including biculturalism and science, science and ethics, ‘alternative facts’, and science communication.

This developments marks a significant change in approach to curriculum design in the BSc. We are also working hard on international enrolments. For example, in collaboration with the International Relationships Office, we have made adjustments to our entry requirements and selection processes for our undergraduate and postgraduate clinical speech pathology programmes to make them easier to enter at mid-year. These changes are aimed at facilitating enrolment of full fee students from the northern hemisphere.

This last month has been a very busy one for staff recruitment, with presentations and interviews taking place for four continuing academic staff roles and offers having since been made. We continue to attract excellent fields of applicants – from both domestic and international candidates – and to be able to appoint excellent new staff from around the world.

On RRSIC, Geological Sciences have now completed the move of their labs out of the Von Haast Building, and mostly into the Rutherford Building, in the first of the ‘double decant’ moves for these labs, rendered necessary as a result of the delays ion the RRSIC project. This has gone smoothly, largely due to extraordinary efforts from College technical and other staff. We continue to work on detailed Health and Safety and emergency planning for the RRSIC facility, and to consider our ways of working in the new environment.

## **9. Conclusion:**

The University continues to invest considerable effort into progressing the UC Futures Programme so as to meet various targets associated with Government investment in the transformation and regeneration of the university. The campus rebuild is reaching a critical point where timely completion of the three building projects will determine whether the university commences its 2018 Semester One teaching programme as planned, or requires additional scheduling for alternative teaching spaces.

The 2017 Semester Two enrolments confirm an uplift in international student numbers, but the University is tracking to slightly undershoot its overall EFTS target for 2017 due to an undershoot of domestic EFTS. The “third-leg” of the UC Futures Programme – the development and promulgation of the Graduate Profile is progressing across the Colleges, with significant effort ensuring the development, planning, academic assurance and necessary regulation change for embedding the four graduate attributes through the university curriculum. The University Open Day for 2018 enrolments has been an outstanding success, despite the wintery weather, with some 3,360 participants being shown around the university campus and thoroughly informed and briefed by staff and existing students alike. This is the second highest number of open day participants and included visitors from Australia, especially making the trip to view our university, and augers well for 2018 enrolments. This day is truly a team effort, and I take this opportunity to thank all staff for their efforts.

## 10. Appendices

### 10.1 Appendix 1: Building Update

#### **Overall**

All campus projects continue to be very busy though the number of tradespersons on campus has reduced to closer to 450 persons, as the number of finishing trades reduces overall on RRSIC Stage One. 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 and most recently, the on-campus impact of the UniCycle Project being delivered by the Christchurch City Council and the UC Open Day on 13 July. Attention has turned to the RRSIC Stage Two project and maintaining access, management of the Biology Car park, noise reduction and dust mitigation during demolition.

The Contractor Round Table Forum expanded representation and continues to benefit from the increased participation by all construction project Health and Safety teams in the sharing of new Health and Safety initiatives. The group will be further expanded by the inclusion of the UCSA main contractor when the contract is signed in late July.

#### **Current Building Status**

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

#### **Major work**

##### **Rutherford Regional Science and Innovation Centre (RRSIC)**

##### **RRSIC Stage One**

The Construction Programme status as follows:

- Baseline Practical Completion date – 10 April 2017
- Contract completion date 2 May 2017
- Current forecast Practical Completion date – 28 September 2017

Programme delay is largely due to delays in starting commissioning of building wide services as completion of building works is achieved across all floors and to the exterior of the building. Occupation for UC will be in early October for research only as all teaching has now been moved to alternate accommodation for the remainder of the 2017 academic year. UC is closely monitoring the works against the current completion programme with an emphasis on ensuring critical building activities in advance of commissioning are being met. Capital Works and the College of Science have worked closely together to facilitate a decant from von Haast into temporary accommodation to ensure the handover to Dominion Constructors is completed on time and does not cause a delay to RRSIC Stage Two.

On site works are as follows:

- Installation of ceiling tiles is progressing well with the majority of tiles being installed (with the exception of those FCC have advised will remain out for commissioning) thus allowing AV to progress with their installation.
- Progress has been made with V baffle ceilings and decortech installation in atrium areas across all levels.

- The majority of carpet and vinyl flooring has been installed on all levels and has been covered to prevent damage. Rubber flooring will not be laid in the atrium / common areas until these areas are near completion.
- Services installations, fire, electrical, HVAC, lab gasses, AV, security and hydraulics continue on all floors. Pre-commissioning activities are commencing where possible with BMS point to point testing, pressure testing of the gases and flushing of the domestic hot water system. AHU 2 is in the commissioning stage and is due to be brought online week ending 30 June 2017. AHU 1 is in pre-commissioning and AHU3 is to follow. The Artesian and Reinjection bores have both been commissioned.
- Novalab laboratory joinery installation throughout the building continues. Completion of this item is a key commissioning pre-requisite to the commissioning of lab gases.

The percentage of progress reported by Fletcher at the two fortnightly Site Meetings on 14 and 28 June 2017 were as follows:

- Overall progress on the Construction Programme: 94% an increase of 2%;
- Major building works in progress Bldg. Services 95% an increase of 4%;
- Façade Curtain Wall 97% an increase of 1%;
- Interior fFit-out 76% an increase of 7%; and
- Commissioning 25% an increase of 3%.

### **RRSIC Stage Two (Von Haast)**

- The contract for Stage Two has been executed, and the first two levels of the von Haast building have been handed over to Dominion.
- Testing for contaminants and asbestos is under way as significant additional asbestos has been identified. The project team worked through the implications of this and instigated early testing of Level 1 and 2 be able to evaluate the implications for the programme should these areas also have additional asbestos. The outcome of this additional testing identified very limited issues, but it has extended the requirement to undertake testing in the basement level of the building. Staff access to the basement has been restricted while this additional testing is undertaken.

### **Canterbury Engineering the Future (CETF) Tranche 1 (ECE, CAPE & CORE)**

- Practical completion has been awarded for both ECE and CAPE.
- CORE was handed over to UC on 15 February 2017 and teaching commenced from the start of Semester One; the CORE is very well used. Unfortunately while Plant Room 12 is substantially complete there are still a number of key components that are required before it is fully commissioned, and due to co-dependencies with the CORE, Practical Completion cannot be granted.
- The CORE UCSA Café is now complete and fully operational.
- The project team recognise close out of outstanding items within Tranche One buildings is a priority issue, as such this has been recognised in the CETF Project Issues Register. An action plan including new processes has been enacted and key resources have been committed by all stakeholders to address this challenge. In consultation with stakeholders the action plan has prioritised works and the priority areas are progressing well.

### **Tranche 2 (MECH & CNRE)**

- Under the conversion of the Hawkins contract to a Fixed Price Lump Sum (FPLS) the University elected to pursue a staged occupancy strategy for the Civil and Natural Resources

(CNRE) wing. The following practical completion dates were agreed within the FPLS terms and conditions:

- Fluids and Structures labs – 30 June 2017
  - Whole of the contract works (balance of CNRE and all of the Mechanical wing) – 30 September 2017
- 
- Hawkins has advised that Practical Completion of the Fluids and Structures laboratories is currently 11 working days behind programme, with an advised handover date for this area of 17 July. The external project managers do not concur with Hawkins advice and believe that Practical Completion is likely to be delayed by a further one to two weeks. UC stakeholders are being kept informed of the delays and post-handover activities are being adjusted where possible to accommodate the revised date. The College has advised that the building must be handed over by 30 July to avoid disruption to the teaching programme. This area is being monitored closely with milestone activities reviewed daily.
  - The Independent Programme Expert has raised concerns around progress on site and noted that trades are not able to fully complete areas and require multiple visits to complete sequenced works. Hawkins are not reporting any significant issues in respect of the 30 September Practical Completion dates for either Tranche Two wing. The external project managers have been tasked with achieving alignment on programme accuracy and confirming the validity of the completion dates.

### **Electrical Link Reclad**

- Demolition and Rigid Air Barrier are complete.
- Installation of the windows, alucobond cladding and the rainscreen panels has commenced.
- CCC has issued consent for the roof and gutter replacement and this is under construction.
- Some program delay has been experienced but the latest programme revision by Dominion Constructors still has completion of works by the end of September 2017.

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

- The project is currently reported to be on budget with the major budget risk being continued programme delay. A contingency plan is being developed in the event that further delay occurs. Client scope changes are subject to senior management review to prevent further delay through scope creep.
- Construction cash flow to complete the project remains achievable at circa \$4m per month if there are no further major delays.
- Hawkins submitted a new programme Rev L.2 with a CPU date of 11 December. This programme includes a parallel UC fit out to be completed by 21 December. The UC team is aligning the UC works with the Hawkins programme. Progress is being monitored weekly.
- The building shell is now virtually watertight. The basement that was previously flooded is now drying out. A small number of wet areas are now the focus of attention. Internal façade panels are now fitted to 90% of the building elevations, external glazing is under way and façade glazing is 90% complete.
- Completion of the external façade is a significant programme risk although the risk is reducing as progress is being made with approval of shop drawings and appointment of a Hawkins project director to oversee this work. Quality Assurance processes are being implemented and Hawkins has committed to using Last Planner for the production phase.
- Fit-out works are proceeding on track in the North building and are now progressing well in the South building including internal partition installation on the first four levels. First fix fit-out work is near completion in both building wings.



- Gib fix and install is the key trade on the programme critical path. All gib is located on the floors ready for installation. Gib installation has commenced.
- AV and FF&E procurement processes are proceeding as per the programme dates.
- The Café fit-out tenders closed on 16 June 2017. Although there was much initial interest, only one Café operator submitted a proposal. This proposal is for a quality café and early indications are that this operator would be suitable.
- Planning for UC works and decant is well under way with stakeholders providing input to a Master Programme managed by the External Project Managers with the team cognisant of delays in the RRSIC One project and the need for resourcing and planning an integrated UC project program (rather than for an isolated project).

## **Other Buildings/ Projects**

### **UCSA**

- The Early Enabling Ground works have been completed within programme with no further defects or issues. The demolition and early enabling works has both reached final accounts and are in line with budget.
- The building documentation is currently being processed by the various consenting authorities with all minor issues addressed and approval expected in July.
- The final tender proposals have been evaluated by the Project Team with the PCG endorsing the recommendation to finalise contract negotiation with the preferred contractor. It is anticipated that the contract will be executed in late July with construction on site to begin immediately after.
- The project is still on track for the building to be operational by February 2019.
- There is a “Sod Turning” event to ceremonially mark the beginning of the construction scheduled for 21 July. It is a co-hosted and managed event by the UC and the UCSA to further promote the project and to help with fundraising efforts.

### **Wellness Precinct Infrastructure Project**

- The Wellness Precinct Infrastructure Project forms a separable portion of the main UCSA Contract and is tracking within budget allowances. This project will be delivered by the UCSA main contractor to minimise inefficiencies and mitigate risks of the two separate but interdependent projects.
- The construction programme will be further refined by the Project Team to minimise disruptions to the rest of the campus and ensure efficiencies between the two projects are realised.

### **Arts Centre**

- All work is now complete.
- The final account has now been agreed with the contractor. The additional costs associated with variations have been covered by provisional sums and construction contingency. Negotiations continue with the Arts Centre Trust (ACT) to agree the allocation of the costs associated with the attic walls and adjustment to services.

### **Logie and Locke refurbishment**

- The refurbishment of the toilets has now commenced. The contractor is currently on site stripping out the existing toilets.

- Meetings with the Client Working Group continue to work towards the final Business Case for UC Council consideration. The architect was due on site on Tuesday 11 July to finalise the layout of the building.

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

- Capital Works continue to work with Student Services and the PCG on developing a high level strategy. Initial modelling of demand indicates the next phase of development as required for 2020.
- The Student Residential Accommodation Strategy will be provided to the UC Council in August, as the decision has been taken to expand on the initial draft received in late June, to ensure it is fit for purpose.

### **Postgraduate apartments at Dovedale**

- The first concrete slabs have been poured on site and the project continues to complete services connections and in ground works prior to the arrival of prefabricated elements.
- The off-site construction of the bathroom pods and framing has commenced, with the first bathroom pod to be sighted and signed off in July.
- The project remains on programme for occupation in February 2018.

### **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 and to the CLV partners meeting.
- Discussions with CLV continue as it requires CLV to manage occupancy to provide access over a summer enabling these strengthening works to be carried out. The aim is to complete the first building in the 2018/19 summer break.

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

- Vacating Dovedale and Kirkwood Villages.
- New Learning and Teaching Spaces planning for 2018/2019.
- NZ Fire Station/Education Centre proposal.

## 10.2 Appendix 2: Upcoming Events Calendar

<b>Date (day/date/month)</b>	<b>Event name</b>	<b>Key goal</b>
Wednesday 26 July	SVA UCan Year 10 programme	Promote
Wednesday 26 July	Parents as Career Educators Seminar - Nelson	Recruit
Wednesday 26 July	UC Connect public lecture: Marketing mental wellbeing in New Zealand. Presented by Associate Prof Ekant Veer	Promote
Thursday 27 July	Flatting Expo	Retain
Thursday 27 July	Parents as Career Educators Seminar - Invercargill	Recruit
Thursday 27 July	Arts Career Series	Recruit
<b>Saturday 29 July</b>	<b>SVA Connect the Community</b>	<b>Promote</b>
Saturday 29 July	UC Chc Youth Orchestra concert: Title TBC	Promote
Monday 31 July	Parents as Career Educators Seminar - New Plymouth	Recruit
Tuesday 1 August	ICT Careers Fair	Retain
Tuesday 1 August	Parents as Career Educators Seminar - Hamilton	Recruit
Wednesday 2 August	SVA UCan Year 10 programme	Promote
Wednesday 2 August	EPECentre Careers Convention	Retain
Wednesday 2 August	UC Connect public lecture: Beyond lie detectors: 'The brain does not lie'. Presented by Professor Robin Palmer, Dr Debra Wilson and Professor Richard Jones	Promote
Thursday 3 August	Professorial Lecture Series: Professor Jeannette King	Engage
Thursday 3 August	Arts Career Series	Recruit
Friday 4 August	Ekea! Year 12 UC Pathways for Māori	Recruit
Monday 7 August	Community Meeting	Promote
Wednesday 9 August	UC Connect public lecture: How to survive life after professional sports stardom. Presented by Prof David Lavallee	Promote
Thursday 10 August	Arts Career Series	Recruit
Wednesday 16 August	Women in Leadership Breakfast	Recruit
Wednesday 16 August	SVA UCan Year 10 programme	Promote
Wednesday 16 August	UC Cup Final	Promote
Wednesday 23 August	Professorial Lecture Series: Professor Diane Proudfoot & Professor Rick Beatson	Engage
Friday 25 August	UC TERM ENDS	-
Saturday 26 August	UC Championship Final	Promote

### 10.3 Appendix 3: VC Activities

<b>Past</b>	
29 June- 15 July	<ul style="list-style-type: none"> <li>• VC on Annual Leave</li> <li>• Hosted separately alumni Graham Dockrill, Craig Nevil-Manning, John Rutherford</li> </ul>
18 July	<ul style="list-style-type: none"> <li>• Attended the Waterways Centre for Freshwater Management in the release of a book on new tecSmart Markets for Water resources: A Manual for Implantation</li> </ul>
19 July	<ul style="list-style-type: none"> <li>• Spoke at New Staff Induction</li> </ul>
19 July	<ul style="list-style-type: none"> <li>• Met with MBIE Chief Scientist Prof. Margaret Hyland</li> </ul>
21 July	<ul style="list-style-type: none"> <li>• Attended UCSA Ground Breaking Ceremony and afternoon tea</li> </ul>
21 July	<ul style="list-style-type: none"> <li>• Spoke at Entre Sponsors Cocktail Event</li> </ul>

<b>Upcoming Events</b>	
1 August	<ul style="list-style-type: none"> <li>• Attending ICT Careers Fair in Undercroft</li> </ul>
2 August	<ul style="list-style-type: none"> <li>• Speaking at Entre \$85,000.00 Qualifiers Event at Ara</li> </ul>
3 August	<ul style="list-style-type: none"> <li>• Attending Engagement Visit to Catholic Cathedral College</li> </ul>
3 August	<ul style="list-style-type: none"> <li>• Attending Engagement Visit to Haeta Community College</li> </ul>
3 August	<ul style="list-style-type: none"> <li>• Attending and introducing Mr Jose Ugaz- Chair of Transparency International – event hosted by the Law School</li> </ul>
7 August	<ul style="list-style-type: none"> <li>• Attending Community Meeting</li> </ul>
10 August	<ul style="list-style-type: none"> <li>• Attending the Universities NZ Vice-Chancellor's Meeting in Wellington</li> </ul>
11 August	<ul style="list-style-type: none"> <li>• Hosting The Very Revd Prof. Martyn Percy Visit</li> </ul>

Report to the Council from a meeting of the  
Finance, Planning and Resources Committee  
held on Monday 19 June 2017

The Committee recommends:

1. UC Trust Funds Quarterly Report to June 2017

***THAT: Council note the UC Trust Funds six-monthly report to June 2017.***

2. Statement of Investment Policy and Objectives Update

***THAT: Council adopt the updated Statement of Investment Policy and Objectives.***

Ms Catherine Drayton  
**Chair**  
**Finance, Planning and Resources Committee**

20 July 2017



# Memorandum | Pukapuka

## Financial Services | Te Ratonga Ahumoni

Office: 6th Floor, Matariki  
Extension: 93454  
Email: [keith.longden@canterbury.ac.nz](mailto:keith.longden@canterbury.ac.nz)



To:	Ki:	Council
CC:	Tārua:	
From:	Nā:	Keith Longden
Date:	Rā:	19 July 2017
Subject:	Kaupapa:	UCTF update
Purpose:	Aronga:	For information

Eriksen have submitted the following attached documents; Jonathan Eriksen attended and spoke to these at July Finance Planning and Resource Committee. Following discussion, the SIPO has been revised, incorporating the NZX 50 +2% benchmark for self-managed shares.

- Quarterly report on the University of Canterbury Trust Fund (UCTF) to 30 June 2017
- Revised and updated Statement of Investment Policy and Objectives, to incorporate the Fossil Fuels Policy and NZX benchmark

### Recommendation:

Quarterly report for information. SIPO for approval and adoption.

Ngā mihi,

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





# ERIKSEN & ASSOCIATES LTD

Actuaries & Investment Strategists

## UNIVERSITY OF CANTERBURY TRUST FUND

QUARTERLY REPORT FOR THE PERIOD ENDING 30 JUNE 2017

ERIKSEN & ASSOCIATES LIMITED

*11 JULY 2017*

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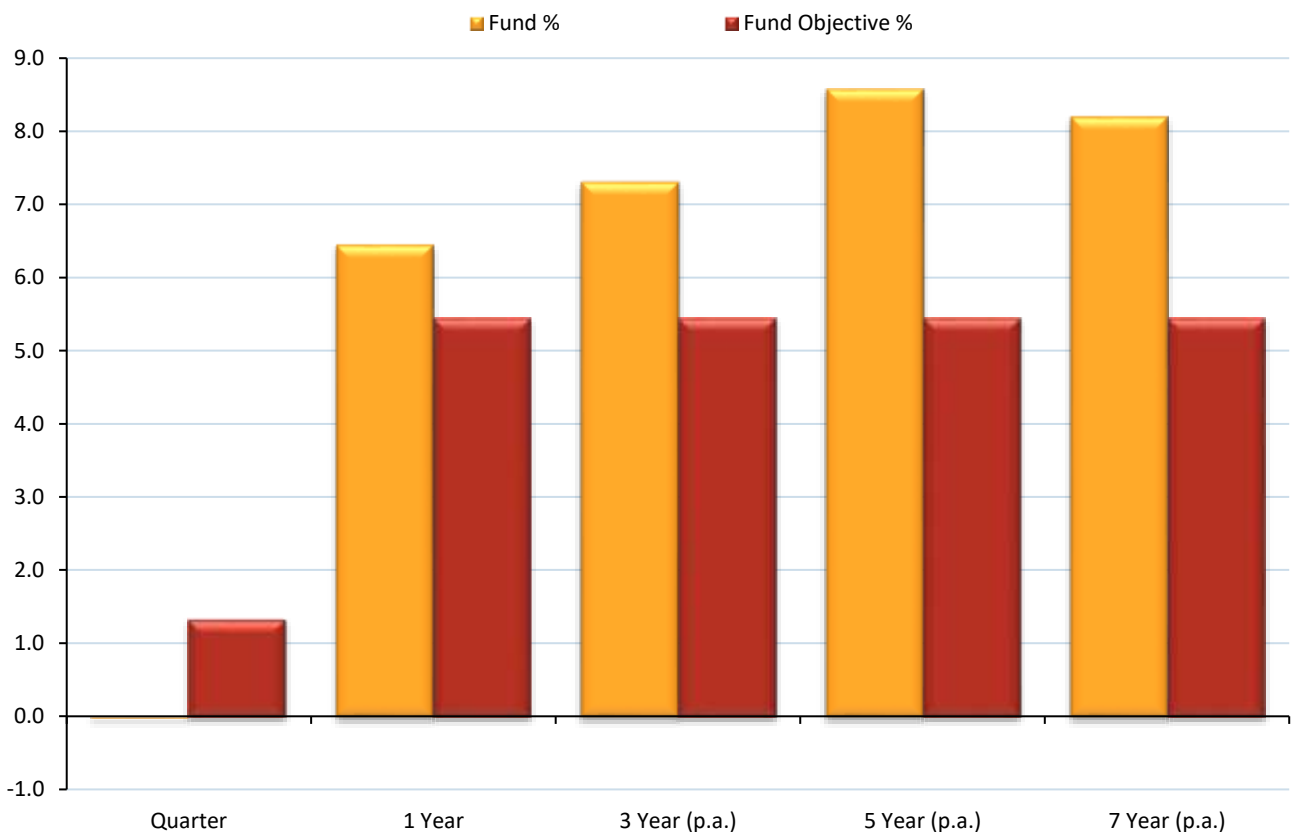
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## EXECUTIVE SUMMARY

- The Fund performed outperformed the objective of NZ CPI plus 4.5% per annum over each time period analysed except the quarter which was flat.
- The Fund underperformed the weighted average benchmark over each time period analysed except the five and seven year periods. The Fund outperformed the Morningstar Conservative benchmark over each period except the quarter.
- The NZD/AUD exchange rate strengthened over the quarter by 4.2% which hindered the returns of unhedged AUD denominated assets.
- The strongest asset class over the quarter was global equities. Fixed interest assets all outperformed their objectives for the quarter.
- Private equity distributions in June totalled \$8,544. A dividend of \$38,254 was received from one of the self-managed equities.

## FUND RETURNS VS FUND OBJECTIVE



## INTRODUCTION

This is the monthly investment report to the University of Canterbury Trust Fund by Eriksen & Associates Limited. This report is based on the SIPO drafted July 2017.

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

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

The target allocation as per the SIPO is split 50%/50% between growth and income assets. The current proportion of growth assets is 44.5% which is a decrease compared to last month. Income assets make up the remaining 55.5% of assets. These are within the target asset allocation ranges.

## MARKET PERFORMANCE

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

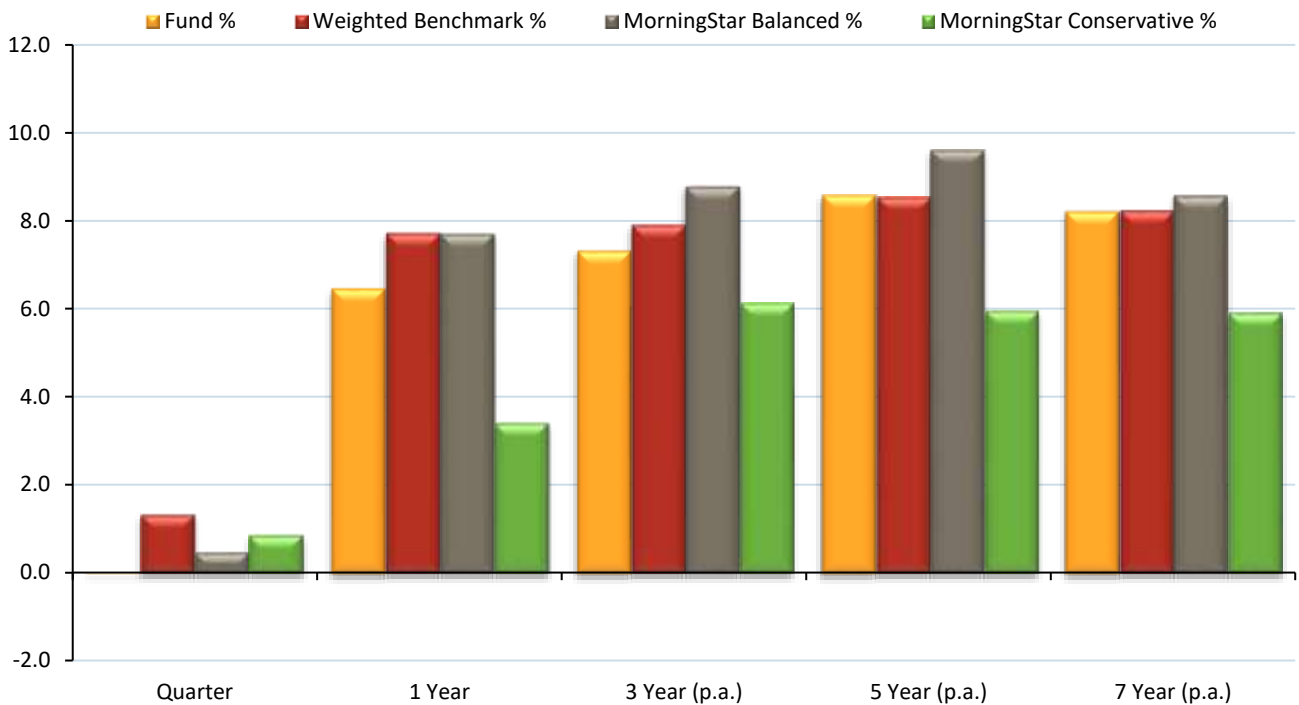
Index	1 Month %	Quarter %	1 Year %
Global Equities			
MSCI Emerging Markets	1.6	6.6	21.8
S&P 500 (US)	0.5	2.6	15.5
Nikkei 225 (Japan)	1.9	5.9	28.6
FTSE 100 (UK)	(2.8)	(0.1)	12.4
DAX (Germany)	(2.3)	0.1	27.3
CAC 40 (France)	(3.1)	(0.0)	20.8
Trans-Tasman Equities			
S&P/NZX 50	2.6	5.8	10.4
S&P/ASX 200	0.2	(1.6)	14.1
Bonds			
S&P/NZX NZ Government Stock	(0.7)	1.4	0.2
S&P/NZX A Grade Corporate Bonds	(0.2)	1.3	3.0
Barclays Global Aggregate Bonds	(0.2)	1.2	0.9
Citigroup World Government Bonds	(0.3)	1.0	(0.7)
Oil			
West Texas Intermediate Crude Oil	(4.7)	(9.0)	(4.7)
Brent Crude Oil	(3.7)	(8.5)	(0.4)
NZD Foreign Exchange			
AUD	0.1	4.2	(0.2)
EUR	1.7	(1.8)	0.1
GBP	2.5	0.8	5.8
JPY	4.8	5.6	12.6
CNY	3.5	3.3	4.6
USD	3.2	4.7	2.8

We make the following key observations:

- The fall in European markets over the month following comments by Draghi on the asset purchasing program
- Stronger NZD over each time horizon (except against EUR for the quarter and AUD for the year)
- Fall in bond returns for the month as long term interest rates rose
- Fall in oil prices over each time horizon

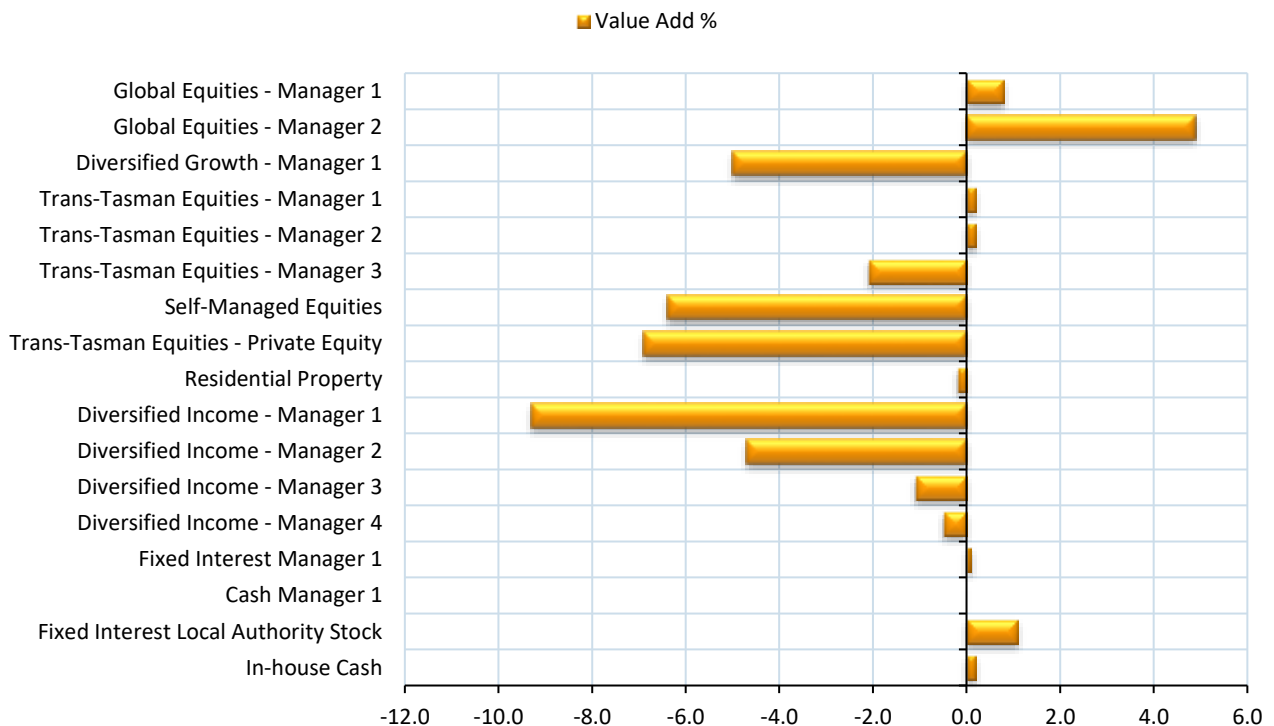
## FUND PERFORMANCE

### FUND RETURNS VS WEIGHTED BENCHMARK AND CATEGORY AVERAGES



### QUARTERLY MANAGER VALUE ADDED

The quarterly outperformance (underperformance) for each of the underlying investments in the portfolio is compared to their respective benchmarks (see Appendix) in the following chart.



## FUND RETURNS SUMMARY

	Quarter %		1 Year %		3 Year (p.a.) %		5 Year (p.a.) %		7 Year (p.a.) %
<b>Global Equities</b>									
<b>Manager 1 *</b>	<b>0.1</b>		<b>15.6</b>		<b>13.2</b>				
<i>Value Added</i>	0.8	✓	0.6	✓	1.5	✓			
<b>Manager 2 * ^</b>	<b>4.2</b>		<b>19.8</b>		<b>14.1</b>				
<i>Value Added</i>	4.9	✓	4.8	✓	2.4	✓			
<b>Global Diversified Growth</b>									
<b>Manager 1 *</b>	<b>(3.3)</b>		<b>6.9</b>		<b>3.8</b>				
<i>Value Added</i>	(5.0)	✗	(1.5)	✗	(3.5)	✗			
<b>Trans-Tasman Equities</b>									
<b>Manager 1</b>	<b>2.6</b>		<b>9.7</b>		<b>10.8</b>		<b>14.0</b>		
<i>Value Added</i>	0.2	✓	(0.3)	✗	0.8	✓	4.0	✓	
<b>Manager 2 * ^^</b>	<b>(5.3)</b>		<b>11.2</b>		<b>3.5</b>		<b>6.9</b>		
<i>Value Added</i>	0.2	✓	(3.1)	✗	(2.1)	✗	(0.6)	✗	
<b>Manager 3</b>	<b>(0.2)</b>								
<i>Value Added</i>	(2.1)	✗							
<b>Individual Shares</b>	<b>(0.6)</b>		<b>(0.4)</b>		<b>23.2</b>		<b>28.2</b>		
<i>Value Added</i>	(6.4)	✗	(10.8)	✗	9.2	✓	10.7	✓	
<b>Alternative Investments</b>									
<b>Private Equity ~ **</b>	<b>(0.1)</b>		<b>5.8</b>		<b>12.1</b>		<b>21.0</b>		
<i>Value Added</i>	(6.9)	✗	(8.9)	✗	(6.4)	✗	(1.1)	✗	
<b>Residential Property</b>	<b>0.0</b>		<b>0.0</b>						
<i>Value Added</i>	(0.2)	✗	3.7	✓					
<b>Diversified Income</b>									
<b>Manager 1 **</b>	<b>(8.1)</b>		<b>(6.5)</b>		<b>(1.8)</b>		<b>(6.9)</b>		
<i>Value Added</i>	(9.3)	✗	(7.4)	✗	(7.7)	✗	(12.8)	✗	
<b>Manager 2 *</b>	<b>(3.2)</b>		<b>5.8</b>						
<i>Value Added</i>	(4.7)	✗	(0.5)	✗					
<b>Manager 3</b>	<b>1.3</b>		<b>3.8</b>						
<i>Value Added</i>	(1.1)	✗	(1.2)	✗					
<b>Manager 4</b>	<b>1.2</b>		<b>2.7</b>						
<i>Value Added</i>	(0.5)	✗	(5.0)	✗					
<b>Fixed Interest &amp; Cash</b>									
<b>Fixed Interest Manager 1</b>	<b>1.5</b>		<b>1.3</b>		<b>5.9</b>		<b>4.5</b>		<b>5.7</b>
<i>Value Added</i>	0.1	✓	1.1	✓	0.4	✓	0.8	✓	0.5
<b>Cash Manager 1</b>	<b>0.5</b>		<b>2.5</b>		<b>3.1</b>		<b>3.2</b>		
<i>Value Added</i>	0.0	✓	0.3	✓	0.2	✓	0.3	✓	
<b>Fixed Interest LA Stock</b>	<b>1.8</b>		<b>4.3</b>		<b>5.2</b>		<b>4.6</b>		<b>7.9</b>
<i>Value Added</i>	1.1	✓	2.2	✓	1.1	✓	1.2	✓	4.0
<b>In-house Cash</b>	<b>0.7</b>		<b>2.7</b>		<b>2.7</b>		<b>2.6</b>		<b>3.0</b>
<i>Value Added</i>	0.2	✓	0.5	✓	(0.2)	✗	(0.3)	✗	0.1
<b>Fund</b>	<b>(0.0)</b>		<b>6.5</b>		<b>7.3</b>		<b>8.6</b>		<b>8.2</b>
<i>Value Added #</i>	(1.3)	✗	(1.2)	✗	(0.6)	✗	0.1	✓	0.0

~ Weighted average

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

\*\* Investments are valued quarterly.

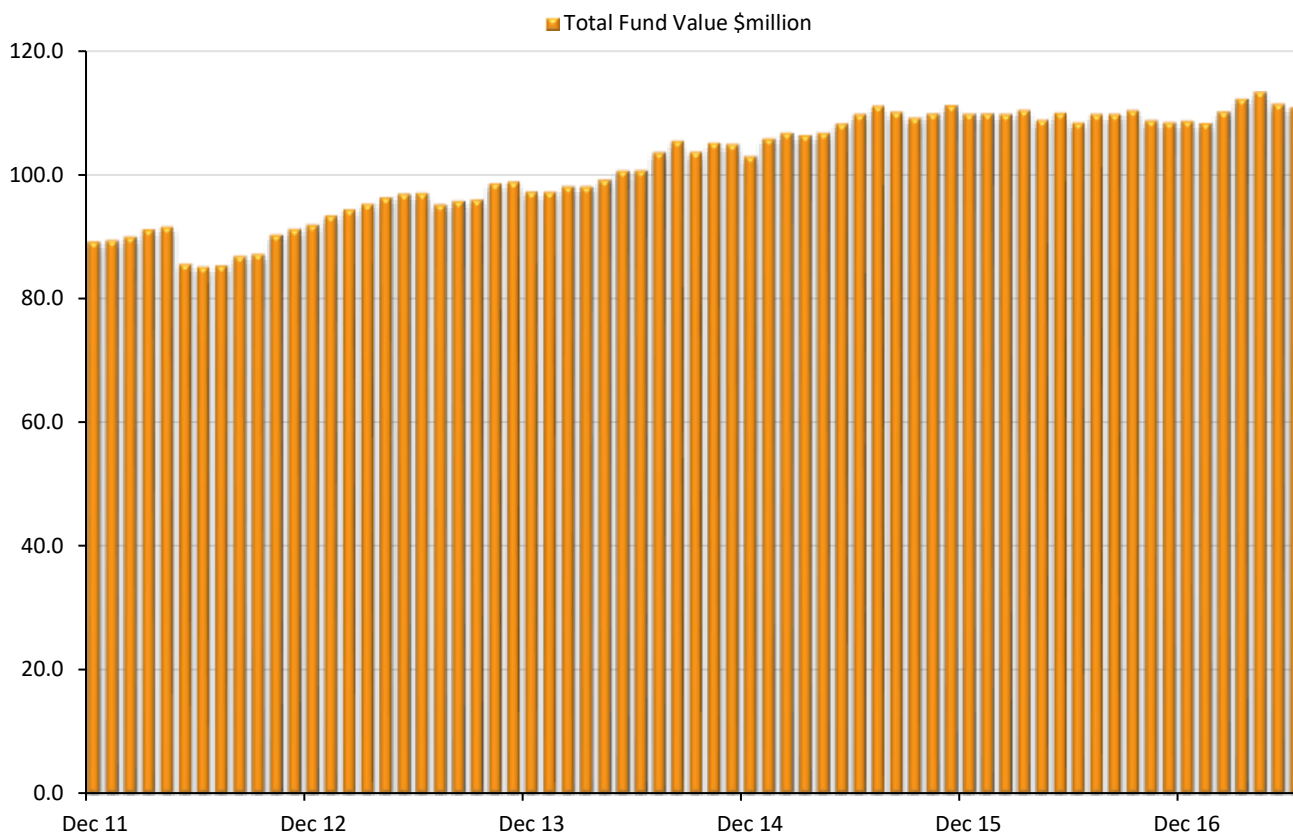
^ Prior to March 2015 this fund was Australian dollar denominated and non-PIE

^^ Prior to March 2015 this was the manager's Australian active equity investment

# Versus the weighted average benchmark

## FUND GROWTH

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





## ASSET ANALYSIS

The key driver of performance over the June quarter was the return of the global equity funds. Both managers performed positively and outperformed their respective benchmarks.

The stronger New Zealand dollar was detrimental the global diversified growth return over the quarter. The unhedged returns from this manager are shown in the following table.

Global Diversified Growth Manager 1	3 Month %	1 Year %	3 Year (p.a.) %
<b>NZD</b>	<b>(3.3)</b>	<b>6.9</b>	<b>3.8</b>
Benchmark	1.7	8.4	7.3
<i>Value Added</i>	(5.0) <i>x</i>	(1.5) <i>x</i>	(3.5) <i>x</i>
<b>AUD</b>	<b>0.8</b>	<b>7.0</b>	<b>5.0</b>
Benchmark	1.7	8.4	7.3
<i>Value Added</i>	(0.9) <i>x</i>	(1.4) <i>x</i>	(2.3) <i>x</i>

Of the trans-Tasman equities managers only one was able to return a positive performance over the quarter. A dividend of \$38,254 was received from one of the self-managed equities in June.

There was limited activity in the private equity investments in June:

- One manager paid a distribution of \$8,544.
- Another manager made call during the month for \$39,035 which included a follow-on investment and partnership expenses.

Fixed interest, cash and NZD diversified income assets were a good place to be in the June quarter. Each of these assets within the portfolio performed positively, despite the NZD diversified income managers underperforming their objectives. The stronger NZD was detrimental to the returns of Manager 1 and 2 in the diversified income asset class.

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

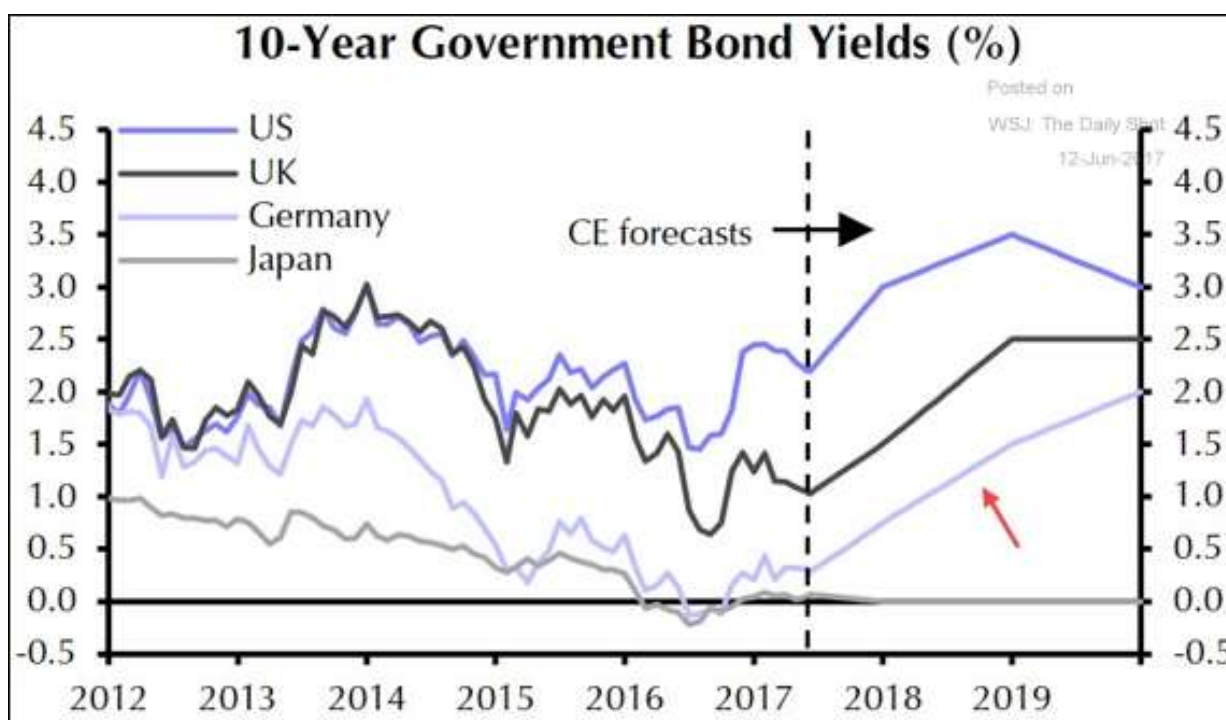
## ASSET ALLOCATION

	Asset Value \$	Fund Allocation %	Target & Range %	Status
<b>Global Equities</b>				
Manager 1	7,113,235	6.4	5 < 7.5 < 10	✓
Manager 2	7,362,933	6.6	5 < 7.5 < 10	✓
<b>Sub-Total</b>	<b>14,476,168</b>	<b>13.1</b>	<b>10 &lt; 15 &lt; 20</b>	<b>✓</b>
<b>Global Diversified Growth</b>				
Manager 2	-	-	2 < 6 < 10	×
Manager 1	12,524,233	11.3	6 < 9 < 12	✓
<b>Sub-Total</b>	<b>12,524,233</b>	<b>11.3</b>	<b>10 &lt; 15 &lt; 20</b>	<b>✓</b>
<b>Trans-Tasman Equities</b>				
Manager 1	6,321,100	5.7	2 < 4 < 6	✓
Manager 2	4,625,367	4.2	2 < 4 < 6	✓
Manager 3	1,536,591	1.4	0 < 1 < 5	✓
Self-Managed Equities	1,823,839	1.6	0 < 1 < 5	✓
<b>Sub-Total</b>	<b>14,306,897</b>	<b>12.9</b>	<b>10 &lt; 15 &lt; 20</b>	<b>✓</b>
<b>Alternative Investments</b>				
Private Equity*	7,252,237	6.5	0 < 9 < 10	✓
Residential Property	750,000	0.7	0 < 1 < 5	✓
<b>Sub-Total</b>	<b>8,002,237</b>	<b>7.2</b>	<b>0 &lt; 10 &lt; 20</b>	<b>✓</b>
<b>Growth Total</b>	<b>49,309,535</b>	<b>44.5</b>	<b>42.5 &lt; 50 &lt; 57.5</b>	<b>✓</b>
<b>Diversified Income</b>				
Manager 1	2,208,666	2.0	0 < 2 < 4	✓
Manager 2	8,923,645	8.1	4 < 7 < 10	✓
Manager 3	7,133,602	6.4	2 < 5 < 8	✓
Manager 4	10,344,928	9.3	2 < 6 < 12	✓
<b>Sub-Total</b>	<b>28,610,841</b>	<b>25.8</b>	<b>10 &lt; 20 &lt; 30</b>	<b>✓</b>
<b>Fixed Interest &amp; Cash</b>				
Fixed Interest Manager 1	20,923,952	18.9	13 < 19 < 25	✓
Cash Manager 1	5,526,111	5.0	0 < 3 < 10	✓
Local Authority Stock	4,151,187	3.7	0 < 8 < 10	✓
In-house Cash	2,230,159	2.0		
<b>Sub-Total</b>	<b>32,831,409</b>	<b>29.6</b>	<b>20 &lt; 30 &lt; 40</b>	<b>✓</b>
<b>Income Total</b>	<b>61,442,250</b>	<b>55.5</b>	<b>42.5 &lt; 50 &lt; 57.5</b>	<b>✓</b>
<b>Fund Total</b>	<b>110,751,785</b>	<b>100.0</b>		

\*Eight different private equity funds

Hawkish comments by European Central Bank President, Mario Draghi, at the end of June caused a global bond sell-off. Draghi's comments indicated that the ECB may start to look at tapering their asset purchase program due to reflationary forces in the economy. In a nutshell, tapering means interest rates would rise. As a result the US, Canadian, UK and German 10-year bond yields all increased. Most significant was the change in the yield of the German bund which doubled in a week (from 0.23% to 0.47%).

The following graph shows Capital Economics' forecast for 10-year German government bond yield over the next two and a half years - an increase of 1.75%. If the yield of the German bund increases by just 1%, the result will be almost a 10% mark-to-market capital loss.



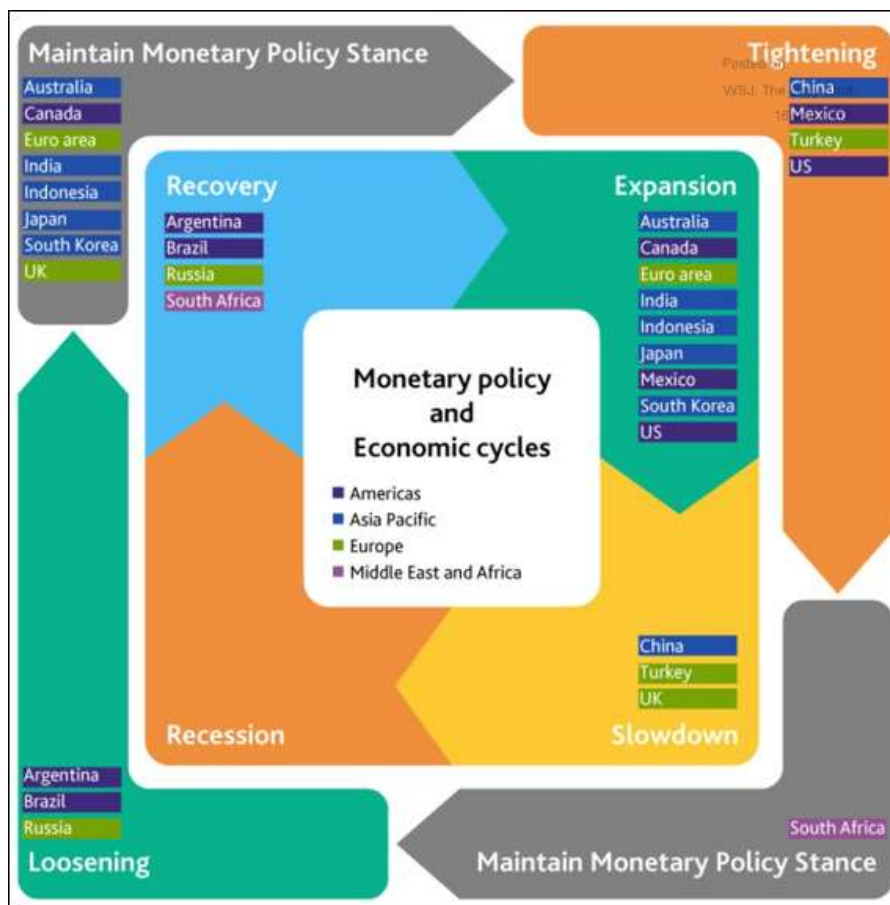
Source: dailyshotletter, Wall Street Journal, Capital Economics

The table below gives you an idea of just how significant a change in yield can be on the market value of your fixed interest investments. For example, the price of a 6% coupon bond with 10 years to maturity would fall by 7.1% (highlighted) if interest rates increased by just 1%.

Change in bond price (%) from a 1% change in interest rates – for a 6% coupon bond		
Years to Maturity	Rates Increase	Rates Decrease
1	-0.9	0.9
5	-4.1	4.3
10	-7.1	7.7
30	-12.4	15.4

US yields also increased earlier in June due to an anticipated hike in the Fed rate, up to 1.25%. This was on the back of continued gains in the labour market, but despite softer inflation figures which Yellen attributed to one off reductions in certain categories within the core inflation measure.

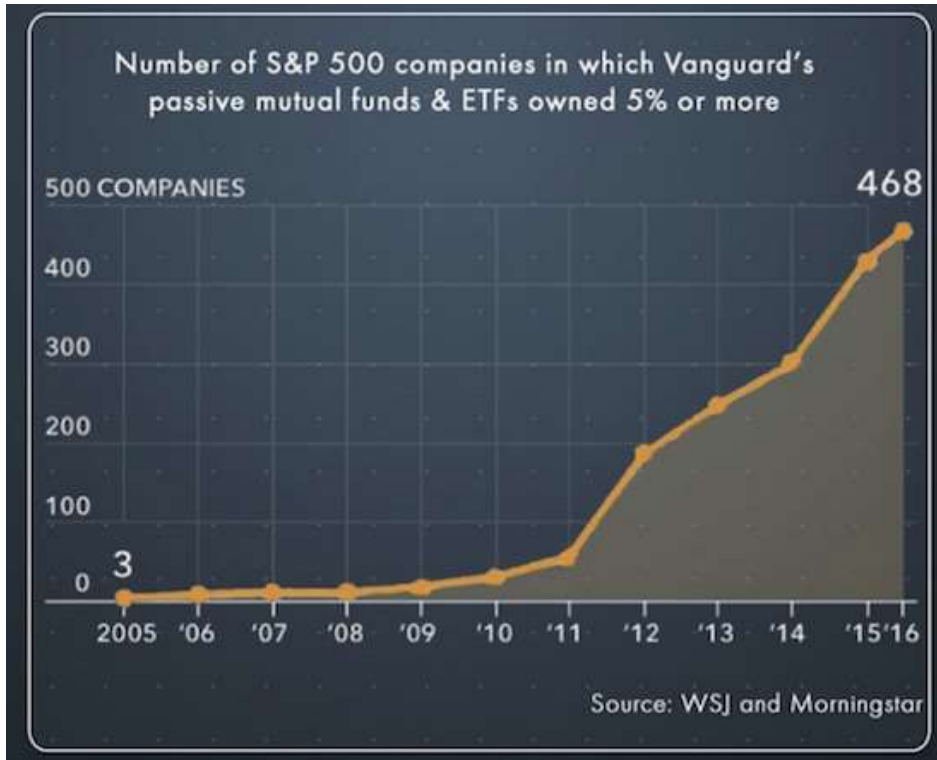
The following graph illustrates the divergence in monetary policy from central banks around the globe, and what part of the economic cycle each of these economies are at. However, it seems likely Europe will follow Canada, China and the US, and potentially the UK in tightening as their next move. Hence the market movements which increase investor uncertainty.



Source: dailyshotletter, Wall Street Journal, Moodys Investor Service

Another possible reason for tightening is the inflationary outlook. China’s working population is at peak capacity so they are experiencing wage pressure. This should raise the prices of Chinese exports which would be inflationary. We do not expect deflation to be a concern going forward despite the fall in oil prices.

Aside from rising yields, passive investing is another major concern within financial markets. The following graph shows how significant the growth has been in passive investing. It shows just one fund manager, Vanguard, and their share of ownership of S&P 500 companies. Vanguard now have at least a 5% holding in 468 companies within the index.



Source: mauldineconomics.com

No longer are stocks being chosen based on underlying fundamentals, what has become more important is whether or not a stock is listed within an index. Stocks markets continue to move upwards on momentum and the risk of a correction is growing.

## APPENDIX: BENCHMARKS

Asset Class	Manager	Benchmark
<b>Global Equities</b>		
Active	Manager 1	MSCI World (NZD) Net Divs Re-Invested Unhedged
Active	Manager 2	MSCI World (NZD) Net Divs Re-Invested Unhedged
<b>Diversified Growth (Global)</b>		
OBAAs	Manager 1	Australian CPI (Trimmed Mean) + 5% p.a.
<b>Trans-Tasman Equities</b>		
NZ/Australia	Manager 1	10% p.a.
Australia	Manager 2	S&P/ASX 200 Index
NZ/Australia	Manager 3	New Zealand OCR + 6% p.a.
Shares	Self-Managed	S&P/NZX 50 Gross Index
<b>Alternative Investments</b>		
Private Equity	Manager 1	S&P/NZX 50 Gross Index + 4% p.a.
Private Equity	Manager 2	S&P/NZX 50 Gross Index + 4% p.a.
Private Equity	Manager 3	S&P/NZX 50 Gross Index + 4% p.a.
Private Equity	Manager 4	S&P/NZX 50 Gross Index + 4% p.a.
Private Equity	Manager 5	S&P/NZX 50 Gross Index + 4% p.a.
Private Equity	Manager 6	S&P/NZX 50 Gross Index + 4% p.a.
Private Equity	Manager 7	S&P/NZX 50 Gross Index + 4% p.a.
Private Equity	Manager 8	S&P/NZX 50 Gross Index + 4% p.a.
New Zealand	Residential	NZ OE Unlisted and Direct Property Index
<b>Diversified Income</b>		
Longevity Bond	Manager 1	Barclays Global Bond Aggregate Index 100% Hedged
Catastrophe Bond	Manager 2	Bloomberg AusBond Bank Bill Index plus 4.5% p.a.
Multi-Asset	Manager 3	New Zealand OCR + 3.5% p.a.
Multi-Asset	Manager 4	New Zealand CPI + 3% p.a.
<b>Fixed Interest &amp; Cash</b>		
Fixed Interest	Manager 1	Bloomberg NZBond Govt 0+ Yr Index
Local Authority	Self-Managed	S&P/NZX NZ Short End 1Y 2Y 3Y NZD Swap Index
Local Authority	Self-Managed	S&P/NZX NZ Short End 1Y 2Y 3Y NZD Swap Index
Cash	Manager 1	Bloomberg NZBond Bank Bill Index
Cash	In-House	NZX NZ 90 Day Bank Bill Index



**University of Canterbury**  
**Trust Funds**

**Statement of Investment**  
**Policy and Objectives**

**Adopted by the Council**

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**EXECUTIVE SUMMARY**

- The primary goal of the Trust Funds is to provide scholarships and grants.
- The return objective is to exceed CPI + 4.5% p.a. (after investment related fees but before any taxes) over rolling three year periods.
- The Trust Funds are managed by a mix of fund managers and private equity managers, with a proportion internally managed. Each manager has a different mandate. The benchmark mix for the overall Trust Funds is:

Asset Class	Benchmark %
Global Equities	15
Global Diversified Growth	15
Trans-Tasman Equities	10
Alternative Investments	10
<b>Total Growth Assets</b>	<b>50</b>
Diversified Income	20
Fixed Interest & Cash	30
<b>Total Income Assets</b>	<b>50</b>

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- The investment performance benchmarks for each underlying fund are detailed in Appendix 1
- The split between growth and income assets has remained at 50%/50%.
- The hedging policy for global equities is 50% and 100% for global bonds (if applicable).
- The following asset class changes have been made:
  - The benchmark weight for Global Equities has been reduced from 20% to 15%.
  - The benchmark weight for Trans-Tasman Equities has been reduced from 15% to 10%.
  - The QuayStreet Altum Fund was added under the Trans-Tasman Equities class.
  - Property and private equity investments have been removed from Trans-Tasman Equities and categorised into a new "Alternative Investments" class, which has a benchmark weighting of 10%.
  - Pioneer Capital III, Direct Capital V and Movac 4 were added under the Alternative Investments class.
  - The Mercer Group shares have been removed from private equity and placed into a new class "Self-Managed Equities" alongside the Scales shares.
- The cash weighting remains near zero. The Mint Diversified Income Fund, a multi-asset style fund, will also be used for the Fund's liquidity purposes as this is expected to earn a higher return than the cash rate. Liquidity continues to be provided by the University.

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- The investment performance objectives benchmarks for each underlying fund are detailed in Appendix 1 Manager Mandates
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## SIPO: EFFECTIVE DATE AND REVIEW DATES

### Effective Date

- This Statement of Investment Policy and Objectives ('SIPO') takes effect from 17 July 2017.

### Review Dates

The original SIPO for the Trust Funds' assets was adopted on 3 June 1998.

- The SIPO was subsequently amended on 23 February 2000, 1 March 2002, October 2003, October 2004, September 2006, September 2007, April 2010, March 2012, March 2013, March 2014, July 2015 and February 2016.
- The date of the next formal SIPO review is July 2018 or sooner if market conditions warrant.

## TRUST FUNDS' CHARACTERISTICS

### Trust Funds' Goal

- The primary goal of the Trust Funds is to provide scholarships and grants.

### Trust Documents

- The Trust Funds are made up of over 160 different trusts governed variously by individual trust deed, will or bequest.
- The Trust documents provide the University of Canterbury Council (the Council) with broad authority to invest the Trust Funds' assets.
- The Council shall invest the assets of the Trust Funds in a manner expected to ensure the continuing compliance of the Trustee Act 1956 and any other relevant legislation.

## ALLOCATION OF RESPONSIBILITIES

The **Council** will be responsible for the following:

- Reviewing this SIPO, including the instructions to Managers and Investment Consultant, annually.
- Determining the appropriate number of investment managers, and selecting and changing those managers as appropriate on the advice of the Investment Consultant.

Eriksen & Associates  
July 2017

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University of Canterbury Trust Funds  
Statement of Investment Policy and Objectives

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- Providing cash flow information to each Manager with respect to future deposits and redemptions when requested by the Investment Consultant. [Ensuring the Investment Consultant has relevant historical portfolio valuation and cash flow information so it can undertake accurate investment reporting.](#)

The **Investment Consultant** will be responsible for providing the following services as per the Relationship Agreement with Eriksen & Associates Ltd:

- Proactively advising the Council of events and changes that may affect the manner in which the Trust Funds' assets should be invested.
- Monitoring each Manager's performance and the Trust Funds' total performance relative to the Council's adopted investment performance objectives on an annual basis or as requested by the Council.
- Evaluating the appropriateness over time of the long term asset allocation policy (Benchmark Portfolio) based on an annual review of Eriksen's capital market assumptions. If warranted, Eriksen's will advise of the need for a formal Benchmark review.
- Monitoring the asset allocations between fund managers, against the ranges specified in the ["Investment Manager Structure" section](#) of this SIPO, based on market values at [calendar month end](#), [\(or last business day thereof\)](#), and advising the Council whenever the Trust Funds require rebalancing.
- Drafting necessary correspondence for the Council to enact the necessary rebalancing with the Managers.
- Meeting with the Finance, Planning and Resources Committee or the Council to present investment monitoring reports and to discuss topical investment issues twice yearly.
- Assisting Council in allocating new money or making redemptions from the Managers by advising which Manager(s) to deposit/redeem money from and drafting the necessary correspondence to the Managers.
- Participating with the Council and the Managers in the annual review of this SIPO.

Each **Manager** will also be responsible for the following [\(additional responsibilities for the managers investing directly for the Trust Funds in a structure not pooled with other investors is shown in italics\)](#):

- *Selecting securities within each asset class, subject to the constraints imposed in this document or by the policies advised to the Council,*
- *The Manager's investment management agreement with the Council shall include explicit reference to the constraints or guidelines referred to in Appendix 2 to this Statement as these*

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relate to the Manager. For pooled funds, the Council will request the Manager advise of any variations that may arise from time to time between the operation of the fund(s) and the constraints or guidelines in Appendix 2 as these relate to the Manager.

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- Supplying to the Council and Investment Consultant any reports of the Trust Funds' investment performance results in advance of regular meetings and at the Council's request, participating in those meetings to review the written reports. The reports shall generally contain such information and in such format as agreed with the Council, but must contain sufficient information to:
  - enable the annual accounts,
  - allow any necessary tax calculations to be done at least once each calendar quarter
  - assess the market value and returns of investments each month,
- *Managing the investments of the Trust Funds in a manner which is consistent with its tax exempt status.*
- Participating, when required by the Investment Consultant, in the annual review of this SIPO.

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## PRINCIPLES

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- The Trust Funds' total returns are made up of income from share dividends and bond coupon payments and capital growth from changes in the market value of investments, less costs and any applicable taxes. Market values change due to share price fluctuations, changes in interest rates affecting the capital value of bonds held and foreign exchange fluctuations.
- It is the Council's practice to recognise income, expenditure and changes in the market value of investments on a monthly basis.
- The capital base of each trust is defined as the deemed original as approved by the Council Finance, Planning and Resources Committee on 17 November 2003, plus the amount equal to the CPI credited in any year from trust income, plus any additional capital investment from external sources or any additional distributions from internal sources.

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## INVESTMENT RISK

- Fluctuations in investment returns directly impact the level of income available for providing grants and scholarships, and also on the capital base and revenue reserve of the trust funds. Investment risk is therefore borne by the future recipients of grants and scholarships.

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## INVESTMENT OBJECTIVES

- The broad investment objectives for the Trust Funds are to achieve a level of return to meet:
  - the Funds' distribution requirements in any one year (approximately 4.5% of the total fund);
  - the requirements to maintain the capital base in real terms (inflation proofing);
  - the requirements for building a reserve fund to a level which would provide reasonable protection in years with low or negative overall investment returns; and
  - an element of real capital growth, once the reserve fund has achieved sufficient size, to produce increased distributions over time.
- More specifically, the Trust Funds' The return objective is to exceed CPI + 4.5% p.a. (after investment related fees but before any taxes) over rolling three year periods,
- In addition, outperformance will be sought where appropriate, (ie where management is active as opposed to passive), relative to the notional return on a benchmark portfolio designed to reflect the risk profile according to which the assets are invested at the time. Performance expectations are specified in Appendix 1.

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## DISTRIBUTION POLICY

- The Council requires funds for distribution from time to time. The policy is to distribute approximately 4.5% annually. The difference between the actual annual return and 4.5% is to be applied to inflation proofing the capital base, and for capital growth. The intention is to build a reserve fund, in addition to inflation proofing the capital base, which would be used as and when necessary, during years with low or negative investment returns, to support the flow of distributions without recourse to reducing the capital of the fund.

Specifically, the annual returns in any year will be distributed as follows:

1. 4.5% to the operating accounts of the individual trusts, in proportion to the interim closing balances of each trust.
2. Of the balance, an amount equal to the CPI for the year will be credited to the capital account of the individual trusts, in proportion to the interim closing balance of each trust. This is to maintain the purchasing power of the trusts.
3. Any remaining income will be credited to the revenue reserve of the individual trusts to help offset market fluctuations.

Once the Revenue Reserve has reached an amount equal to two years average trust outgoings, the trustees may, at their discretion, provide additional distributions to the beneficiaries and/or transfer funds to the capital accounts of the individual trust from time to time.

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In the event of a return of 4.5% *not* being achieved in any year, the amounts required for operational purposes will be funded (in order) from:

1. Income.
2. Unspent revenue from previous years.
3. Revenue reserves.
4. Capital.

## INVESTMENT POLICY

### GENERAL

- In taking decisions on investment strategy, the Council will have regard to the overall circumstances of the Trust Funds, and will comply with all applicable legislative requirements.
- The Trust Funds' investments will be managed with a view to ensuring that the Trust Funds will have sufficient liquidity to meet expected cash flow requirements.
- Investment risk will be limited by appropriate diversification both within and between asset classes.

### ASSET ALLOCATION STRATEGY

- The exposures to the various asset classes will be monitored, taking into account the underlying exposures in any pooled investment vehicles and the impact of futures and options on an effective exposure basis.
- The Benchmark Portfolio that the Trust Funds' returns will be monitored against over the long term is as follows:

Asset Class	Benchmark %
Global Equities	<del>15</del>
<del>Global</del> Diversified Growth	15
Trans-Tasman Equities	<del>10</del>
<del>Alternative Investments</del>	<del>10</del>
<b>Total Growth Assets</b>	<b>50</b>
Diversified Income	20
Fixed Interest & Cash	30
<b>Total Income Assets</b>	<b>50</b>

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- The appropriateness of this Benchmark Portfolio will be formally assessed at least once a year and kept under constant review to reflect any fundamental changes in the investment environment and changes to the Trust Funds' investment policy.

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- During the periods of time when transitions between Asset Managers occur within the Trust Funds' portfolio (i.e. entry or exit of new managers and rebalancing between existing managers), benchmark ranges can be exceeded for brief periods of time. Best endeavours should be used to keep the portfolio within +/- 7.5% of the overall 50%/50% defensive/growth long term benchmark, with a preference for a bias towards over-weighting defensive assets.

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### INVESTMENT MANAGER STRUCTURE

- The Council has determined that the Trust Funds' assets will be managed under a multi-manager structure utilising the following managers:

Manager
<b>Global Equities</b>
Magellan Asset Management (Magellan)
T. Rowe Price
<b>Global Diversified Growth</b>
<u>Castle Point Funds Management (Castle Point)</u>
Schroders Investment Management Australia Ltd (Schroders)
<b>Trans-Tasman Equities</b>
Milford Asset Management (Milford)
Perennial Value Management Australia Ltd (Perennial)
<u>QuayStreet Asset Management (QuayStreet)</u>
*University of Canterbury (UC)
<b>Alternative Investments</b>
<u>Castlerock Partners (Castlerock)</u>
<u>Continuity Capital (Continuity)</u>
<u>Direct Capital (DC)</u>
<u>Movac</u>
<u>Murray Capital (Murray)</u>
<u>Pioneer Capital Partners (Pioneer)</u>
*University of Canterbury (UC)
<b>Diversified Income</b>
Credit Suisse
Fermat Capital Management (Fermat)
Harbour Asset Management (Harbour)
Mint Asset Management (Mint)
<b>Fixed Interest &amp; Cash</b>
AMP Capital New Zealand (AMP)
Dunedin City Council (DCC)
*University of Canterbury (UC)
*Appears under two or more asset classes

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Deleted: Pioneer Capital (Pioneer)

Deleted: Continuity Capital (Continuity)

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- Assets will be allocated between the managers as follows:

Manager	Benchmark %	Ranges %
<b>Global Equities</b>	<b>15</b>	<b>10 - 20</b>
Magellan	7.5	5 - 10
T Rowe Price	7.5	5 - 10
<b>Global Diversified Growth</b>	<b>15</b>	<b>10 - 20</b>
Castle Point	6	2 - 10
Schroders	9	6 - 12
<b>Trans-Tasman Equities</b>	<b>10</b>	<b>5 - 15</b>
Milford	4	2 - 6
Perennial	4	2 - 6
QuayStreet	1	0 - 5
UC (Self-Managed Equities)	1	0 - 5
<b>Alternative Investments</b>	<b>10</b>	<b>0 - 20</b>
Private Equity*	9	0 - 20
UC (Residential Property)	1	0 - 5
<b>Total Growth Assets</b>	<b>50</b>	<b>42.5 - 57.5</b>
<b>Diversified Income</b>	<b>20</b>	<b>10 - 30</b>
Credit Suisse	2	0 - 4
Fermat	7	4 - 10
Harbour	5	2 - 8
Mint	6	2 - 12
<b>Fixed Interest &amp; Cash</b>	<b>30</b>	<b>20 - 40</b>
AMP (NZ Fixed Interest)	19	13 - 25
Dunedin City Treasury & UC Unsubordinated Bond	8	0 - 10
AMP (NZ Cash)	3	0 - 10
<b>Total Income Assets</b>	<b>50</b>	<b>42.5 - 57.5</b>

\* (Castlerock, Continuity; Direct Capital; Movac; Murray; Pioneer)

- If the difference in the relative performance of the managers causes a Manager to exceed the ranges shown above, then sufficient assets are to be transferred, on the Council's authority, between the Managers to return the weights to benchmark. These allocations will be monitored at month end by the Investment Consultant.
- The benchmarks for these Managers are specified in Appendix 1 to this Statement.

## TAXATION

- The Trust Funds are registered as a charity for income tax purposes and are therefore exempt from paying tax on income and capital gains generated in New Zealand.

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## INVESTMENT PERFORMANCE MONITORING

The principal goals of performance monitoring are to:

- Assess the extent to which the Trust Funds' investment objectives are being achieved.
- Compare the performance of the Trust Funds' appointed Managers against the performance of other relevant professional managers and market indices.
- Ascertain the existence of any particular weakness in the Manager or the Managers' product(s) utilised.
- Allow the Council to continually assess the ability of each Manager(s) to successfully meet the Trust Funds' objectives.

Returns achieved by the appointed Managers will be assessed by the Council in relation to their stated objectives and the objectives of the Trust Funds. Returns will also be compared with returns earned by a suitable peer group, such as a group of other professional fund managers.

Returns on the entire Trust Funds' assets will be monitored by the Trustees in relation to the Benchmark Portfolio nominated in this SIPO. The Benchmark Portfolio is a performance monitoring tool intended to reflect the Council's adopted investment policy.

Performance for individual asset classes will be measured against suitable indices such as those indicated in the following table:

Asset Class	Index
Global Equities	MSCI World (NZD) with net dividends 50% hedged
Global Diversified Growth	Australian CPI (Trimmed Mean) + 5% per annum
Trans-Tasman Equities	S&P/NZX 50 Gross Index
Alternative Investments	S&P/NZX 50 Gross Index + 4% per annum (Private Equity) Morningstar NZ Open Ended Unlisted & Direct Property Index NZ Non-PIE (Residential Property)
Diversified Income	New Zealand CPI + 4% per annum
Fixed Interest & Cash	Bloomberg NZBond Govt 0+ Yr Index

MSCI = Morgan Stanley Capital International

NZX = New Zealand Stock Exchange

CPI = Consumer Price Index

- Manager performance will be monitored quarterly with a view to an annual evaluation of rolling three year results.

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July 2017

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University of Canterbury Trust Funds  
Statement of Investment Policy and Objectives

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- Managers' roles will be reviewed by the Council on a regular basis. Factors taken into account in these reviews will include investment style, resources, organisational strength, investment performance relative to objectives, and any other factors considered relevant to the Managers' continuing ability to meet the applicable investment objective.

**APPOINTMENT OF A CUSTODIAN**

- Council have approved the appointment of Trustees Executors (TE) as an external custodian to facilitate managing the portfolio providing efficient and effective reporting, enhancing governance and reducing the fiduciary risk.
- TE performance will be monitored quarterly with a view to an annual evaluation. This will include custodial performance relative to objectives (e.g. delivery time frames, accuracy, resources, organisational strength, pricing) and any other factors considered relevant to the TE's continuing engagement.
- The Custodian will report monthly and annually in accordance with a format agreed with the Council.

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**APPENDIX 1: MANAGER BENCHMARKS**

The following manager benchmarks:

- Are set by the manager except in the case of private equity
- Were correct as at the effective date of this SIPO
- Are before tax unless otherwise stated
- Are before fees unless otherwise stated
- Should be assessed over a longer time horizon, generally not less than three years
- Are annualised.

**MAGELLAN GLOBAL FUND**

Active | Unhedged | Global

Magellan is expected to exceed the return of the MSCI World Index (NZD) with net dividends reinvested.

**T. ROWE PRICE GLOBAL EQUITY GROWTH FUND**

Active | Hedged | Global | NZ PIE

T. Rowe Price is expected to exceed the return of the MSCI World Index (NZD) with net dividends reinvested, 100% hedged into NZD.

**CASTLE POINT 5 OCEANS FUND**

Active | Hedged | Global

Castle Point is expected to exceed the return of the New Zealand Official Cash Rate plus 3%, after fees.

**SCHRODERS REAL RETURN FUND CPI + 5%**

Active | Unhedged | Global

Schroders is expected to exceed the return of Australian CPI (trimmed mean) plus 5%.

**MILFORD ACTIVE GROWTH FUND**

Active | NZ PIE

Milford is expected to exceed a return of 10%.

**PERENNIAL VALUE WEALTH DEFENDER FUND**

Active | Unhedged | Australian

Perennial is expected to exceed the return of the S&P/ASX 200 Index over rolling five year periods.

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**QUAYSTREET ALTUM FUND**

**Active | NZ PIE**

QuayStreet is expected to meet the return of the New Zealand Official Cash Rate plus 6%.

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**UNIVERSITY OF CANTERBURY – SELF-MANAGED EQUITIES**

**Self-Managed | Active | NZ**

Returns for the Scales Corporation (SCL) and Mercer Group Limited (MGL) shares will be measured against the S&P/NZX 50 Gross Index plus 2%.

**CASTLEROCK PARTNERS LONG-TERM PRIVATE EQUITY PARTNERSHIP**

**Private Equity | Active | NZ**

Castlerock is expected to exceed the return of 8%, after fees.

**CONTINUITY CAPITAL PRIVATE EQUITY FUND NO.2 LP**

**Private Equity | Active | NZ**

Continuity Capital is expected to exceed the return of the S&P/NZX 50 Gross Index by 4.0% over the lifetime of the issue.

**DIRECT CAPITAL IV**

**Private Equity | Active | NZ**

Direct Capital is expected to exceed the return of the S&P/NZX 50 Gross Index by 4.0% over the lifetime of the issue.

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**DIRECT CAPITAL V**

**Private Equity | Active | NZ**

Direct Capital is expected to exceed the return of the S&P/NZX 50 Gross Index by 4.0% over the lifetime of the issue.

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Benchmark Allocation¶  
¶  
Asset Class

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**MOVAC FUND 4**

**Private Equity | Active | NZ**

Movac is expected to exceed the return of the S&P/NZX 50 Gross Index by 4.0% over the lifetime of the issue.

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**MURRAY CAPITAL RAKAIA FUND**

**Private Equity | Active | NZ**

Murray Capital is expected to exceed the return of the S&P/NZX 50 Gross Index by 4.0% over the lifetime of the issue.

**PIONEER CAPITAL PCP II**

**Private Equity | Active | NZ**

Pioneer Capital is expected to exceed the return of the S&P/NZX 50 Gross Index by 4.0% over the lifetime of the issue.

**PIONEER CAPITAL PCP III**

**Private Equity | Active | NZ**

Pioneer Capital is expected to exceed the return of the S&P/NZX 50 Gross Index by 4.0% over the lifetime of the issue.

**UNIVERSITY OF CANTERBURY – RESIDENTIAL PROPERTY**

**Alternative | NZ**

The residential property is expected to exceed the return of the MorningStar NZ OE Unlisted & Direct Property Index (NZ Non-PIE).

**CREDIT SUISSE LONGEVITY CONTINGENT BOND**

**Alternative – Life | Unhedged | Global**

Credit Suisse is expected to exceed the return of the Bloomberg Barclays Global Aggregate Index, hedged to NZD.

**FERMAT INDEX LINKED SECURITY YIELD FUND**

**Alternative – Catastrophe | Hedged to AUD | Global**

Fermat is expected to exceed the return of the Bloomberg AusBond Bank Bill Index by 4.5%.

**HARBOUR INCOME FUND**

**Active | Multi-Asset | NZ PIE**

Harbour is expected to exceed the return of the New Zealand Official Cash Rate plus 3.5%.

**MINT DIVERSIFIED INCOME FUND**

**Active | Multi-Asset | NZ PIE**

Mint is expected to exceed the return of New Zealand CPI plus 3%.

**Deleted: MURRAY CAPITAL RAKAIA FUND**  
Private Equity | Active | NZ

**Deleted: PERFORMANCE OBJECTIVE**  
MURRAY CAPITAL IS EXPECTED TO EXCEED THE RETURN OF THE NZX 50 INDEX BY 4.0% PLUS PER ANNUM OVER THE LIFETIME OF THE ISSUE.

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Asset Class

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**Deleted: Benchmark Allocation**  
Asset Class

**Deleted: New Zealand Unlisted and Direct Property Index**

**Deleted: Benchmark Allocation**  
Asset Class

**Deleted: Bond**

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Asset Class

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**Deleted: per annum over the life of the investment**

**Deleted:**

**Deleted: Benchmark Allocation**  
Asset Class

**Deleted: is expected to exceed the return on a composite index comprising 70% NZX Corporate A Grade and 30% NZX 50 per annum over rolling three year periods.**

**Deleted: Benchmark Allocation**

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AMP CAPITAL NEW ZEALAND FIXED INTEREST FUND

Active | NZ PIE

AMP is expected to exceed the return of the Bloomberg NZBond Govt 0+ Yr Index

DUNEDIN CITY TREASURY & UNIVERSITY OF CANTERBURY UNSUBORDINATED BOND

Alternative | NZ

The bonds are expected to exceed the return of the S&P/NZX NZ Short End 1Y 2Y 3Y NZD Swap Index

AMP CAPITAL NEW ZEALAND CASH FUND

Cash | NZ PIE

AMP is expected to exceed the return of the Bloomberg NZBond Bank Bill Index

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Benchmark Allocation

Asset Class

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Benchmark Allocation

Asset Class

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Benchmark Allocation

Asset Class

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University of canterbury – self managed

Alternative | NZ

Performance Objective

The University of Canterbury will retain Scales Corporation (SCL) shares until such time they can be sold, and will retain the residential property asset purchased adjacent to the University.

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**APPENDIX 2: INVESTMENT GUIDELINES AND CONSTRAINTS**

The guidelines and constraints required by the Council to be observed by each Manager, as applicable, are set out below. For the purposes of these constraints, "Portfolio" shall relate to the portion of the Trust Funds' assets under the management of the Manager.

- Investment of the Portfolio shall be made in compliance with all laws and regulations governing charitable fund investments.
- Each Manager is entitled to make use of derivative contracts for the following purposes:

Manager	Circumstances for use of Derivatives Contracts
<a href="#">Castle Point</a> Milford Schroders <a href="#">Magellan</a> T. Rowe Price <a href="#">QuayStreet</a>	To alter the Portfolio's country and/or currency allocations within the given exposure ranges
<a href="#">Castle Point</a> Milford Schroders <a href="#">Magellan</a> T. Rowe Price Harbour Mint <a href="#">QuayStreet</a>	As a hedge to manage exposure to foreign currency or other investment risks
<a href="#">Castle Point</a> Milford Perennial Schroders <a href="#">Magellan</a> T. Rowe Price Harbour Mint <a href="#">QuayStreet</a>	To reduce transaction costs and improve liquidity by using derivative contracts to take a position which would otherwise have been taken by buying or selling physical stock

- The Manager must not use derivatives, physical securities or any combination of the two to produce financial exposures that would result in the leverage of the Portfolio. That is, the Portfolio's net exposure to investment markets exceeding the value of the Portfolio's physical assets. 'Leverage' means expanding the effective value of the investment exposure, such as, for example, using a mortgage to purchase a higher valued house so that the value of the investment (asset) may be several times the value of the equity (investment funds). Derivatives offer an alternative to borrowing to achieve the same result. Derivatives should

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 The Manager must not use derivatives, physical securities or any combination of the two to produce financial exposures that would result in the leverage of the Portfolio. That is, the Portfolio's net exposure to investment markets exceeding the value of the Portfolio's physical assets. 'Leverage' means expanding the effective value of the investment exposure, such as, for example, using a mortgage to purchase a higher valued house so that the value of the investment (asset) may be several times the value of the equity (investment funds). Derivatives offer an alternative to borrowing to achieve the same result. Derivatives should only be used to produce financial exposures which would be otherwise obtained through the use of physical securities in the absence of leverage.¶

¶  
 The Manager must not use derivatives, physical securities or any combination of the two to produce financial exposures that would be effectively net short positions. A net short position is considered to be the taking and maintenance of a position in respect of one asset whereby the value of the Portfolio will be enhanced if the price of that asset falls without a corresponding effective long position on the same or a highly correlated asset. Where a short position is effectively taken over more than one asset, as in the case of a basket of index derivatives, the corresponding long exposure may be a basket of physical or derivative securities which could reasonably be considered as a proxy for those assets.¶

¶  
 Where ranges are specified in Appendix 1 of this Statement, the Manager must maintain the asset mix of the Portfolio on the basis that:¶

The minimum and maximum asset allocations apply to the overall asset allocation of the Portfolio, taking into account the impact of futures and options on an effective exposure basis. The effective exposure of an option contract uses the relationship between the change in price of the option relative to a change in the price of the underlying asset to determine an equivalent market value exposure to the underlying asset. The effective exposure to any asset or asset class is the sum of the market value of physical assets, the underlying market value represented by futures contracts and the effective exposure derived from options contracts.¶

If either the minimum or maximum asset allocation is exceeded as a result of market depreciation or appreciation or due to significant cashflows, the Manager must, unless the Council otherwise agree in writing, within 5 business days of being aware of the range being exceeded.¶

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only be used to produce financial exposures which would be otherwise obtained through the use of physical securities in the absence of leverage.

- The Manager must not use derivatives, physical securities or any combination of the two to produce financial exposures that would be effectively net short positions. A net short position is considered to be the taking and maintenance of a position in respect of one asset whereby the value of the Portfolio will be enhanced if the price of that asset falls without a corresponding effective long position on the same or a highly correlated asset. Where a short position is effectively taken over more than one asset, as in the case of a basket of index derivatives, the corresponding long exposure may be a basket of physical or derivative securities which could reasonably be considered as a proxy for those assets.
- Castle Point, Milford, Harbour, Mint, QuayStreet and Schroders (OBAA/Multi-Asset strategy only) are permitted to tactically allocate between asset classes as outlined in the Investment Management Agreements for Milford, Harbour and Mint; Statement of Investment Policy and Objectives for QuayStreet; and Product Disclosure Statement for Castle Point and Schroders.
- Not more than 5% of the Trust Funds' assets may be invested in any one security without specific consideration and approval by the Council.
- The Trust Funds' interest in any pooled fund domiciled offshore shall not exceed 5% of the assets of that pool, unless a larger investment is specifically authorised by the Council.
- The Council has a formal resolution that funds should not knowingly be invested in tobacco or armaments companies or in the gaming industry. Managers are expected to advise on an annual basis of any holdings in such companies.
- The Council has separately adopted a policy of:
  - no direct investment in fossil fuels
  - minimising its indirect investment in fossil fuels, with the aim of this exposure being less than 1.0% of the total Trust Funds.



**Deleted:** In this event the Manager shall not be liable for any realised loss suffered. The Manager must notify the Council promptly of the reasons for the deviation and the date or dates of the deviation occurring and the date of the Portfolio being re-weighted within the relevant asset allocation ranges.¶

¶ Subject to the above, the Manager will be liable for any loss which may be suffered by the Trust Funds which has been caused by the minimum or maximum asset allocation ranges being exceeded or further exceeded as a result of an investment decision or decisions made by the Manager in relation to the Portfolio, including a decision not to bring the Portfolio back within the minimum and maximum allocation ranges after the Manager becomes aware that the ranges have been exceeded.¶

¶ Milford, Harbour, Mint and Schroders (OBAA/Multi-Asset strategy only) are permitted to tactically allocate between asset classes as outlined in the Investment Management Agreements for Milford, Harbour and Mint, and Product Disclosure Statement for Schroders.¶

¶ Not more than 5% of the Trust Funds' assets may be invested in any one investment without specific consideration and approval by the Council.¶

¶ The Trust Funds' interest in any pooled fund domiciled offshore shall not exceed 5% of the assets of that pool, unless a larger investment is specifically authorised by the Council.¶

¶ Derivatives can only be permitted to protect the capital value of portfolios and gain exposure to appropriate markets. They are specifically prohibited from being used to leverage the Fund.¶

¶ The Council has a formal resolution that funds should not knowingly be invested in tobacco or armaments companies or in the gaming industry. Managers are expected to advise on an annual basis of any holdings in such companies.¶

¶ The Council has separately adopted:¶  
A policy of no direct investment in fossil fuels¶  
A policy of minimising its indirect investment in fossil fuels, with the aim of this exposure being less than 1.0% as at 30 March 2017.

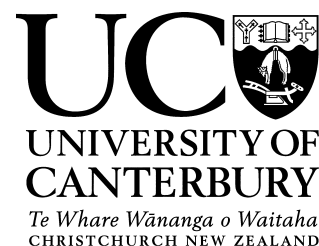
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# TE POARI AKORANGA

## ACADEMIC BOARD



### RECOMMENDATIONS TO THE COUNCIL FROM A MEETING OF THE ACADEMIC BOARD HELD ON FRIDAY 14 JULY 2017

The Academic Board met on Friday 9 June 2017 and recommends:

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

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

- 2. That the Council approve the introduction of these qualifications:**
    - a. Master of Strategic Communication**
    - b. Diploma in Languages**
    - c. Postgraduate Diploma and Postgraduate Certificate in Information Systems and Technology**
    - d. Master of Architectural Engineering and Postgraduate Certificate in Architectural Engineering**
    - e. Professional Master of Geospatial Science and Technology, and Postgraduate Diploma and Postgraduate Certificate in Geospatial Science and Technology**
    - f. Master of Spatial Analysis for Public Health**
  - 3. That the Council approve the changes to these qualifications:**
    - a. Master of Te Reo Māori**
    - b. Bachelor of Arts: Bicultural Competence and Confidence**
    - c. Certificate in Arts**
    - d. Certificate in Languages**
    - e. Bachelor of Arts: Anthropology programme**
    - f. Bachelor of Sports Coaching**
    - g. Master of Engineering Studies: Transportation Engineering**
    - h. Postgraduate Biotechnology**
    - i. Bachelor of Science: Science, Society and Me**
    - j. Bachelor of Science: Chemistry and Biochemistry**
    - k. Certificate in Science**
    - l. Certificate in Foundation Studies**
  - 4. That the Council approve the deletion of these qualifications:**
    - a. Diplomas in the named languages of Chinese, French, German, Japanese, Russian, Spanish, Te Pourua Reo: Te Reo Māori**
    - b. Te Poutahi: Certificate in Arts (Māori and Indigenous Studies)**
    - c. Te Poutahi Reo: Certificate in Arts (Te Reo Māori)**
    - d. Master of Hazard and Disaster Management**
    - e. Certificate in Foundation Studies**
-

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

**5. That the Council approve the revision of the following 20 qualification regulations:**

*College of Arts*

Bachelor of Social Work

Bachelor of Music

*College of Business and Law*

Graduate Diploma in Criminal Justice

Certificate in Criminal Justice

Master of Laws (international Law and Politics)

*College of Education, Health and Human Development*

Master of Health Sciences

Master of Health Sciences Professional Practice

Bachelor of Health Sciences

Postgraduate Certificate in Clinical Teaching

Certificate in Learning Support

*College of Engineering*

Bachelor of Engineering (Honours)

Graduate Diploma in Forestry

*College of Science*

Master of Science

Master of Financial Engineering

Professional Master of Engineering Geology

Master of Geospatial Information Systems

Master of Disaster, Risk and Resilience

Postgraduate Diploma in Clinical Psychology

*University*

Doctor of Philosophy

Certificate of University Preparation

(Regulations available on the Council Sharepoint site)

The Academic Board provides advice to University Council on the Productivity Commission's review of the tertiary education sector:

**6. That the Council note the report from the Academic Board giving advice on Productivity Commission's review of the tertiary education sector.**

Professor Ian Wright

**Chair (Acting)**

**Te Poari Akoranga – Academic Board**

19 July 2017

**UNIVERSITY OF CANTERBURY**  
**REPORT OF THE ACADEMIC BOARD MEETING HELD ON**  
**FRIDAY 14 JULY 2017**  
**TE POARI AKORANGA**

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

**1. MATTERS ARISING**

The Chair noted provided updates on the following items: breast feeding facilities on campus for staff, wheelchair spaces in the lecture spaces in engineering (and the removal of items in their way), fixes to IT systems connected to the promotion process, clarification on an audit of spaces in June which was in relation to fire hazards.

**2. CHAIR'S REPORT**

The Chair noted the following:

- An update on the status of the various building projects.
- An update on student enrolments for semester two.
- His thanks to all staff involved in the recent Open Day event. This has drawn large numbers, over 3300, despite the poor weather conditions. He noted some prospective students had travelled from Australia.

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

The Acting Vice-Chancellor took the VC report. Comments and questions from the floor included:

- Have facilities for sports coaching been included in the recent building programmes?
- A note that the week break between the release of examination results and the start of semester two was welcomed by students and staff, particularly for course planning.

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

1. College of Arts: The Dean of Arts (Academic) introduced each of the following proposals for the introduction, or modification, or deletion of qualifications.

**Master of Strategic Communication**

**Master of Te Reo Māori**

**Bachelor of Arts: Bicultural Competence and Confidence**

**Diploma in Languages**

**Certificate in Arts**

**Certificate in Languages**

**Bachelor of Arts: Anthropology programme**

2. College of Business and Law: The Dean of Business introduced the following proposal for the introduction of qualifications.

**Postgraduate Diploma and Postgraduate Certificate in Information Systems and Technology**

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3. College of Education, Health and Human Development: The Dean of Education and Health Sciences introduced the following proposal for a major modification of the qualification.  
**Bachelor of Sports Coaching**
4. College of Engineering: The College of Engineering Dean (Academic) introduced each of the following proposals for the introduction, or modification of qualifications.  
**Master of Architectural Engineering and Postgraduate Certificate in Architectural Engineering**  
**Master of Engineering Studies: Transportation Engineering**
5. College of Science: The Dean of Science (Academic) introduced each of the following proposals for the introduction, or modification, or deletion of qualifications.  
**Professional Master of Geospatial Science and Technology, and Postgraduate Diploma and Postgraduate Certificate in Geospatial Science and Technology**  
**Master of Spatial Analysis for Public Health**  
**Postgraduate Biotechnology**  
**Bachelor of Science: Science, Society and Me**  
**Bachelor of Science: Chemistry and Biochemistry**  
**Certificate in Science**  
**Master of Hazard and Disaster Management**
6. University: The Academic Registrar introduced the proposal for the deletion of the following qualification.  
**Certificate in Foundation Studies**
7. University: The Associate Dean of Postgraduate Research introduced the proposal for the introduction of a new subject into the Doctor of Philosophy.  
**Doctor of Philosophy: Te Reo Māori**

## **5. LIBRARY SERVICES**

The UCSA and University Librarian spoke to their respective papers that commented on the hours of availability of Puaka-James Hight. The UCSA were commended on their report and it was noted that they had recommended extended access at peak times of the year. This did not extend to all library facilities. The Librarian responded that they are actively looking at how they can facilitate this request mindful about other constraints. Questions from the floor included: concerns about security on departure from the library at late hours, where did the Library benchmark against others in this area, and what might happen if the Library can't find the necessary resources in its current budget.

## **6. PRODUCTIVITY COMMISSION: RESPONSE FROM THE ACADEMIC BOARD**

Associate Professor Venkataraman Nilikant spoke to the report produced by the Academic Board working group established to provide an analysis and response to the Productivity Commission's report on the tertiary education sector. He outlined the 3 major problems identified by the Commission: Access for those who are not in full-time study, low participation rates of Māori and Pasifika students, perception of low teaching innovation. He then outlined the Commission's view that deregulation would solve all of these issues, and

concluded with an analysis where this was unlikely to be the case. The Academic Board endorsed the report and commended the working party for their work.

Dr Andrew Bainbridge-Smith  
**Secretary**  
**Te Poari Akoranga – Academic Board**  
19 July 2017

TEMPLATE 1  
NEW QUALIFICATION/Subject



**DETAILS**

<b>Title of qualifications</b>	Master of Strategic Communication (MStratCom)
<b>Year of introduction</b>	2018

**Executive summary**

This document proposes a 180-point Master of Strategic Communication at Canterbury University, to meet untapped demand from local students for further professional qualifications in communication, to take advantage of a gap in the international student market, and to address communication industry demand for graduates with more preparation for work.

The degree draws on the existing postgraduate offerings in the department (Postgraduate Diploma in Journalism, Bachelor of Arts with Honours in Media and Communication and Master of Arts in Media and Communication) and degrees in the UC Business School. The MStratCom is likely to attract enrolments away from COMs Honours and the Postgraduate Diploma in Journalism. However, the department feels that over time this degree will result in a net gain in EFTS, while supporting enrolments in the key courses of COMs Honours and the PGDipJ for a period as the overall pattern of enrolments becomes clearer. We have had strong interest from domestic students in the proposal – from undergraduates, current honours students, and former graduates. Several graduates have indicated an interest in returning to do this degree. We believe that international students would be attracted to a degree that has credibility amongst local students and employers.

Strategic Communication is an umbrella term for a subfield of communication that encompasses advertising, corporate and organisational communication, and public relations. It is a form of communication that seeks to advance specific goals and objectives on behalf of individuals, groups, non-profit organisations, and corporations. This requires skills in multimedia production and writing for social media and other spaces to encourage a change in behaviour. Strategic communication is a core skill in public health communication, and in campaigning by NGOs, local government, and other not-for-profit organisations, to raise public awareness of issues and encourage specific actions. It is a key skill in internal organisational communication, and in corporate communication and PR. Strategic communication refers to managing relationships with publics through effective communication, so it values the openness of the informative exchanges, unlike the propaganda model of one-way communication with little regard for the truth. The focus of this degree is on a two-way communication model rather than a one-way, manipulative model.

The MStratCom degree prepares students for a rapidly changing communication environment that demands knowledge of social media networks and analysis. It is focused on building career-oriented skills

and aims to teach students how to communicate strategically with an emphasis on mutual understanding between organizations and publics. This includes skills in planning strategic communication campaigns and understanding organisational communication dynamics. The degree will provide two tracks for students: 1) a production track in which students will gain high-level writing skills via JOUR401 and 2) a research track in which they will gain deeper research skills via COMS401. The two tracks prepare students for, respectively, more production-heavy roles and more strategic analysis roles within industry. Internship opportunities will be available to both tracks, enabling students to observe organisational communications and apply their developing skills. The strategic focus is specific to this proposed degree, and responds more closely and flexibly to the demands of a changing communications environment than the broader communication management and public relations degrees on offer at other universities. The degree will provide students with particular skills in research analysis, data analysis, media production, planning and critical thinking.

The concept has strong support from industry and interest from students, as evidenced by market research and the department's informal canvassing. The university's recruiters, including international agents, the International Relationships Office and the Liaison Office, strongly support our plans to offer this degree. The degree will be available to graduates with a Media and Communication or other relevant backgrounds. This is due to the international nature of communications and to the scope of strategic communication in general. All of our students, particularly those from other fields, will learn essential skills about the field of communication from the two core courses that address key theories and methodological approaches in the field.

This proposed degree consists of two core 30-point courses within COMS and a range of other courses from within COMS, Journalism and PACE (Professional and Community Engagement), as well as a dissertation. Of the COMS courses, only one course is proposed here as new. Wan Chi Leung will be able to teach one core course and the other core course will be offered through HoS buyout.

We expect enrolments of about 10 domestic and 5 international students in year 1, rising to 30 (20 + 10) students by year 3, based on market research and existing Honours enrolments. The international numbers are softer estimates and depend to an extent on how the degree is promoted, but the evidence below suggests the degree will be attractive internationally.

## **1. Proposed new regulations**

UC Calendar 2017 COMS courses: 746-747

UC Calendar 2017 Masters: Page 167

## **Master of Strategic Communication**

### **(MStratCom – 180 points)**

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

#### **1. Version**

- (a) These Regulations came into force on 1 January 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 Strategic Communication 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 60 points from Schedule B to these regulations.

## **4. Admission to the Qualification**

To be admitted to the Master of Strategic Communication a student must:

- (a) have satisfied the Admission Regulations for admission to the University; and
- (b) have qualified for a Bachelor's degree (with at least a B average in 300-level courses); or
- (c) have qualified for a Bachelor's degree and provided evidence to the satisfaction of the Dean of Arts and Head of Department of relevant professional or other work experience; or
- (d) been admitted with Academic Equivalent Standing as fulfilling these requirements, and
- (e) been approved as a candidate for the degree by the Head of Department and the Dean of Arts.

## **5. Subjects**

The subject for this qualification is strategic communication.

## **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 stipulation that a student who fails one or more courses will be withdrawn from the degree.

## **9. Honours, Distinction and Merit**

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



## 10. Pathways to Other Qualifications

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

### SCHEDULES TO THE REGULATIONS FOR THE DEGREE OF MASTER OF STRATEGIC COMMUNICATION

#### Schedule A:

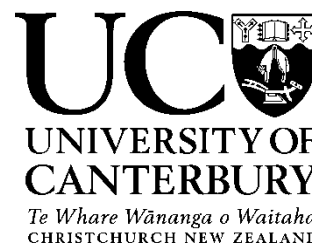
<i>Course Code</i>	<i>Course Title</i>	<i>Points</i>	<i>2018</i>	<i>P/C/R/RP/EQ</i>
COMS421	Strategic Communication Theory and Application	30	S1	P: Entry is subject to approval of the Head of Department.
COMS422	Campaign Planning with Social Data Analysis	30	S2	P: Entry is subject to approval of the Head of Department.
COMS691	Dissertation	60	SU1 & SU2 (summer)	P: Entry is subject to approval of the Head of Department.

#### Schedule B:

<i>Course Code</i>	<i>Course Title</i>	<i>Points</i>	<i>2018</i>	<i>P/C/R/RP/EQ</i>
COMS401	Media Research Methods	30	S1	P: Entry is subject to approval of the Head of

				Department.
JOUR401	Media Literacies: Principles and Practice	30	S1	P: Entry is subject to approval of the Head of Department.
COMS407	Communicating Through Independent Media	30	S2	P: Entry is subject to approval of the Head of Department.
COMS408	Ethics for Professional Communicators	30	S2	P: Entry is subject to approval of the Head of Department.
PACE495	Professional and Community Engagement Internship	30	S2	P: Entry is subject to approval of the Head of Department.

## TEMPLATE 2 MAJOR QUALIFICATION CHANGES



### DETAILS

<b>Title of qualification</b>	Master of Te Reo Māori (M.TREO)
<b>Year of introduction</b>	(2011) 2018
<b>Department or School</b>	Aotahi: School of Māori and Indigenous Studies

### EXECUTIVE SUMMARY

This proposal adapts the Master of Te Reo Māori (M.TREO) to meet student and market aspirations for a postgraduate qualification in te reo Māori. The M.TREO was first offered in 2011, but has had limited uptake. This proposal responds to market demand for more targeted M.TREO offerings that will enable students to focus on:

- Language revitalisation strategies;
- The production of creative and technical works in te reo Māori; and
- Translations between Māori and English and English and Māori.

The proposal:

- Creates endorsements for the M.TREO in areas identified as meeting the aspirations of potential students;
- Creates pathways for students of the M.TREO to develop writing skills in te reo Māori and translation by taking courses in creative and professional writing, digital technologies, journalism and translation from across the College of Arts;
- Replaces the current compulsory course, TREO 401 Te Kōhure with two other compulsory courses, TREO 403 He Wānanga and TREO 404 Mahi-a-Rēhia: Mōteatea.

The M.TREO will remain a 240-point Masters to enable graduates to pursue further research pathways.

From our consultation, we have a cohort of 20 prospective students who are highly interested in applying for a 2018 launch of the revised programme. We anticipate that 10-15 of those interested will convert into actual enrolments for 2018. After an initial influx, we anticipate that the programme will attract approximately five students per year.

2017 UC Calendar page 189.

**DELETE THE EXISTING REGULATIONS FOR THE M.TREO**

**INSERT:**

## **The Master of Te Reo Māori**

### **(M.TREO -240 points)**

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

#### **1. Version**

- (a) These regulations came into force on 1 January 2018.
- (b) This degree was first offered in 2012.

#### **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**

- (a) To qualify for the Master of Te Reo Māori, a student must complete a programme of study totalling 240 points, including:
  - i. TREO 403; and
  - ii. TREO 404; and,
  - iii. The requirements for one endorsement as specified in Schedule A to these regulations, and
  - iv. Either:
    - a) TREO 590; or
    - b) TREO 591, and 30 points TREO at 400 level (or other subject as approved by the Head of School); or
    - c) TREO 592 and TREO 593, and 30 points TREO at 400 level (or other subject as approved by the Head of School); or
    - d) TREO 595.
- (b) A student who chooses to credit TREO 404 to an endorsement will be required to pass one further TREO course as approved by the Head of School.

#### **4. Admission to the Qualification**

A student applying for the Master of Te Reo Māori must have:

- (a) satisfied the Admission Regulations for admission to the University; and
- (a) either:
  - i. qualified for a bachelor's degree with a major in te reo Māori with at least a B average in 60 points at 300-level; or
  - ii. qualified for a bachelor's degree and completed a qualifying Programme of Study prescribed by the Head of School and approved by the Dean of Arts of a standard equivalent to the prerequisite courses; or
  - iii. completed the Postgraduate Diploma in Te Reo Māori with Merit or Distinction; or
  - iv. been admitted with Academic Equivalent Standing; and
- (b) been approved as a student for the degree by the Dean of Arts (Academic).

#### **5. Subjects**

The Master of Te Reo Māori may be awarded with an endorsement in Matihiko, Pāpāho, Te Rangahau, Titonga, Tuhinga Auaha, Tuhinga Hautaka, Whakarauora Reo or Whakawhiti Reo. The requirements for each endorsement for the degree are listed in Schedule A to these Regulations.

## 6. Time Limits

The time limit for the Master of Te Reo Māori is:

- i. two years for full-time enrolment; or
- ii. four years for part-time enrolment.

## 7. Transfers of Credit, Substitutions and Cross-Credits

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

- (a) A student who has completed the Te Panekiretanga o Te Reo programme may apply to the Dean of Arts (Academic) to be credited with up to 90 points, restricted against TREO 401, TREO 402 and TREO 408.

## 8. Progression

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

## 9. Honours, Distinction and Merit.

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

## 10. Pathways to Other Qualifications

- (a) A student, who has completed the requirements for the Postgraduate Diploma in Te Reo Māori, or the Postgraduate Diploma in Arts in Te Reo Māori, with Merit or Distinction or the Bachelor of Arts degree with Honours in Te Reo Māori with First Class or Second Class Division One Honours, but has not yet graduated, may apply to the Dean of Arts (Academic) to be admitted to the Master of Te Reo Māori and have credits transferred.
- (b) A student, who has graduated with the Postgraduate Diploma in Te Reo Māori, Postgraduate Diploma in Arts in Te Reo Māori, or the Bachelor of Arts degree with Honours in Te Reo Māori may apply to the Dean of Arts (Academic) to be admitted to the Master of Te Reo Māori, and have their Postgraduate Diploma or Bachelor of Arts degree with Honours in Te Reo Māori subsumed in accordance with the General Regulations to the University.
- (c) A student who has not met the requirements for the Master of Te Reo Māori, or wishes to transfer, may apply to the Dean of Arts (Academic) for admission to the B.A. Honours in Te Reo Māori, the Postgraduate Diploma in Te Reo Māori, or the Postgraduate Certificate in Arts or the Postgraduate Diploma in Arts in Te Reo Māori.

## Schedule A: Endorsement Requirements for the Degree of Master of Te Reo Māori

Endorsed Option	Requirements
Matihiko (Digital Technologies)	DIGI 403, DIGI 404, DIGI 405, and TREO 407

<u>Pāpāho</u> (Media and Communication)	COMS 401, COMS 408, JOUR 404, and JOUR 406
<u>Te Rangahau</u> (Research)	MAOR 404 and two of TREO 405, TREO 406, TREO 407
<u>Titonga</u> (Composition)	(a) MUSI 471; and (b) 30 points TREO at 400 level
<u>Tuhinga Auaha</u> (Creative Writing)	(a) WRIT 401, and WRIT 403; and (b) 30 points TREO at 400 level
<u>Tuhinga Hautaka</u> (Professional Writing)	JOUR 404, JOUR 406, WRIT 401, and WRIT 402
<u>Whakarauora Reo</u> (Language Revitalisation)	TREO 405, TREO 408 and TREO 407
<u>Whakawhiti Reo</u> (Translation)	LANC 401, TREO 407, and TREO 406

## TEMPLATE 2

### MAJOR QUALIFICATION CHANGES

#### DETAILS

<b>Title of qualification</b>	Bachelor of Arts
<b>Year of introduction</b>	2018
<b>Department or School</b>	n/a

#### EXECUTIVE SUMMARY

The purpose of this proposal is to amend the regulations of the Bachelor of Arts (BA) in order to address UC Graduate Profile Attribute 3: Bicultural Competence and Confidence within the structure of the degree. It does this through the requirement that students pass 15 points from Schedule C (a new schedule of courses to this degree) in addition to fulfilling existing degree requirements.

Attribute 3 of the University of Canterbury Graduate Profile is Bicultural Competence and Confidence. The learning outcome for this attribute is: *Students will be aware of and understand the relevance of biculturalism in Aotearoa New Zealand to their area of study and/or their degree.* The Project Control Group for the UC Graduate Profile has indicated that students must encounter each of seven kaupapa (outlined in the *Bicultural Competence and Confidence Framework* document) at two points in their degree, with the second touchpoint building on the knowledge gained from the first. The seven kaupapa are: a process of self-reflection on the nature of 'knowledge' and 'norms'; the nature of contemporary Māori organisational structures; traditional and contemporary realities of Māori society; the Treaty of Waitangi and Aotearoa New Zealand's bicultural history; the process of colonisation and globalisation; other indigenous models of development, knowledge and behaviours; and application of bicultural competence and confidence in a chosen discipline and career.

Implementation of the UC Graduate Profile in all undergraduate degrees is required by the Council of the University of Canterbury, in keeping with the University's obligations under the Treaty of Waitangi and *Rautaki Whakawhanake Kaupapa Māori*, UC's Māori Strategy Document. The other attributes of the UC Graduate Profile are being met by minor amendments to the learning outcomes, assessment and course content of existing courses, but Attribute 3: Bicultural Competence and Confidence required a more focused and stringent plan in order to be achieved. As indicated above in the Executive Summary, the UC Graduate Profile Working Group of the College of Arts decided that the combination of a Schedule of courses and embedding relevant bicultural content into courses within majors was the best way of achieving the Learning Outcome of this attribute.

Amended BA Regulations

#### The Structure of the Qualification

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

(a) Of these 360 points:

- i. at least 240 points must be from courses listed in Schedule B to these Regulations;

- ii. at least 15 points must be from courses listed in Schedule C to these Regulations
  - iii. the remaining 105 points may be for courses from any undergraduate degree of the University.
- (b) In addition to these requirements, a student must be credited with courses to the value of;
- i. at least 225 points above 100-level, including
  - ii. at least 90 points at 300-level.
- (c) Within the provisions outlined above a student must satisfy the requirements for at least either a major and a minor, or two majors. Majors for the Bachelor of Arts degree are in Schedule A to these Regulations. Minors for the Bachelor of Arts degree are in Schedule A to these Regulations and Schedule B of the Bachelor of Commerce degree Regulations.

### 1. Admission to the Qualification

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

### 2. Subjects

This qualification may be awarded with majors and minors. The requirements of each major and minor are listed in Schedule A to these Regulations.

- (a) A major consists of a minimum of 135 points from a single subject area. Of these 135 points:
  - i) at least 60 points must be at 300-level, and
  - ii) at least a further 45 points must be at 200-level or above.
- (b) A minor consists of a minimum of 75 points from a single subject area. Of these 75 points:
  - i) at least 45 points must be at 200-level or above.
- (c) A student must meet the requirements for each major or minor.
- (d) All majors and minors must be in separate subject areas listed in Schedule A.
- (e) Any given course must contribute to only one major or minor.
- (f) A course fulfilling the Schedule C requirement cannot also contribute to the requirements for a major or minor.

*To the BA regulations, after regulation 10 insert the following regulation 11; and after Schedule B insert the following  
Schedule C:*

### 11. Transition Regulation

A student who enrolled in the Degree of Bachelor of Arts for the first time prior to 1 January 2018 is not required to include a course from Schedule C in their degree.

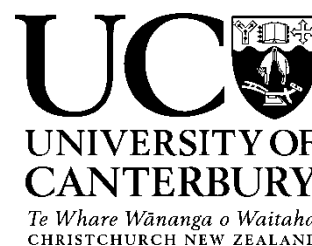
### SCHEDULE C

Course Code	Course Title	Pts	2018	P/C/R/RP/EQ
ARTH 217	Kiwi Icons: Introduction to Art in Aotearoa New Zealand	15		R: ARTH 110
CINE 213	Kiriata: Māori and indigenous Film	15		R: MAOR 268 EQ: MAOR 268
COMS 102	Introduction to News and Journalism	15		
ENGL 110	Māori Writing in English	15		
ENGL 210	Inventing New Zealand in Literature	15		
EURA 101	Global Europe	15		
FREN 226	Beyond France: Post-Colonial Subjectivities in the Francosphere	15		R: FREN 326
HIST 128	New Zealand History from Waka to Weta	15		R: HIST 108, HIST 109, HIST 124
HIST 243	Kiwi Culture	15		R: HIST 352
HSRV 102	Introduction to Human Services and Practice in Aotearoa	15		R: SOWK 102 EQ: SOWK 102



HSRV 204	Culture, Indigeneity and Citizenship: Critical Debates for the Human Services	15		
LING 102	Language and Society in New Zealand and Beyond	15		R: ENLA 102 EQ: ENLA 102
MAOR 107	Aotearoa: Introduction to Traditional Māori Society	15		R: PACS 102 EQ: PACS 102
MAOR108	Aotearoa: Introduction to New Zealand Treaty Society	15		R: CULT 114, MAOR 113 EQ: CULT 114
MAOR 165	He Timatanga: Engaging with Māori	15		
MAOR 212	Māori and Indigenous Development	15		R: HIST 262, HIST 379 EQ: HIST 262
MAOR 219	Te Tiriti: The Treaty of Waitangi	15		R: CULT 219, HIST 268, HSRV 207, POLS 218, POLS 258, SOCI 209 EQ: CULT 219, HIST 268, HSRV 207, POLS 218, POLS 258, SOCI 209
MUSA 150	Music in Aotearoa New Zealand	15		R: CULT 150 EQ: CULT 150
POLS 103	Introduction to New Zealand Politics and Policy	15		
TREO 110	Conversational Māori for Absolute Beginners	15		R: MAOR 105, MAOR 110, MAOR 112, MAOR 115, MAOR 124, MAOR 125, TREO 111, TREO 112

## TEMPLATE 2 MAJOR QUALIFICATION CHANGES 2017



### DETAILS

<b>Title of qualification</b>	<b>Diploma in Languages (DipLang)</b>
<b>Year of introduction</b>	2018
<b>Department or School</b>	Aotahi: School of Māori and Indigenous Studies; School of Languages and Political and Social Sciences; School of Humanities and Creative Arts

### EXECUTIVE SUMMARY

This Proposal establishes a new Diploma in Languages to replace the six separate Diplomas in Chinese, French, German, Japanese, Russian and Spanish. The new Diploma in Languages will also offer additional languages (Ancient) Greek, Latin and Te Reo Māori; and permit students to study more than one language for the diploma.

The regulations for the new Diploma in Languages are presented according to the new UC regulation format; including the removal of the schedules to the Diplomas in order to reduce maintenance of the regulations associated with course changes. As a consequence of this review, the five identically structured language Diplomas are also rationalised into one Diploma offered in multiple language subjects.

Changes to the structure and demand for other UC language programmes has presented the opportunity to add a further three languages (Ancient) Greek, Latin, and Te Reo Māori to the Diploma, reinforcing the standing of the Diploma by broadening its scope and thus opening it up to a greater number of students.

The option to allow study of two languages in the one Diploma follows on a similar structure in the Certificate in Languages. This option will make the Diploma broader and more flexible for students who typically study more than one language, e.g. Classics students who require both ancient Greek and Latin in order to proceed to postgraduate research.

With the addition of Te Reo Māori to the Diploma, the Te Pourua Reo: Diploma in Te Reo Māori is subsequently discontinued. This change will raise the visibility of this programme and allow students to combine the study of Te Reo Māori with that of another language.

The Diploma aims to meet the components of the UC Statement of Strategic Intent in the following ways:

- Challenge, *Recruit*:
  - The addition of three new languages will increase the attractiveness of the Diploma for students.
  - The option to study two languages in one Diploma will increase the attractiveness and flexibility of the Diploma for students.
  - This proposal responds to demand from students for further language options at

the Diploma level.

- Concentrate, *Effective teaching*:
  - The addition of three new languages in the Diploma is done without addition courses as this Diploma relies on a suite of courses which are also available for other existing programmes (e.g. Certificate in Languages, Bachelor of Arts). These languages are now also available in this flexible offering that can be studied stand-alone or alongside another UC qualification. This ensures a highly effective use of teaching time.
- Connect, *Internationalisation*:
  - For international students with an interest in languages who are studying other qualifications, e.g. B Com, B Eng, this Diploma allows them to gain an additional qualification alongside their degree.

The Diploma aims to meet the College of Arts, Schools (Aotahi: School of Māori and Indigenous Studies and School of Languages, Social and Political Sciences, School of Humanities and Creative Arts), and language departments academic and strategic plans in the following ways:

- Growth in EFTS for all language programmes is a strategic priority.
  - By providing additional language options in the Diploma, more students can potentially enrol in these courses.
  - The ability to add a stand-alone qualification to study in e.g. another degree makes UC language offerings more attractive to students who might not traditionally enrol in a language qualification.
  - The Diploma provides a useful pathway for students to staircase to higher qualifications, or if required, to exit. This will help encourage students to enrol who may otherwise be wary of the challenge of language learning.
  - As these courses are offered for the Certificate in Languages and for the Bachelor of Arts, additional options are available to students without the proliferation of courses. Current student numbers will allow any additional students to be accommodated in most current courses without significant additional resources.

Predicted numbers: (from the costing template)

- A small increase in enrolments in the Diploma and languages is expected as a result of this proposal.

Summarise market research:

- Students who complete a BA or BA(Hons) in Classics and decide to continue their study of Classics at postgraduate level need to study Latin and/or Greek. Many take a year or two between the BA(Hons) and the MA in order to do this, and a Diploma option will be attractive because it is a qualification that allows students to study both Latin and Greek, and it rewards this additional study. The introduction of CLAS 144 and CLAS 145 as distance courses has attracted primarily mature students. The possibility of a diploma may incentivise continued study in Latin, and other areas in Arts.
- A review of the Te Reo programme has indicated that there is little demand for a separate qualification. This change will allow students also to combine the study of Te Reo Māori with that of another language.

**2017 UC Calendar page number, p.152 ff.**

**DELETE** the following diplomas:

- i. Diploma in Chinese Language (p.152)
- ii. Diploma in French Language (p.153)
- iii. Diploma in German Language (p.154)
- iv. Diploma in Japanese Language (p.156)
- v. Diploma in Russian Language (p.158)
- vi. Diploma in Spanish Language (p.159)

**INSERT** regulations for the Diploma in Languages.

## **Diploma in Languages (DipLang – 120 points)**

These regulations must be read in conjunction with the General Course and Examination Regulations.

### **1. Version**

- i. These regulations came into force on 1 January 2018.
- ii. This diploma was first offered in 2018.

### **2. Variations**

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

### **3. The Structure of the Qualification**

To qualify for the Certificate in Languages a student must pass:

- i. 120 points in one or two of the languages listed below;
- ii. including at least 75 points above 100-level; and
- iii. including a maximum of 45 points in non-language courses from the subjects below.
- iv. A minimum of 90 points must be for courses in the main subject.

### **4. Admission to the Qualification**

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

### **5. Subjects**

The Certificate may be awarded in Chinese, French, German, (Ancient) Greek, Japanese, Latin, Russian, Spanish and Te Reo Māori.

### **6. Time Limits**

The time limit for this qualification is five years.

### **7. Transfer and Credit for Study for Other Qualifications**

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

#### **8. Progression**

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

#### **9. Honours, Distinction and Merit**

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

#### **10. Upgrade and Exit Qualifications**

- (a) A student who has completed courses for the Diploma in Language, but who has not yet graduated may apply to the Dean of Arts(Academic) to be admitted to the Bachelor of Arts and have credits transferred to that qualification
- (b) A student who has graduated with the Diploma in Languages may apply to the Dean of Arts (Academic) to be admitted to the Bachelor of Arts and to have their credits subsumed in accordance with the General Regulations to the University.

***2017 Calendar: p.150 Te Pourua Reo: Diploma in Te Reo Māori***

*Delete the entry for this qualification.*

## TEMPLATE 2 MAJOR QUALIFICATION CHANGES



### DETAILS

Title of qualification	<b>Certificate in Arts (CertArts)</b>
Year of introduction	2005

### EXECUTIVE SUMMARY

The regulations for the Certificate in Arts are revised according to the new UC regulation format.

At the request of Academic Administration Committee, the Certificate is reduced to 60 points to align with the standard for UC certificates, and the CUAP minimum definition of a Certificate. Additionally this will provide students (especially international students) with the opportunity to comfortably complete the qualification in one semester.

The Certificate aims to meet the components of the UC Statement of Strategic Intent in the following ways:

- Challenge, *Recruit*:
  - With the reduction in points, the Certificate will be now more attractive to all, especially international, students.
- Concentrate, *Effective teaching*:
  - The Certificate relies on a suite of courses which are also available for other existing programmes (e.g. Certificate in Languages, Diploma in Languages, Bachelor of Arts, Bachelor of Music, Bachelor of Social Work). These courses are available in this flexible offering that can be studied stand-alone or alongside another UC qualification. This ensures a highly effective use of teaching time.
- Connect, *Internationalisation*:
  - With the reduction in points, the Certificate will be now more attractive to international students. It could become the standard enrolment for single-semester study abroad students and some exchange students.
  - International students, who are studying other qualifications, e.g. B Com, B Eng, but have an interest in the Arts, can use this Certificate to gain an additional qualification alongside their degree.

The Certificate aims to meet the academic and strategic plans of the College of Arts, Schools and departments in the College in the following ways:

- Growth in EFTS for is a strategic priority all Arts programmes.
  - The ability to add a stand-alone qualification to study in e.g. another degree makes UC Arts offerings more attractive to students who might not traditionally enrol in a Arts qualification.

- The reduction in points will make the Certificate a more attractive option for all students, but especially international students.
- The Certificate provides a useful pathway for students to staircase to higher qualifications. This will help encourage students to enrol who may otherwise be unsure of their study goals. In the past the Certificate has also, on a small number of occasions, provided a useful exit qualification for students who found that University study was not for them.
- Current student numbers will allow any additional students to be accommodated in most current courses without significant additional resources.

Predicted numbers:

- A small increase in enrolments in the Certificate might be expected as a result of this proposal. Most students interested in Arts enrol in one of the larger Arts qualifications.

**2017 Calendar: p.140 Certificate in Arts**

**DELETE** existing regulations for the **Certificate in Arts** and insert the following regulations.

## **Certificate in Arts**

### **(CertArts – 60 points)**

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

#### **1. Version**

- (a) These regulations came into force on 1 January 2018.
- (b) This certificate was first offered in 2005.

#### **2. Variations**

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

#### **3. The Structure of the Qualification**

To qualify for the Certificate in Arts a student must pass 60 points in courses at 100- or 200-level from one or two subjects on the Schedule B to the Bachelor of Arts degree.

#### **4. Admission to the Qualification**

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

#### **5. Subjects**

The Certificate may be awarded in one or two of the following subjects: Anthropology; Art History and Theory; Chinese; Cinema Studies; Classics; Cultural Studies; Digital Arts, Social Sciences and Humanities; Economics; Education; English; English Language; European and European Union Studies; French; Geography; German; History; Human Services; Japanese; Linguistics; Māori and Indigenous Studies; Mathematics; Media and Communication; Music; Philosophy; Political Science and International Relations; Psychology; Russian; Sociology; Spanish; Statistics; and Te Reo Māori.

#### **6. Time Limits**

The qualification adheres to the General Regulations for the University with a time limit of 6 years.

**7. Transfer and Credit for Study for Other Qualifications**

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

**8. Progression**

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

**9. Honours, Distinction and Merit**

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

**10. Pathways to Other Qualifications**

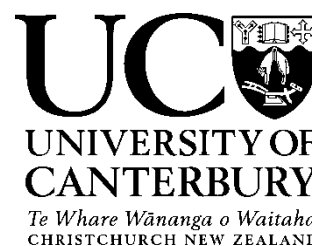
- (a) A student who has completed the requirements for the Certificate in Arts but who has not yet graduated, may apply to the Dean of Arts (Academic) to have credits transferred to another undergraduate Arts qualification.
- (b) A student who has graduated with the Certificate in Arts may apply to the Dean of Arts (Academic) to be admitted to another undergraduate Arts qualification and to have their Certificate in Arts subsumed in accordance with the General Regulations to the University.

***2017 Calendar: p.141 Te Poutahi: Certificate in Arts (Māori and Indigenous Studies)***

*Delete the entry for this qualification.*



## TEMPLATE 2 MAJOR QUALIFICATION CHANGES



### DETAILS

<b>Title of qualification</b>	<b>Certificate in Languages (CertLang)</b>
<b>Year of introduction</b>	2014
<b>Department or School</b>	School of Languages and Social and Political Sciences

### EXECUTIVE SUMMARY

The regulations for the Certificate in Languages are revised according to the new UC regulation format; including the removal of the schedule to the Certificate in order to reduce maintenance of the regulations associated with course changes.

At the request of Academic Administration Committee, the Certificate is reduced to 60 points to align with the standard for UC certificates, and the CUAP minimum definition of a Certificate. Additionally this will provide students (especially international students) studying more than one language with the opportunity to complete the qualification in one semester.

Changes to the structure and demand for other UC language programmes has presented the opportunity to add a further five languages (Ancient Greek, Chinese, Japanese, Latin, and Te Reo Māori) to the Certificate, reinforcing the standing of the Certificate by broadening its scope and thus opening it up to a greater number of students.

With the addition of Te Reo Māori to the Certificate, the Te Poutahi Reo: Certificate in Arts (Te Reo Māori) is subsequently discontinued. There has been minimal uptake of this qualification, and this change will raise the visibility of this programme and allow students to combine the study of Te Reo Māori with that of another language.

The Certificate aims to meet the components of the UC Statement of Strategic Intent in the following ways:

- Challenge, *Recruit*:
  - The addition of five new languages will increase the attractiveness and flexibility of the Certificate for students.
  - This proposal responds to demand from students for further language options at the Certificate level.
  - With the reduction in points, the Certificate will be now more attractive to international students.
- Concentrate, *Effective teaching*:
  - The addition of five new languages in the Certificate is done without addition courses as this Certificate relies on a suite of courses which are also available for other existing programmes (e.g. Diploma in Languages, Bachelor of Arts). These

languages are now also available in this flexible offering that can be studied stand-alone or alongside another UC qualification. This ensures a highly effective use of teaching time.

- Connect, *Internationalisation*:
  - With the reduction in points, the Certificate will be now more attractive to international students.
  - For international students with an interest in languages who are studying other qualifications, e.g. B Com, B Eng, this Certificate allows them to gain an additional qualification alongside their degree.

The Certificate aims to meet the College of Arts, Schools (Aotahi: School of Māori and Indigenous Studies, School of Languages, Social and Political Sciences, School of Humanities and Creative Arts), and language departments academic and strategic plans in the following ways:

- Growth in EFTS for all language programmes is a strategic priority.
  - By providing additional language options in the Certificate, more students can potentially enrol in these courses.
  - The ability to add a stand-alone qualification to study in e.g. another degree makes UC language offerings more attractive to students who might not traditionally enrol in a language qualification.
  - The reduction in points will make the Certificate a more attractive option for all students, but especially international students.
  - The Certificate provides a useful pathway for students to staircase to higher qualifications, or if required, to exit. This will help encourage students to enrol who may otherwise be wary of the challenge of language learning.
  - As these courses are offered for the Diploma in Languages and for the Bachelor of Arts, additional options are available without the proliferation of courses. Current student numbers will allow any additional students to be accommodated in most current courses without significant additional resources.

Predicted numbers: (from the costing template)

- A small increase in enrolments in the Certificate and languages is expected as a result of this proposal. Most students interested in language learning enrol in the Diploma in Languages or Bachelor of Arts.

Summarise market research:

- Students who complete a BA or BA(Hons) in Classics and decide to continue their study of Classics at postgraduate level need to study Latin and/or Greek. Many take a year between the BA(Hons) and the MA in order to do this, and a Certificate option will be attractive because it is a qualification that rewards this additional year of study. The introduction of CLAS 144 and CLAS 145 as distance courses has attracted primarily mature students. The possibility of a small qualification may incentivise continued study in Latin.
- In 2016 and 2017 an increasing number of students are enrolling in Asian languages under the Certificate in Languages, even though these are not currently subjects for the Certificate.
- A review of the Te Reo programme has indicated that there is little demand for a separate

qualification. This change will allow students also to combine the study of Te Reo Māori with that of another language.

**2017 Calendar: p.145 Certificate in Languages**

*DELETE existing regulations for the **Certificate in Languages** and the Schedule on pp 145-147 and insert the following regulations.*

## **Certificate in Languages**

### **(CertLang – 60 points)**

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

#### **1. Version**

- (a) These regulations came into force on 1 January 2018.
- (b) This certificate was first offered in 2014.

#### **2. Variations**

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

#### **3. The Structure of the Qualification**

To qualify for the Certificate in Languages a student must pass 60 points in language courses at 100- or 200-level from Schedule B to the Bachelor of Arts degree, in one or two of the following languages: Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish, Te Reo Māori.

#### **4. Admission to the Qualification**

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

#### **5. Subjects**

The Certificate may be awarded in one or two of the following languages: Chinese, French, German, Greek, Japanese, Latin, Russian, Spanish and Te Reo Māori.

#### **6. Time Limits**

The qualification adheres to the General Regulations for the University with a time limit of 6 years.

#### **7. Transfer and Credit for Study for Other Qualifications**

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

#### **8. Progression**

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

#### **9. Honours, Distinction and Merit**

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

#### **10. Pathways to Other Qualifications**

- (a) A student who has completed the requirements for the Certificate in Languages but who has not yet graduated, may apply to the Dean of Arts(Academic) to have credits transferred.
- (b) A student who has graduated with the Certificate in Languages may apply to the Dean of Arts (Academic) to be admitted to the Diploma in Language or the Bachelor of Arts and to have their Certificate in Languages subsumed as per the General Regulations to the University.

*Delete the schedule to this qualification.*

**2017 Calendar: p.144 Te Poutahi Reo: Certificate in Arts (Te Reo Māori)**

*Delete the entry for this qualification.*

**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	Bachelor of Arts major in Anthropology
<b>Year of introduction of the proposed change</b>	2018
<b>Department or School</b>	Sociology and Anthropology

**1. Purpose of the proposal**

To reconfigure the majoring requirements for the BA in Anthropology in the wake of the loss of Professor Patrick McAllister. This will involve:

1. Modifying the majoring requirements: deleting reference to Professor McAllister's courses and specifying alternate core courses, and
2. Removing Professor McAllister's courses from the ANTH schedule (this will occur via the MCCS).

**2. Justification**

The Anthropology programme must be delivered in accord with available staff and their academic expertise, and in a way that continues to provide an appropriate curriculum.

For the substantive content and range for a quality undergraduate education in Anthropology, the programme continues to draw on the Subject Benchmark Statement for Anthropology of the Quality Assurance Agency for UK Higher Education, most recently updated in 2015 (see: <http://www.qaa.ac.uk/en/Publications/Documents/SBS-anthropology-15.pdf>) N.B. The British tradition of social anthropology has had a greater formative influence on NZ anthropology than any other national tradition.

Without Patrick McAllister, we are no longer able to offer his courses dealing with rituals, symbols, and public spectacles (ANTH205/305 The Politics of Cultural Performance and ANTH208/308 Food and Eating. These courses will be replaced by Lyndon Fraser's courses in historical anthropology (ANTH238/338 Exploring The Past) and on the key topic of ethnicity (ANTH223 Ethnicity and History) which are also integral to an undergraduate education in Anthropology. The majoring requirements are therefore amended accordingly.

The Anthropology department is also in the process of developing a 100-level course to replace ANTH 103, and developing ANTH 338 to further fill the void left by Professor McAllister. These proposals will come to the College meeting in 2018. The department is also investigating the possibility of developing an anthropology internship with the international NGO AIESEC.

Additionally, the following courses that can no longer be taught following the loss of Professor Patrick McAllister will be discontinued via the MCCS:

ANTH203/303 The Performance of Ritual and The Potency of Symbols  
ANTH205/305 The Politics of Cultural Performance  
ANTH403 Rituals, Celebrations, and Spectacles  
ANTH 206/306 Religion and Modernity

### **3. Proposed new regulations**

*P 69 2017 UC Calendar page, delete the entry for the Major in Anthropology, and replace with:*

#### **Anthropology**

##### **Major**

Students intending to complete the BA with a major in ANTH must be credited with at least 135 points in ANTH, which must include at least 105 points at 200 level or above, including at least three of ANTH 202/302, ANTH 212/312, ANTH 213/313, ANTH223, ANTH238/338, ANTH 301, and the following:

##### **100-level**

Recommended: 30 points of 100-level Anthropology

##### **200-level**

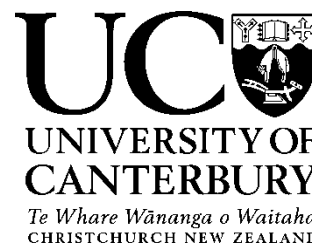
Recommended: 45 points of 200-level Anthropology

##### **300-level**

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

Required for honours: B average at 300-level.

## TEMPLATE 1 NEW QUALIFICATION/Subject



### DETAILS

<b>Title of qualifications</b>	Postgraduate Diploma in Information Systems & Technology (PGDipIST)/ Postgraduate Certificate in Information Systems & Technology (PGCertIST)
<b>Year of introduction</b>	2018
<b>Department or School</b>	Department of Accounting and Information Systems

### EXECUTIVE SUMMARY

To introduce a Postgraduate Diploma in Information Systems & Technology (PGDipIST) / Postgraduate Certificate in Information Systems & Technology (PGCertIST). The PGDipIST and PGCertIST are advanced qualifications in the discipline of Information Systems that build on undergraduate studies in the same subject.

As advanced qualifications, the Postgraduate Diploma/Postgraduate Certificate in Information Systems & Technology aim to provide Information Systems (IS) graduates with advanced skills, knowledge and competencies to undertake Information Systems/Management-related roles in organisations. The PGDipIST/PGCertIST programmes comprise courses equivalent to 120 points and 60 points respectively.

The target audience for this programme are domestic and international students with an undergraduate qualification in Information Systems, or related subject. The proposed programmes follow consultation with a number of stakeholders, and review of equivalent qualifications within UC and around New Zealand. Those consulted include local and national firms that are likely to employ IS graduates, the UC Business School, graduates of similar programmes, such as the MCom/BComHons in Information Systems, and potential students (those considering advanced qualifications in Information Systems).

Motivated by a growing demand for work-ready graduates that has led New Zealand and international universities to introduce more specialist Master's degrees/Postgraduate qualifications, the PGDipIST/PGCertIST programme will provide IS graduates with advanced knowledge and skills in the IS field needed for identifying and applying technology-based solutions and innovations within the field. The programme will also enable students to connect with a range of external stakeholders as they enhance and hone their work-ready capabilities at an advanced level.

The PGDipIST/PGCertIST programme aligns with the UC's Strategic Plan and the UC School of Business Academic and Strategic Plans in several key areas:

- Advancing the discipline: The PGDipIST/PGCertIST programme builds on undergraduate studies in the IS discipline, and allows students to complement their programme of study (e.g. Computer Science, Software Engineering, Data Science, Accounting, Digital Humanities, Health Sciences, and Maori and Indigenous Studies) with courses from the IS subject.
- Aligning with UC's Strategy of Challenge, Concentrate and Connect, by providing students with an advanced programme that is theoretically informed, and practically relevant with an opportunity to

balance research with taught courses, as well as an opportunity to connect with local and international organisations, through work-based integrated learning and research engagement with organisations and the wider society.

- For the UC School of Business, the PGDipIST/PGCertIST seeks to close an obvious gap in the School's offerings, and from a strategic perspective, to help further the School's appeal to students in both domestic and international markets, enabling growth targets to be met.
- Complementing existing UC programmes in the ACIS department (i.e. BComHons and MCom) by having a broader appeal as a more recognisable qualification in the marketplace (both local and international), and being a more flexible option than current programmes.

PGDipIST/PGCertIST is aligned with UC's graduate profile requiring graduating students to be:

- Critically competent in a core academic discipline of their degree: PGDipIST/PGCertIST graduates will be competent in the discipline of information systems/ management and be able to apply relevant concepts and theories to practice.
- Employable, innovative and enterprising: PGDipIST/PGCertIST graduates have an opportunity to demonstrate their ability to work with key stakeholders (such as organisations, government, and individuals/society) on an issue that is important to the discipline of IS as they carried out independent study and research in the discipline.
- Biculturally competent and confident: PGDipIST/PGCertIST graduates will understand the nature of biculturalism in Aotearoa New Zealand and its relevance to the discipline of information systems/ management.
- Engaged with the community: PGDipIST/PGCertIST graduates will be able to demonstrate the role of information systems /management within the business community and wider society, and reflect on their own experience within these communities.
- Globally aware: PGDipIST/PGCertIST graduates will understand the influence of global conditions on the discipline of information systems/ management, and be competent in engaging with global and multi-cultural contexts.

## **New Qualification Regulations**

UC Calendar pages 254

**ADD THIS SECTION:**

### **Postgraduate Diploma in Information Systems and Technology (PGDipIST)**

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 Information Systems and Technology a student must:

- (a) Pass courses having a total minimum value of 120 points from the schedule to this diploma.
- (b) A minimum of 60 points must be taken from INFO coded courses
- (c) No more than 30-points can be taken from MBIS601-699 and COSC480



With the approval of the Dean of Business a student may replace 30 points of courses from the schedule to this qualification with courses prescribed for another subject at an equivalent level

#### **4. Admission to the Qualification**

To be admitted to the Postgraduate Diploma in Information Systems and Technology a student must have:

- (a) Either
  - i. qualified for a New Zealand university degree with at least a B grade average in 300-level courses, or equivalent; or
  - ii. been admitted with academic equivalent standing; and
- (b) been approved as a candidate for the Diploma by the Dean of Business.

#### **5. Majors and Minors**

There are no majors or minors for this qualification.

#### **6. Time Limits**

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

#### **7. Transfer and Credit for Study for other Qualifications**

A maximum of 30 points at an equivalent level can be transferred from another uncompleted qualification as approved by the Dean of Business.

#### **8. Progression**

Subject to the approval of the Head of Department, 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**

The Postgraduate Diploma in Information Systems and Technology may be awarded with Distinction if a GPA of 8.0 or better is achieved over all courses.

#### **10. Upgrade and Exit Qualifications**

- (a) A student completing the PGDipIST, who has achieved a grade point average of B+ or better over at least 90 points in the Diploma and who has not failed a course, and has not been awarded the Diploma, may apply to be admitted to the MCom and transfer credit for those courses previously credited to the Diploma to the MCom in Information Systems.
- (b) A candidate who has graduated with a PGDipIST may apply to the Dean of Business to be admitted to the MCom and have their PGDipIST subsumed in accordance with the General Regulations to the University.
- (c) A student enrolled in the PGDipIST who has satisfied all the requirements for the Postgraduate Certificate in Information Systems and Technology may apply to withdraw from the Diploma and be awarded the Certificate.

#### **Schedule to the Regulations for the Postgraduate Diploma of Information Systems and Technology**

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

INFO 601-680, MBIS601-699, COSC401-499, SENG401-499

**UC Calendar 2017 Page 252 Add:**

## **The Postgraduate Certificate in Information Systems and Technology (PGCertIST)**

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 Postgraduate Certificate in Information Systems and Technology a student must:

- (a) Pass courses having a total minimum value of 60 points from the schedule to this diploma.
- (b) A minimum of 30 points must be taken from INFO coded courses
- (c) No more than 30-points can be taken from MBIS601-699 and COSC480

With the approval of the Dean of Business, a student may replace up to 30 points of courses from the Schedule to the Postgraduate Diploma of Information Systems and Technology with courses prescribed for another subject at an equivalent level.

### **4. Admission to the Qualification**

To be admitted to the Post Graduate Certificate in Information Systems and Technology a student must have:

- (a) Either
  - i. qualified for a New Zealand university degree with at least a B grade average in 300-level courses, or equivalent; or
  - ii. been admitted with academic equivalent standing; and
- (b) been approved as a candidate for the Diploma by the Dean of Business.

### **5. Majors and Minors**

There are no majors or minors for this qualification.

### **6. Time Limits**

The maximum time to complete the certificate is 24 months.

### **7. Transfer and Credit for Study for Other Qualifications**

A maximum of 15 points at an equivalent level 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 two courses.

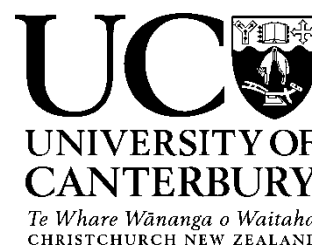
### **9. Honours**

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

### **10. Upgrade and Exit Qualifications**

- (a) A candidate who has completed the requirements for the PGCertIST with a Grade Average of B or better over at least 30 points of the courses in the certificate and has not yet graduated with the Certificate may apply to the Dean of Business to be admitted to the Postgraduate Diploma in Information Systems and Technology and have the credits transferred.
- (b) A candidate who has completed the requirements for the PGCertIST with a Grade 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 BCom(Hons) in Information Systems or the MCom in Information Systems Postgraduate Diploma in Information Systems and have the credits transferred.
- (c) A candidate who has graduated with a PGCertIST may apply to the Dean of Business to be admitted to one of the qualifications listed in Regulation 10 (a) or (b) and have their PGCertIST subsumed in accordance with the General Regulations to the University.
- (d) There is no exit qualification.

## TEMPLATE 1 NEW QUALIFICATION/Subject



### DETAILS

<b>Title of qualifications</b>	Master of Architectural Engineering Postgraduate Certificate in Architectural Engineering
<b>Year of introduction</b>	2018
<b>Department or School</b>	Civil and Natural Resources Engineering

### EXECUTIVE SUMMARY

The purpose of this proposal is to introduce a Master of Architectural Engineering programme, with endorsements in Structural Engineering, Integrated Building Design and Building Services and Energy Engineering, and a Postgraduate Certificate in Architectural Engineering.

The proposed Master of Architectural Engineering responds to industry's need for building design professionals (structural engineers, building services and energy engineers, and architects) with: technical mastery in their discipline; the interdisciplinary skills and knowledge needed to collaborate effectively with other design professionals and stakeholders; and the ability to develop integrated solutions to complex building design challenges. There is a lack of 'practice-focussed' postgraduate education suitable for developing building design professionals in New Zealand. The need for a new postgraduate programme that addresses this gap was agreed by industry leaders at a workshop on *Practice-Focussed Postgraduate Training and Education Programmes for Building Designers*, held at the University of Canterbury in October 2016.

The proposal links to the Challenge component of the University's Statement of Strategic Intent by adopting the following strategies for attracting and retaining domestic and international students, and for providing an inspirational and challenging learning environment:

1. reducing barriers to participation by at-work postgraduate students by offering part-time and full-time study options and minimising on-campus learning requirements through the use of e-learning.
2. offering 'practice-focussed' courses jointly taught by leading practitioners (industry teaching fellows) and academics and developed in collaboration with industry, including the Structural Engineering Society of NZ (SESOC), the Chartered Institution of Building Services Engineers (CIBSE), the Institution of Professional Engineers NZ (IPENZ) and the NZ Institute of Architects (NZIA).
3. providing a unique learning experience where engineering and architecture students study together and learn from each other, and gain an understanding of the design philosophies and

approaches of each of these design disciplines.

4. securing industry support and endorsement of the programmes.
5. establishing teaching, research and student exchange links with selected local and overseas universities, including the University of Auckland and the University of Cambridge.

Strategies that link to the Concentrate component of the Statement of Strategic Intent include the use of e-learning, block courses and contract teaching staff, which improve teaching efficiency and effectiveness. The proposed Master's will increase postgraduate student numbers, which will boost research activity and research income, which also links to Concentrate. The scope of building-related research at the University will be broadened and new interdisciplinary research opportunities will be created

Strategies for developing international relationships and strengthening engagement with industry, which link to the Connect component of the Statement of Strategic Intent, include:

1. using Erskine Fellows and leading practitioners (industry teaching fellows) to teach into the programme.
2. establishing teaching and research links with selected local and overseas universities, including the University of Auckland and the University of Cambridge.
3. establishing an Industry Advisory Group to guide the development of the programme.
4. developing the curriculum in collaboration with industry.

Conservative estimates of new enrolments over the first four years after the programme is launched are:

2018: Domestic - 17 EFTS; International - 3 EFTS

2019: Domestic - 27 EFTS; International - 8 EFTS

2020: Domestic - 37 EFTS; International - 12 EFTS

2021: Domestic - 45 EFTS; International - 16 EFTS

Based on these estimates, the programme breaks even in the second year after launch (i.e. 2019).

Enrolment estimates are based primarily on indicative commitments by industry leaders consulted during the development of this proposal. The number of existing students taking courses in the programme is expected to be negligible.

The appointment of Dr Larry Bellamy to the externally-funded Ada Rutherford Professorship in Architectural Engineering has enabled this proposal to be developed. Resources, beyond business as usual, required to implement the proposal are primarily related to staffing costs:

- A new academic position (L/SL) in building services engineering during 2017-18.
- A second new academic position (L/SL) subject to student numbers 2-3 years after programme launch.
- Contract teaching staff (approximately \$200k per annum).
- E-learning support (approximately \$200k up-front cost, spread over two years from CUAP approval).

## **Master of Architectural Engineering (MArchEng-120 points)**

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

## **1. Version**

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

## **2. Variations**

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

## **3. Structure of the Qualification**

The Master of Architectural Engineering (MArchEng) consists of Parts I and II totalling 120 points as set out in the schedule to these Regulations. In order to qualify, a student must:

- (a) Either
  - i. complete both Part I and II, or
  - ii. if accepted to the qualification under Regulation 4(a)ii, complete Part II of the programme, and
- (b) Successfully complete Part I before being permitted to proceed to Part II.

## **4. Admission to the Qualification**

A student for the Master of Architectural Engineering, before enrolling, must have:

- (a) either
  - i. qualified with an appropriate four year bachelor degree in a subject related to building design with first or second class honours, or equivalent; or
  - ii. qualified for the Postgraduate Certificate in Architectural Engineering with a B average or better; or
  - iii. been admitted with Academic Equivalent Standing; and
- (b) been approved as a student by the Dean of Engineering based on relevance and standard of undergraduate study and work experience. Note: normally a four year bachelor degree in civil engineering with first or second class honours is required for admission to the Structural Engineering programme, and a four year bachelor degree in mechanical engineering with first or second class honours is required for the Building Services and Energy Engineering programme.

## **5. Subjects**

The Master of Architectural Engineering may be awarded in the following endorsements based on the programme followed by a candidate during Part II of the qualification: Structural Engineering, Integrated Building Design, and Building Services and Energy Engineering.

## **6. Time Limits**

The qualification adheres to the General Regulations for the University with a time limits of 48 months.

## **7. Transfers of Credit, Substitutions and Cross-Credits**

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

## **8. Progression**

- (a) This qualification adheres to the General Regulations for the University, which permits 30 points of course failures to qualify for the qualification, with no additional stipulations.

- (b) A student who has successfully completed Part I of the Structural Engineering programme may proceed to Part II of the Structural Engineering or Integrated Building Design programme.
- (c) A student who has successfully completed Part I of the Building Services and Energy Engineering programme may proceed to Part II of the Building Services and Energy Engineering or Integrated Building Design programme.

#### **9. Honours, Distinction and Merit**

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

#### **10. Pathways to Other Qualifications**

A student who has not met the requirements for the MArchEng or who wishes to transfer to the Postgraduate Certificate in Architectural Engineering may apply to the Dean of Engineering for admission. Admission will be based on having met the requirements for entry.

## **Schedule to the Regulations for the Degree of Master of Architectural Engineering**

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

### **Part I**

(a) ENAE 601 Whole Building Behaviour and Performance (15 points)

(b) ENAE 602 Collaborative Design Studio (15 points)

and

#### *Structural Engineering*

(c) ENAE 603 Structural Design Practice (15 points)

(d) ENAE 604 Structural Assessment and Retrofit (15 points)

or

#### *Integrated Building Design*

(e) ENAE 605 Sustainable Building Design Practice (15 points)

(f) ENAE 606 Building Modelling and Integrated Design (15 points)

or

#### *Building Services and Energy Engineering*

(g) ENAE 607 Building Energy Systems Design Practice (15 points)

(h) ENAE 608 HVAC and Lighting Design Practice (15 points)

### **Part II**

ENAE 620 Integrated Building Design Project (15 points)

and

*Structural Engineering (restricted to candidates who have successfully completed Part I Structural Engineering programme)*

Three courses from:

(a) ENAE 609 Building Envelope Design and Engineering (15 points)

(b) ENEQ 633 Advanced Timber Structures (15 points)

(c) ENEQ 681 Risk and Earthquake Engineering (15 points)

(d) ENEQ 650 Advanced Steel and Composite Structures (15 points)

(e) CIVIL 721 Foundation Engineering (15 points) (Offered by University of Auckland)

(f) CIVIL 715 Advanced Structural Concrete (15 points) (Offered by University of Auckland)

(g) ENEQ 634 Seismic Performance on Non-Structural Elements (15 points)

(h) ENEQ 642 Seismic Assessment and Retrofit Strategies for Existing Reinforced Concrete Buildings (15 points)

(i) Course approved by the Director of Architectural Engineering

or

*Integrated Building Design A (restricted to candidates who have successfully completed Part I Integrated Building Design programme)*

Three courses from:

(a) ENAE 609 Building Envelope Design and Engineering (15 points)

(b) ENAE 610 Sustainability Assessment and Retrofit (15 points)

(c) ENAE 611 Human Factors in Building Design (15 points)

(d) ENCM 610 Construction Management (15 points)

(e) ENCM 650 Cost Engineering (15 points)

(f) Course approved by the Director of Architectural Engineering

or

*Integrated Building Design B (restricted to candidates who have successfully completed Part I Structural Engineering or Part I Building Services and Energy Engineering programme)*

(a) ENAE 605 Sustainable Building Design Practice (15 points)

(b) ENAE 606 Building Modelling and Integrated Design (15 points)

One course from:

(c) ENAE 609 Building Envelope Design and Engineering (15 points)

(d) ENAE 610 Sustainability Assessment and Retrofit (15 points)

(e) ENAE 611 Human Factors in Building Design (15 points)

(f) ENCM 610 Construction Management (15 points)

(g) ENCM 650 Cost Engineering (15 points)

(h) Course approved by the Director of Architectural Engineering

or

*Building Services and Energy Engineering Programme (restricted to candidates who have successfully completed Part I of the Building Services and Energy Engineering programme)*

Three courses from:

(a) ENAE 609 Building Envelope Design and Engineering (15 points)

(b) ENAE 612 Advanced Building Environmental Control (15 points)

(c) ENME 605 Advanced Energy Systems Engineering (15 points)

(d) ENME 623 Advanced Instrumentation and Sensors (15 points)

(e) ENEQ 634 Seismic Performance on Non-Structural Elements (15 points)

(f) MECHENG 724 Multivariable Control Systems (15 points) (Offered by University of Auckland)

(g) MECHENG 726 Acoustics for Engineers (15 points) (Offered by University of Auckland)

(h) MECHENG 714 Wind Engineering (15 points) (Offered by University of Auckland)

(i) MECHENG 711 Computational Fluid Dynamics (15 points) (Offered by University of Auckland)

(j) Course approved by the Director of Architectural Engineering

## **Regulations for the Postgraduate Certificate in Architectural Engineering**

### **(PGCertArchEng-60 points)**

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

#### **1. Version**

(a) These Regulations came into force on 1 January 2018.

(b) This certificate was first offered in 2018



## **2. Variations**

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

## **3. Structure of the Qualification**

- (a) To qualify for the Postgraduate Certificate in Architectural Engineering, a student must be credited with 60 points from the courses in the Schedule to these Regulations.
- (b) Each programme of study must be approved by the Director of Architectural Engineering and the Dean of Engineering.

## **4. Admission to the Qualification**

A student for the Postgraduate Certificate of Architectural Engineering (PGCertArchEng), before enrolling, must have:

- (a) Either
  - i. qualified for the award of the Degree of Bachelor of Engineering, or equivalent; or
  - ii. qualified for the award of an appropriate four-year bachelor degree in a subject related to building design; or
  - iii. been admitted with Academic Equivalent Standing; and
- (c) been approved as a student for the degree by the Dean of Engineering based on relevance and standard of undergraduate study and work experience.

## **5. Subjects**

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

## **6. Time Limits**

The qualification adheres to the General Regulations for the University with a time limits of 24 months.

## **7. Transfers of Credit, Substitutions and Cross-Credits**

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

## **8. Progression**

This qualification adheres to the General Regulations for the University, which permits 30 points of course failures to qualify for the qualification, with no additional stipulations.

## **9. Honours, Distinction and Merit**

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

## **10. Pathways to Other Qualifications**

- (a) A student who has completed the requirements for the Postgraduate Certificate in Architectural Engineering but has not yet graduated, may apply to the Dean of Engineering to be admitted to the Master of Architectural Engineering and have credits transferred.
- (b) A student who has graduated with the Postgraduate Certificate in Architectural Engineering, may apply to the Dean of Engineering to be admitted to the Master of Architectural Engineering and have their certificate subsumed in accordance with the General Regulations to the University.

(c) There are no exit qualifications for this postgraduate certificate.

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## **Schedule to the Regulations for the Postgraduate Certificate in Architectural Engineering**

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

(a) ENAE 601 Whole Building Behaviour and Performance

(b) ENAE 601 Collaborative Design Studio

and

Two courses from:

(c) ENAE 603 Structural Design Practice

(d) ENAE 604 Structural Assessment and Retrofit

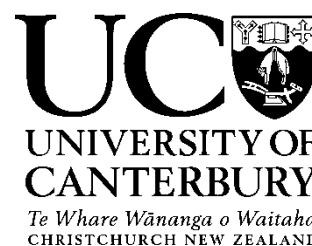
(e) ENAE 605 Sustainable Building Design Practice

(f) ENAE 606 Building Modelling and Integrated Design

(g) ENAE 607 Building Energy Systems Design Practice

(h) ENAE 608 HVAC and Lighting Design Practice

## TEMPLATE 1 NEW QUALIFICATION/Subject



### DETAILS

<b>Title of qualification</b>	Master of Engineering Studies endorsement in Transport – MEngSt (Transportation Engineering);
<b>Year of introduction of the proposed change</b>	2018
<b>Department or School</b>	Department of Civil and Natural Resources Engineering

### EXECUTIVE SUMMARY

This proposal is for a new endorsement in Transportation Engineering to the existing Master of Engineering Studies degree.

The Canterbury postgraduate transportation programme was set up in 2002 and has been supported and funded by industry for several years in parallel with a similar programme at the University of Auckland. Students (full-time and part-time) are able to get credit for approved postgraduate transportation courses at either UC or the University of Auckland.

Currently the postgraduate transportation programme at Canterbury provides endorsed qualifications at Postgraduate Certificate (PGCertEng), Masters (MET) and PhD level. A number of students also undertake an MEngSt programme (especially if not deemed strong enough for the MET degree), but no transportation endorsement is currently available. The endorsed MET programme is a research based degree with a major research component in which the candidate must set 120 points of thesis, ENTR 690, and coursework to a maximum of 60 points. While the intended endorsed MEngst (Transportation Engineering) is a taught programme in which the candidate will need to set 120 points from within the approved courses with at least five courses of the 600 level of the ENTR courses provided in Schedule B for the Degree of Master of Engineering (Transportation Engineering).

The PGCertEng allows postgraduate students to exit with a qualification if they are unable or unwilling to complete the coursework requirements of the MEngSt or the research requirement of the MET. It also provides an entry point for students who wish to complete an MEngSt or MET, but who do not initially meet the entry requirements for these degrees; they can enrol for a PGCertEng and apply to transfer to an MEngSt or MET if they demonstrate sufficient evidence of high performance with cumulative GPA at least B.

Because of the strong emphasis on part-time study (i.e. many transport students are full-time working practitioners), there are also a number who undertake one-off Certificate of Proficiency (COP) courses.

Many students enrol for individual COP courses as part of meeting Continuing Professional Development requirements, but some of these continue on and complete either a PGCertEng, MEngSt or MET.

Currently, the programme offers six 600-level ENTR taught course options to students every year, as well as one 400-level ENTR “bridging” course and special topic courses for small research projects or independent courses of study. All are currently 0.125 EFTS. Many students also take other relevant 600-level courses within the Department, such as Risk Management and Construction Management courses.

At present, there is no specialist transportation endorsement for the MEngSt qualification (unlike other MEngSt programmes such as Fire and Construction Engineering), providing no outward indication of their specialisation.

## Master of Engineering Studies (MEngSt – 120 points)

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

### 1. Version

- (a) These Regulations came into force on 1 January 2018
- (b) This degree was first offered in 2006

### 2. Variations

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

### 3. The Structure of the Qualification

To qualify for the MEngSt degree of study that consists of courses totalling not less than 120 points.

Students wishing to complete a subject endorsement in this qualification will need to complete the subject requirements from the Schedule to the Regulations for the Degree of Master of Engineering Studies (Endorsed).

Students completed an unendorsed qualification will need to complete a programme of study including:

- (a) 75 points of courses selected from Schedule B of the Master of Engineering regulations; and
- (b) 45 points of courses from Schedule C of the Master of Engineering.

### 4. Admission to the Qualification

A student for the Master of Engineering Studies must have:

- (a) either
  - i. qualified for the award of the Degree of Bachelor of Engineering with First or Second Class Honours; or
  - ii. qualified for the award of the Postgraduate Certificate in Engineering with a GPA of 5 or more; or
  - iii. qualified for the award of the Degree of Bachelor of Science with Honours in appropriate subjects; or
  - iv. in exceptional circumstances, qualified for the award of an appropriate degree in New Zealand; or
  - v. been admitted with Academic Equivalent Standing; and
- (b) been approved as a student for the degree by the Dean of Engineering based on relevance and standard of previous study.

### 5. Subjects

The degree may be awarded with an endorsement in the following subjects:

- (a) Civil Engineering
- (b) Construction Management
- (c) Earthquake Engineering
- (d) Fire Engineering
- (e) Mechanical Engineering
- (f) Renewable Energy
- (g) Transportation Engineering\*

\*subject to CUAP approval 2017

#### **6. Time Limits**

Students must study full-time unless approval for part-time study is granted by the Dean of Engineering. The time limit for this qualification is 60 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, which permits 30 points of course failures to qualify for the degree, with no additional stipulations.

#### **9. Honours, Distinction and Merit**

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

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

#### **10. Upgrade/Exit Qualifications and Pathways**

- (a) Transfer from Master of Engineering Studies to Master of Engineering/Master of Engineering in Fire Engineering/Master of Engineering in Transportation
  - i. Subject to the approval of the Dean of Engineering, a student for the Master of Engineering Studies may transfer to a Master of Engineering, Master of Engineering in Fire Engineering or Master of Engineering in Transportation provided the following conditions have been met:
    - a. The student has completed a minimum of 45 points of the course requirements for the Master of Engineering Studies; and
    - b. The student has achieved an average GPA of 5.0 or more in the completed courses; and
    - c. The courses completed by the student fulfil the coursework requirements of the relevant programme of study given in Schedule A of the Master of Engineering regulations, or the schedule to the regulation of the Master of Engineering in Fire Engineering, or the schedule to the regulations of the Master of Engineering in Transportation; and
    - d. Suitable thesis supervision and research resources are available.

In such cases students may be required to complete further course requirements depending on which programme of study they enrol in.

- (b) A student for the Master of Engineering Studies who has not met the requirements for the Master of Engineering Studies but who has satisfied all requirements for the Postgraduate Certificate in Engineering may apply to the Dean of Engineering to withdraw from the Master of Engineering Studies and be awarded one of the certificate.

## TEMPLATE 1 NEW QUALIFICATION/Subject



### DETAILS

<b>Title of qualifications</b>	Bachelor of Sport Coaching (major change to structure of existing degree)
<b>Year of introduction</b>	2018
<b>Department or School</b>	School of Health Sciences

### EXECUTIVE SUMMARY

The proposal is to restructure the existing Bachelor of Sport Coaching (BSpC) degree so that it aligns with the structure of other undergraduate degrees in the University of Canterbury. This restructure involves changing from the current Endorsement structure to offering Majors and Minors. As part of this restructure, two new majors will be introduced to meet student and stakeholder demand, and new minors will be introduced to allow students to specialise in popular course groups. There will also be a reduction in the core courses, from 150 point to 135 points. The proposed changes as a result of the restructure are: Current endorsements will become majors:

- i. Leadership,
  - ii. Performance Analysis,
  - iii. Strength and Conditioning with Nutrition (formerly known as Strength and Conditioning).
- B. Two new majors will be introduced:
- i. Physical Education,
  - ii. Sport Science.
- C. Five new minors will be introduced:
- i. Performance Analysis (existing BSpC endorsement),
  - ii. Strength and Conditioning (existing BSpC endorsement),
  - iii. Adventure Sport),
  - iv. Sport Science (new minor using existing courses),
  - v. Nutrition (new minor using existing courses).
- D. Four Adventure Sport courses will be moved from the schedule of the Bachelor of Education (Physical Education) into the schedule for the Bachelor of Sport Coaching, with three of these courses changing to a higher NZQA level.
- E. The He Oranga Tangata (Māori Health and Well-being) endorsement will be discontinued.
- F. The core of the BSpC will be modified enabling students to choose one of the currently compulsory courses SPCO201 Athlete Centred Coaching 1 or Athlete Centred Coaching 2.

Sport is a valued human practice across our nation, and along with the movement culture has become a worthy academic area of study. The BSpC aims to develop inspirational, critical and ethical thinkers and leaders in sport, as well as providing a range of sport related employment opportunities. In addition to this, it will provide a specialised pathway into Physical Education with options for teaching, outdoor and health education, and wider community based physical activity and health initiatives. The sport science major aims to meet the demands of students for a broad sport science education, rather than a focus on Strength and Conditioning or on Performance Analysis. Preliminary discussions have indicated some interest in the Sport Science major also being available to BSc students in the future. The new Adventure

Sport and Nutrition minors enable students to gain recognition when completing a coherent set of courses which have had strong interest in recent years.

The proposed changes 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 enhanced options within the Bachelor of Sport Coaching will help with retention of existing students who will be able to select a pathway which best suits their interests, while the new Physical Education and Sport Science majors provide specific routes into the Graduate Diploma of Teaching and Learning (Secondary) and the Masters of Teaching and Learning (Secondary), or the new Master in Sport Science respectively (subject to CUAP approval in 2017). The BSpC continues to be offered as a flexible learning option, although specific courses within the Adventure and Outdoor Sports minor and PE major, respectively, will only be offered on-campus.

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. In the last two years the Bachelor of Sport Coaching degree has attracted annual intakes of over 80 students, including a growing midyear intake. With the discontinuation of the Bachelor of Education (Physical Education) (BEDPE) degree, and the introduction of Endorsements in the BSpC degree, every year there have been enquiries from prospective students about the possibility of specialising in Physical Education, Nutrition, Psychology and Sport Science, in particular. In addition, UC sport science staff are regularly contacted by domestic and international students who wish to come to UC to complete an undergraduate degree in a variety of sporting disciplines. The target audience is new-to-UC students looking for a sports related degree qualification, as well as mature students wishing to gain entry into the expanding sports industry through gaining formal tertiary qualifications. Predicted student numbers in Majors (includes a small number of double-majors): Leadership (20-25), Performance Analysis (20-25), Strength and Conditioning with Nutrition (40-45), Physical Education (20-25) and Sport Science (20-25). In Minors: Performance Analysis (10), Strength and Conditioning (25), Adventure Sport (10), Sport Science (15), Nutrition (10). The restructured BSpC programme will be delivered using existing courses, plus three new 300-level courses as part of the Physical Education Major. Four of the five Adventure Sport courses are currently on the BEdPE schedule, and will be moved into the BSpC schedule, with three courses changing to a higher NZQA level to reflect the course content and demands, and to provide better alignment with the core courses of the BSpC. The content, learning outcomes and assessment methods of these courses have been updated to be appropriate to the new levels. The current Endorsements will be changed to Majors with few changes and no new courses. The new Sport Science major and minor will draw from existing sport science courses, and is proposed to meet demand from current BSpC students. As a result, there will be minimal need for additional resources. Current Library resources will be adequate and IT and AV resources provided across UC, and specifically in the new COEHHD Rehua, building will be sufficient for the foreseeable requirements. The existing Bachelor of Sport Coaching sport science courses require the use of at least two well-equipped sport science labs. At present these are available, though at the limit of their use – with increasing student numbers since 2016, and the disestablishment of Kirkwood Village, there is an urgent need to revisit sport science lab provision. Existing facilities in the UC Recreation Centre are also adequate for immediate use, however these need to be significantly enhanced to support a world class education. The existing staffing needs to be monitored carefully as the changing enrolment patterns of students in specific endorsements affects individual staff workloads.

The new Majors and Minors in the BSpC, and structure aligned to a standard UC Bachelor Degree, are likely to attract significant additional enrolments which should more than off-set any costs incurred.

#### **1. Proposed new regulations**

### **Calendar Form New Qualification Regulations**

2018 UC Calendar page number 261

# The Degree of Bachelor of Sport Coaching (BSpC-360 points)

These regulations must be read in conjunction with the General Course and Examination Regulations.

## 1. Version

These Regulations came into force on 1 January 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 Bachelor of Sport Coaching a student must:

- (a) be credited with a minimum of 360 points towards the qualification; and
- (b) be credited with a minimum of 135 points from Schedule A of these regulations; and
- (c) be credited with a minimum of 120 points from Schedule B of these regulations;
- (d) be credited with:
  - i. a minimum of 225 points above 100-level; and
  - ii. a minimum of 90 points at 300-level; and
- (e) within the provisions outlined above, satisfy the requirements for a major.

## 4. Admission to the Qualification

All students must satisfy the Admission Regulations for the University to be admitted to this qualification, and complete the appropriate checks according to the requirements of the Vulnerable Children Act 2014.

## 5. Majors and Minors

- (a) a major consists of:
  - i. a minimum of 120 points from a single subject area;
  - ii. of these 120 points:
    - a. at least 45 points must be at 200-level; and
    - b. at least 60 points must be at 300-level.
- (b) A minor consists of a minimum of:
  - i. 75 points from a single subject area; and
  - ii. at least 30 points at 200-level or above; and
  - iii. at least 15 points at 300-level or above.
- (c) The major subjects are listed in Schedule B and the minor subjects are listed in Schedule C to these regulations.
- (d) Any given course may contribute to only one major or minor, or to the BSpC core.

## 6. Time Limits

The time limit for this qualification is 6 years.

## 7. Transfers of Credit for Study for Other Qualifications

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

## 8. Progression

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

## 9. Honours, Distinction and Merit

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

## 10. Pathways to Other Qualifications

- (a) There are no upgrade qualifications for this degree
- (b) A student for the BSpC who has not met the requirements for the degree but who has satisfied all



requirements for the Certificate or Graduate Certificate in Sports Coaching may apply to the Dean of Education and Health Sciences to withdraw from the degree and be awarded the certificate.

### **11. Disclosure of Charges and Convictions**

Students in the Degree of Bachelor of Sport Coaching are required to inform the Dean of Education and Health Sciences within three working days if they are charged or convicted of an offence while participating in the programme and of any other incidents or matters that may compromise their fitness to coach.

## **Schedule A to the Regulations for the Degree of Bachelor of Sport Coaching**

The following information outlines the core requirements. For in-depth course information please refer to the Course Catalogue section of the Calendar or go to [www.canterbury.ac.nz/courses](http://www.canterbury.ac.nz/courses)

### **100-level**

SPCO101 Introduction to Sport Coaching  
SPCO102 Theoretical Foundations of Teaching and Coaching  
SPCO104 Anatomy and Physiology  
SPCO105 Social History of Sport and Physical Education  
SPCO110 Practicum 1

### **200-level**

SPCO201 Athlete-Centred Coaching 1 OR (300 level) SPCO302 Athlete-Centred Coaching 2  
SPCO208 Sport and Culture in NZ  
SPCO209 Exercise Physiology

### **300-level**

SPCO302 Athlete-Centred Coaching 2 OR (200 level) SPCO201 Athlete-Centred Coaching 1  
SPCO320 Internship

**Total points: 135**

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

The following information outlines the requirements for the individual majors. These requirements are in addition to Schedule A, the compulsory core.

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

### **Leadership**

#### **Required courses**

#### **100-level**

MGMT100 Fundamentals of Management

#### **200-level**

SPCO207 Ethics in Sport  
SPCO210 Practicum 2  
MGMT208 Principles of Leadership OR MGMT206 Organisational Behaviour OR SPCO224 Sport Management

#### **300-level**

SPCO301 Sport Coaching and Leadership  
SPCO305 Sociology of Sport  
SPCO308 Athletes with Disabilities  
SPCO310 Practicum 3

**Total points: 120**

### **Performance Analysis**

#### **Required courses**

#### **100-level**

SPCO103 Sport Psychology OR STAT101 Statistics 1 OR HLTH110 Epidemiology

#### **200-level**

SPCO204 Biomechanics  
SPCO210 Practicum 2  
SPCO231 Introduction to Performance Analysis

#### **300-level**

SPCO304 Biomechanics 2  
SPCO331 Performance Analysis 2: Tools and Techniques  
SPCO332 Applied Performance Analysis  
SPCO310 Practicum 3

**Total points: 120**

## **Strength and Conditioning with Nutrition**

### **Required courses**

#### **100-level**

SPCO107 Sport Nutrition

#### **200-level**

SPCO221 Sport Injuries and their Management

SPCO241 Introduction to Strength and Conditioning

SPCO242 Weight Management

#### **300-level**

SPCO 309 Exercise Physiology 2

SPCO310 Practicum 3

SPCO341 Strength and Conditioning for Sports Performance

SPCO343 Nutrition and Recovery for Sports Performance

**Total points: 120**

## **Physical Education**

### **Required courses**

#### **100-level**

HLED121 Introduction to Health Education

SPCO126 Land Journeys and Ethics

#### **200-level**

EDUC200 Any 200 level EDUC course

SPCO204 Biomechanics

HLED222 Sexualities Education OR SPCO222 Analysis of Expeditioning OR SPCO226 Rock Climbing Contexts and Techniques OR SPCO227

Paddlesports Contexts and Techniques

#### **300-level**

EDUC300 Any 300 level EDUC course

SPCO334 The body, movement, and well-being (New course, see attached Template 4)

SPCO335 Learning beyond the Gymnasium (New course, see attached Template 4)

SPCO336 Physical Education: Beyond the Now (New course, see attached Template 4)

**Total points: 150**

## **Sport Science**

### **8 Courses from the following (including 60 points at 300 level):**

#### **100-level**

SPCO103 Sport Psychology 1

SPCO104 Anatomy and Physiology

SPCO107 Sport Nutrition

#### **200-level**

SPCO204 Biomechanics

SPCO209 Exercise Physiology

SPCO221 Sports Injuries and their Management

SPCO231 Introduction to Performance Analysis

SPCO223 Applied Sport Psychology

SPCO241 Introduction to Strength and Conditioning

SPCO242 Weight Management

#### **300-level**

SPCO304 Applied Biomechanics

SPCO309 Applied Exercise Physiology

SPCO331 Performance Analysis 2: Tools and Techniques

SPCO332 Applied Performance Analysis

SPCO 341 Strength and Conditioning for Sports Performance

SPCO 343 Nutrition and Recovery for Sports Performance

**Total points: 120**

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## **ADDITIONAL NOTES**

### **Double majors**

Double majors may be completed in any combination of the Majors of the Bachelor of Sport Coaching degree. For any double major combination, SPCO320 must be in one or more of the major areas.

In the case of a double major in Performance Analysis and Leadership, where the course SPCO210 Practicum 2 is common to both majors, an additional course, either SPCO224 Sport Management or SPCO223 Sport Psychology 2 is required.

## Schedule C to the Regulations for the Degree of Bachelor of Sport Coaching

The following information outlines the requirements for optional Sport Coaching minors. These requirements are in addition to Schedule A, the compulsory core and Schedule B, majors. For full course information, go to [www.canterbury.ac.nz/courses](http://www.canterbury.ac.nz/courses)

### Performance Analysis

#### Required courses

##### 100-level

SPCO104 Anatomy and Physiology OR STAT101 Statistics 1 OR SPCO103 Sport Psychology

##### 200-level

SPCO204 Biomechanics

SPCO231 Introduction to Performance Analysis

##### 300-level

SPCO331 Performance Analysis 2: Tools and Techniques

Plus one of: STAT101 Statistics 1, or SPCO103 Sport Psychology 1, or SPCO223 Applied Sport Psychology, or SPCO332 Applied Performance Analysis

**Total points: 75**

### Strength and Conditioning

#### Required courses

##### 100-level

SPCO107 Sport Nutrition

##### 200-level

SPCO241 Introduction to Strength and Conditioning

SPCO242 Weight Management

##### 300-level

SPCO341 Strength and Conditioning for Sports Performance

Plus one of: SPCO104 Anatomy and Physiology, or SPCO209 Exercise Physiology, or SPCO221 Sports Injuries and their Management, or SPCO309 Applied Exercise Physiology, or SPCO343 Nutrition and Recovery for Sports Performance

**Total points: 75**

### Adventure Sport

#### Required courses

##### 100-level

SPCO126 Land Journeys and Ethics (existing course, moved into BSpC schedule)

##### 200-level

SPCO226 Rock Climbing Contexts and Techniques (new course, see attached Template 4)

SPCO227 Paddlesports Contexts and Techniques (new course, replacing an existing 200-level course, see attached Template 4)

SPCO222 Analysis of Expeditioning

##### 300-level

SPCO326 Rock Climbing Leadership (new course, replacing an existing 200-level course, see attached Template 4)

One of these Adventure Sport courses may be substituted with one of the following based on programme coordinator approval:

SPCO224 Sport Management

SPCO231 Introduction to Performance Analysis

SPCO107 Sport Nutrition

SPCO209 Exercise Physiology

**Total: 75 points**

### Sport Science: 75 points from the Sport Science Schedule

**5 Courses from the following (including at least 45 points above 200 level and at least 15 points at 300 level):**

#### 100-level

SPCO103 Sport Psychology 1

SPCO104 Anatomy and Physiology

SPCO107 Sport Nutrition

#### 200-level

SPCO204 Biomechanics

SPCO209 Exercise Physiology

SPCO221 Sports Injuries and their Management

SPCO231 Introduction to Performance Analysis  
SPCO223 Applied Sport Psychology  
SPCO241 Introduction to Strength and Conditioning  
SPCO242 Weight Management

**300-level**

SPCO304 Applied Biomechanics  
SPCO309 Applied Exercise Physiology  
SPCO331 Performance Analysis 2: Tools and Techniques  
SPCO332 Applied Performance Analysis  
SPCO 341 Strength and Conditioning for Sports Performance  
SPCO 343 Nutrition and Recovery for Sports Performance

**Total points: 75**

**Nutrition:**

**Required courses**

**100-level**

SPCO104 Anatomy and Physiology OR SPCO103 Sport Psychology 1  
SPCO 107 Sport Nutrition

**200-level**

SPCO242 Weight Management

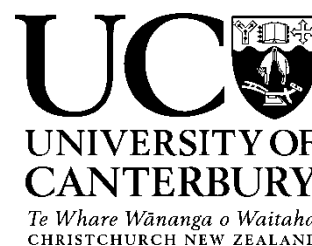
**300-level**

SPCO343 Nutrition and Recovery for Sports Performance

Plus one of: SPCO209 Exercise Physiology, or SPCO223 Applied Sport Psychology, or SPCO241 Introduction to Strength and Conditioning  
SPCO309 Applied Exercise Physiology

**Total points: 75**

## TEMPLATE 1 NEW QUALIFICATION/Subject



### DETAILS

<b>Title of qualifications</b>	Professional Master of Geospatial Science and Technology (PMGST) Postgraduate Diploma in Geospatial Science and Technology (PGDipGST) Postgraduate Certificate in Geospatial Science and Technology (PGCertGST)
<b>Year of introduction</b>	2018
<b>Department or School</b>	Geography

### EXECUTIVE SUMMARY

The purpose of this proposal is to introduce a one year, 180 point Professional Master of Geospatial Science and Technology (PMGST), Postgraduate Diploma in Geospatial Science and Technology (PGDipGST), and a Postgraduate Certificate in Geospatial Science and Technology (PGCertGST), to help address the national shortage of geospatial capable graduates.

The programme responds to the growth of the geospatial industry in New Zealand and globally, and to the government recognised skill shortages in the geospatial labour force. The PMGST will equip current and future geospatial professionals with the advanced skills required for geospatial leadership roles in government, industry and research.

The Professional Master of Geospatial Science and Technology will leverage the knowledge, research strengths, and strategic partnerships the University of Canterbury has in the geospatial arena. It will provide graduates and professionals from relevant backgrounds with the skills, knowledge, and competencies needed to undertake advanced geospatial roles.

The proposed Masters programme aligns with the recently established Geospatial Research Institute *Toi Hangarau* (GRI), as well as existing UC activity across the HITLab (Human Interface Technology Lab), DASH (Digital Arts, Social Sciences and Humanities) Lab, SERC (Spatial Engineering Research Centre), WRC (Wireless Research Centre), and the GeoHealth Laboratory. The programme will further develop the position of UC as a national hub for geospatial research and teaching in New Zealand.

UC is already a founding partner in an existing, collaborative, two-year Master of Geographic Information Science degree (MGIS) taught jointly with Victoria University of Wellington (VUW) and Auckland University of Technology (AUT). This degree is focussed mainly on geospatial graduate students looking for a Research Masters pathway. The proposed 180 point Professional Master of Geospatial Science and Technology will

be a parallel offering to the MGIS, but with several important points of distinction:

1. The target market for the Professional Master of Geospatial Science and Technology is considerably broader than for the MGIS. The PMGST will target:
  - a. existing geospatial industry professionals looking to upskill and/or gain a formal postgraduate geospatial qualification;
  - b. international graduates looking for a one-year postgraduate study option in New Zealand;
  - c. graduate students from other disciplines with a keen interest in geospatial science (but who do not have an undergraduate geospatial education).
2. The Professional Master of Geospatial Science and Technology will have a greater focus on industry-relevant learning. Industry-relevant learning will particularly occur through the internship (optional) and project (compulsory) components. The programme will allow students to connect with a wide range of external stakeholders as they develop their skills, thereby helping them to develop industry networks.
3. The Professional Master of Geospatial Science and Technology programme requires students to take elective courses that are directly relevant to leadership in the geospatial industry. The elective courses are drawn from areas such as data science, programming (e.g. Python), and business information management.
4. The broad entry criteria of the Professional Master of Geospatial Science and Technology will enable students from a more diverse range of backgrounds to acquire the knowledge and skills necessary to work effectively in a geospatial environment.

The Professional Master of Geospatial Science and Technology will appeal to students for several reasons:

1. Its direct relevance to geospatial employment opportunities in New Zealand and internationally.
2. The internship and research project (which will be completed in partnership with a geospatial organisation, or an organisation with geospatial knowledge needs) will enhance employment prospects for graduates.
3. The programme can be completed in one year full time, reducing time away from work, or part-time (enabling students to continue working while studying). In comparison to a two year conventional Masters degree, the twelve month timeframe for full-time study will be attractive to professionals and international students.
4. The programme will bring students together from a range of disciplinary backgrounds and give them the opportunity to work in collaborative industry-related research projects. This feature of the programme meets industry demands for graduates adept at problem-solving, who are able to participate in multidisciplinary teams, and who have a commercial and R&D orientation.

The programme aligns with the UC graduate profile attributes in several ways:

- **Critically competent in the core academic discipline of their degree** – PMGST students will become competent in geospatial science through lectures and laboratories, practical work, case studies, research essays, and an independent project on a geospatial science and technology topic.
- **Employable, Innovative and Enterprising** – PMGST students will have the opportunity to develop key geospatial skills and attributes through lab work, field work, experiential learning, an internship, and an industry-relevant independent project.

- **Biculturally competent and confident** – students will develop bicultural competency and confidence through Māori-related curriculum content – most particularly in GEOG692 Project – and through opportunities for internships and research projects in Māori-related geospatial areas.
- **Engaged in the community** – student engagement in the community will occur through internships, the research project, and guest speakers from the geospatial industry.
- **Globally Aware** – students will develop greater global awareness through course content on global geospatial issues, and group project work with international students.

It is anticipated that initially the **Professional Master of Geospatial Science and Technology** will attract 6 new students per year, but we believe there is considerable potential for expansion of the programme.

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## **Professional Master of Geospatial Science and Technology (PMGST – 180 points)**

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

### **1. Version**

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

### **2. Variations**

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

### **3. The Structure of the Qualification**

To qualify for the Degree a student shall:

- (a) Pass courses having a total minimum value of 180 points; and
- (b) Satisfactorily complete:
  - i. GISC422 (as a preparatory course *only if required*);
  - ii. GISC404, GISC412;
  - iii. 75-90 points from the schedule B for the programme; and
  - iv. a 60 point project (GEOG 693)

### **4. Admission to the Qualification**

Every student for the degree of Professional Master of Geospatial Science and Technology, before applying to enrol in the degree, must:

- (a) Have qualified for a university degree with at least a B average in 300-level courses in an area which is relevant to Geographic Information Science e.g. computer science, digital humanities, environmental science, or any other relevant degree subject to approval of the Programme Director
- (b) Applicants without a university degree can apply for admission to PMGST and should have at least 3 years of relevant professional experience in GIS or a related field and will be assessed on a case-by-case basis.
- (c) Been approved as a candidate for the degree by the Dean of Science.

Note: Candidates who do not have an appropriate background may be required to take an approved course or courses prior to approval into the programme.

## **5. Subjects**

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

## **6. Time Limits**

In accordance with the General Regulations for the University, the time limits for this qualification is 36 months.

## **7. Transfer and Credit for Study for Other Qualifications**

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, which permits 30 points of course failures to qualify for the degree, with the following stipulations:

- (a) GEOG693 may not be failed

## **9. Honours, Distinction and Merit**

In accordance with the General Regulations for the University, this qualification is awarded with Distinction and Merit.

## **10. Pathways to Other Qualifications**

There are no advancing qualifications for this degree.

Exit qualifications may include: PGDipGST; or PGCertGST.

## **Schedule for the Professional Master of Geospatial Science and Technology**

- **Preparatory Course** (only if required):  
GIS422 Foundations of Geospatial Science and Technology
- **Schedule A**



- i. GISC404 Spatial Analysis
- ii. GISC412 Spatial Algorithms and Programming

- **Schedule B**

- COSC480 (S1) Computer Programming (\*prerequisite for GISC412 if students do not have previous programming experience)
- GISC415 (S2) GIS Internship
- MBIS601 Management of Information Systems
- MBIS603 Digital Business and Technology
- MBIS623 Data Management
- STAT462 Data Mining
- STAT448 Big Data
- GISC406 (S1) Remote Sensing for Earth Observation
- GISC411 (S1) GIS in Health
- GEOG401 – GEOG409
- DATA401 Statistics
- HITD603 Human Interface Technology – Prototyping and Projects
- MBIS602 Systems Analysis and Process Modelling
- STAT447 Official Statistics
- COMS408 Communication Ethics
- FORE642 Advanced IT Applications in Forestry and Natural Resource Management

\* Or other elective approved by the Programme Coordinator.

## Postgraduate Diploma in Geospatial Science and Technology

### (PGDipGST – 120 points)

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

#### 1. Version

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

#### 2. Variations

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

#### 3. The Structure of the Qualification

To qualify for the diploma a student must have been credited with 120 points of courses selected from the Schedule to the Regulations for the Professional Master of Geospatial Science and Technology including:

- (a) GISC422 (*as a preparatory course **only** if required*);
- (b) all Group A courses: *GISC404, GISC412*; and
- (c) at least 75 points from Group B elective courses.

#### 4. Admission to the Qualification

Every student for the Postgraduate Diploma in Geospatial Science and Technology, before enrolling for the diploma, must:

- (a) Have qualified for a university degree with at least a B average in 300-level courses in an area which is relevant to Geographic Information Science e.g. computer science, digital humanities, environmental science, or any other relevant degree subject to approval of the Programme Director
- (b) Applicants without a university degree can apply for admission to PGDipGST and should have at least 3 years of relevant professional experience in GIS or a related field and will be assessed on a case-by-case basis.
- (c) Been approved as a candidate for the degree by the Dean of Science.

Note: Candidates who do not have an appropriate background may be required to take an approved course or courses prior to approval into the programme.

### **5. Subjects**

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

### **6. Time Limits**

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

### **7. Transfers of Credit, Substitutions and Cross-Credits**

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

### **8. Progression**

This qualification adheres to the General Regulations for the University, which permits 30 points of course failures to qualify for the qualification, with no additional stipulations.

### **9. Honours, Distinction and Merit**

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

### **10. Pathways to other Qualifications**

- (a) A student who has completed the requirements for the PGDipGST but has not yet graduated, may apply to the Dean of Science to be admitted to the PMGST and have credits transferred.
- (b) A student who has graduated with the PGDipGST from the University of Canterbury, may apply to the Dean of Science to be admitted to the PMGST and have their diploma subsumed in accordance with the General Regulations to the University.
- (c) Students who do not complete the points required to qualify for a PGDipGST may apply to the Dean of Science to have their credits transferred towards the award of a PGCertGST.

## **Postgraduate Certificate in Geospatial Science and Technology**

### **(PGCertGST– 60 Points)**

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

#### **1. Version**

- (a) These Regulations came into force on 1 January 2018

- (b) This certificate was first offered in 2018.

## **2. Variations**

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

## **3. The Structure of the Qualification**

To qualify for the Postgraduate Certificate a student must have been credited with 60 points of courses selected from the Schedule to the Regulations for the Master of Geospatial Science and Technology including:

- (a) GISC422 (*as a preparatory course **only** if required*);
- (b) all Group A courses: *GISC404, GISC412*; and
- (c) at least 15 points from Group B elective courses.

## **4. Admission to the Qualification**

Every student for the Postgraduate Certificate of Geospatial Science and Technology, before applying to enrol in the degree, must:

- (a) Have qualified for a university degree with at least a B average in 300-level courses in an area which is relevant to Geographic Information Science e.g. computer science, digital humanities, environmental science, or any other relevant degree subject to approval of the Programme Director
- (b) Applicants without a university degree can apply for admission to PGCertGST and should have at least 3 years of relevant professional experience in GIS or a related field and will be assessed on a case-by-case basis.
- (c) Been approved as a candidate for the degree by the Dean of Science.

Note: Candidates who do not have an appropriate background may be required to take an approved course or courses prior to approval into the programme.

## **5. Subjects**

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

## **6. Time Limits**

The qualification adheres to the General Regulations for the University with a time limit of 12 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) failure for any component of the certificate will result in failure of the qualification.
- (b) no courses for this qualification can be repeated.

## **9. Honours, Distinction and Merit**

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

**10. Pathways to Other Qualifications**

- (a) A student who has completed the requirements for the PGCertGST but has not yet graduated, may apply to the Dean of Science to be admitted to the PGDipGST or PMGST and have credits transferred.
- (b) A student who has graduated with the PGCertGST may apply to the Dean of Science to be admitted to the PGDipGST or PMGST and have their PGCertGST subsumed in accordance with the General Regulations to the University.
- (c) There are no exit qualifications for this certificate.

TEMPLATE 1  
NEW QUALIFICATION/Subject



**DETAILS**

<b>Title of qualifications</b>	Master of Spatial Analysis for Public Health (MSAPH)
<b>Year of introduction</b>	2018
<b>Department or School</b>	Geography

**EXECUTIVE SUMMARY**

The purpose of this proposal is to introduce a one year 180 point Master of Spatial Analysis for Public Health (MSAPH). This proposal is partially in response to a request from the Ministry of health to help develop capability in the area. This proposal contains 120 points of health courses along with more methodological and data related courses, coupled with a 60 point Work or Community based project. It is estimated the programme will attract a minimum of 4-10 students in its first year. It is anticipated that there is a potential to attract up to 20 students (both domestic and international) as evidenced by masters programmes that are complementary and overseas interest in the programme.

**Master of Spatial Analysis for Public Health (MSAPH – 180 Points)**

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

**1. Version**

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

**2. Variations**

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

**3. The Structure of the Qualification**

To qualify for the Degree a student shall complete:

- (a) STAT448, GISC404, GISC411, HLTH462, STAT447, HLTH402 and GISC412; and
- (b) a 60 point project (GEOG 692)

#### **4. Admission to the Qualification**

Every student for the degree of Master of Spatial Analysis for Public Health, before applying to enrol in the degree, must have:

- (a) Qualified for a university degree and have some prior training or experience in GIS, computer programming and statistics (subject to approval of the Programme Director and/or Dean of Science).
- (b) Presented evidence of ability for advanced level academic study by normally having achieved a B average in relevant 300-level courses.
- (c) Been approved as a candidate for the degree by the Dean of Science.

#### **5. Subjects**

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

#### **6. Time Limits**

In accordance with the General Regulations for the University, the time limits for this qualification is 3 years.

#### **7. Transfer and Credit for Study for Other Qualifications**

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, which permits 30 points of course failures to qualify for the degree, with the following stipulations:

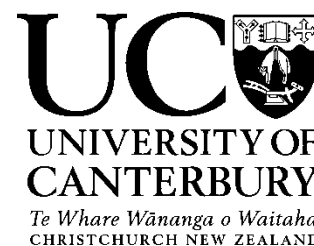
- (a) GEOG692 may not be failed

#### **9. Honours, Distinction and Merit**

In accordance with the General Regulations for the University, this qualification is awarded with Distinction and Merit.

#### **10. Pathways to Other Qualifications**

There are no advancing or exit qualifications for this degree.

**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	BSc (Hons), PGDipSci and MSc in Biotechnology (BIOT)
<b>Year of introduction of the proposed change</b>	2018

**1. Purpose of the proposal**

1. To simplify the range of appropriate courses that can be used as prerequisites for entry into the BSc (Hons), PGDipSci and MSc in Biotechnology.
2. To increase the total required course points from 75 to 90 points, and increase the list of appropriate courses that are available within the degrees to account for new offerings and course codes.

**2. Justification**

This proposal seeks to bring our regulations within the BIOT degrees in line with this broader vision for the sub-discipline. In doing so we believe that the degree will be more rigorous and more attractive to potential students with an interest in the molecular biosciences and their use for human benefit, and the regulations will allow entry to a broader cohort of appropriately qualified students. The structure in the degrees will have a very solid core 'home' in the molecular biosciences, with the existing core course BIOL496 Plant Developmental Biology and Biotechnology, but also have the flexibility for students to study related topics, and engage in projects, from across the range of biology, chemistry and engineering.

This proposal is a change to the regulations for the three degrees which simplifies and clarifies the regulations by making two changes:

1. Simplifying the range of appropriate 300-level courses that can be used as prerequisites for entry into the degree. We will do this by removing the formal requirement for a 200-level course (BIOL254) and by moving the required 300-level course (BIOL352) to appear amongst the current list of possible entry courses.
2. Increasing the total required points from 75 to 90 points, and increasing the list of appropriate courses that are available within the degrees to account for new offerings and course codes. This involves adding two new courses (BIOL457/BCHM457 Macromolecular Evolution & Engineering; BIOL462/BCHM462 Medical Biochemistry) to the list of optional courses that are available within the degrees.

These are important changes to simplify and clarify regulations for both the prerequisite structure and range of courses available within the degrees - they will have no impact on the graduate outcomes. We will,

in the context of normal ongoing curriculum review, continue to assess the learning outcomes of each of the contributing courses to ensure that these reflect the role of each course to the Biotechnology major.

### 3. Proposed new regulations

#### 2017 UC Calendar page 421 – BSc (Hons)

##### Remove:

Biotechnology

Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496 and a project (BIOT 480). At least 30 points are to be selected from BIOL 429, BIOL 455-456, and BIOL 459-461.

The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

P.

(1) BIOL 252 or BIOL 254; and

(2) BIOL 352; and

(3) At least 30 points selected from BIOL 313, BIOL 330, BIOL 331, BIOL 333, BIOL 335.

Note: students will normally be expected to take BIOL 309. BIOL 333 and BIOL 335 are 15 point courses.

##### Replace with:

Biotechnology

Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496 and a project (BIOT 480).

At least 45 points are to be selected from BIOL 429, BIOL 455–457 (BCHM 455–457), BIOL 459-463 (BCHM 459–462). The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

P: At least 60 points from BCHM 301, BIOL 313, BIOL 331, BIOL 333, BIOL 334, BIOL 335, BIOL 351, BIOL 352 or appropriate advanced level courses in biochemistry and the molecular biosciences.

#### 2017 UC Calendar page 439 – MSc

##### Remove:

Biotechnology

Part 1: Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496. At least 30 points are to be selected from BIOL 429, BIOL 455-456, and BIOL 459–461. The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

Part II: A thesis (BIOT 690). Students must consult the MSc regulations for details of other requirements for this degree. In determining the class of honours, Part I and Part II are weighted in the ratio 2:3.

P.

(1) BIOL 252 or BIOL 254; and

(2) BIOL 352; and

(3) At least 30 points selected from BIOL 313,

BIOL 330, BIOL 331, BIOL 333, BIOL 335.

Note: Students will normally be expected to take BIOL 309.

##### Replace with:

Biotechnology

Part 1: Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496. At least 45 points are to be selected from BIOL 429, BIOL 455–457 (BCHM 455–457), BIOL 459-463 (BCHM 459–462). The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.



Part II: A thesis (BIOT 690). Students must consult the MSc regulations for details of other requirements for this degree. In determining the class of honours, Part I and Part II are weighted in the ratio 2:3.

P: At least 60 points from BCHM 301, BIOL 313, BIOL 331, BIOL 333, BIOL 334, BIOL 335, BIOL 351, BIOL 352 or appropriate advanced level courses in biochemistry and the molecular biosciences.

### **2017 UC Calendar page 458 – PGDipSci**

#### **Remove:**

##### Biotechnology

Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496. At least 15 points to be selected from BIOL 429, BIOL 455-456, and BIOL 459-461. The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

P.

(1) BIOL 252 or BIOL 254; and

(2) BIOL 352; and

(3) At least 30 points selected from BIOL 313, BIOL 330, BIOL 331, BIOL 333, BIOL 335.

Note: Students will normally be expected to take BIOL 309.

#### **Replace with:**

##### Biotechnology

Courses totalling at least 120 points including BIOL 411, BIOL 412 and BIOL 496. At least 45 points are to be selected from BIOL 429, BIOL 455–457 (BCHM 455–457), BIOL 459-463 (BCHM 459–462). The remaining courses may be selected with the approval of the School of Biological Sciences Fourth Year Coordinator.

P: At least 60 points from BCHM 301, BIOL 313, BIOL 331, BIOL 333, BIOL 334, BIOL 335, BIOL 351, BIOL 352 or appropriate advanced level courses in biochemistry and the molecular biosciences.

## TEMPLATE 3 – REGULATION CHANGES



### DETAILS

<b>Title of qualification</b>	BSc
<b>Year of introduction of the proposed change</b>	2018
<b>Department or School</b>	College of Science

#### 1. Purpose of the proposal

To include SCIE101 *Science, Society and Me* as compulsory course in the BSc

#### 2. Justification

Two key rationales underpin the introduction of this new and unique course for the BSc.

This foundational interdisciplinary course enables students to explore science in a bicultural and global context and, as such, is relevant to all Science disciplines. Students will be able to examine what science is, how science works, how science, culture and society interact, how science is communicated to differing audiences, and what it means to be a successful scientist in New Zealand (Aotearoa) and globally in the 21<sup>st</sup> century. Students will gain an understanding of the civic roles, responsibilities and influence of science in our Māori, New Zealand, and global communities. Students will learn how to work effectively as a team and communicate successfully to communities and end users. SCIE101 is a 15 point, Semester 2, blended learning course that will enable students to explore science in a bicultural and global context

The University Council has approved the following set of common graduate attributes as part of the UC Futures graduate transformation programme;

##### **Attribute 1: Critically competent in a core academic discipline of their degree**

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

##### **Attribute 2: Employable, innovative and enterprising**

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

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

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

##### **Attribute 4: Engaged with the community**

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

**Attribute 5: Globally aware**

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

UC is committed to ensuring that all undergraduate degrees include the opportunity for students to obtain the relevant learning and experience to ensure graduate leave the University with these graduate attributes, skills and experience (UC Investment Plan, 2015-2017). This foundational compulsory course will ensure that the graduate attributes are substantially embedded in the BSc. All BSc students will be required to complete this course at some point during their BSc programme

The proposal for this compulsory course is consistent with the University of Canterbury's strategic priorities and goals and supports the current BSc graduate profile.

**Learning outcomes**

Students will be able to;

1. Engage in a critical exploration of the methodology, ideas and purpose of science
2. Explain the civic roles, responsibilities and influence of science and scientists in global, New Zealand and Māori societies and cultures
3. Investigate how science has been practiced in, and is reflective of, knowledge systems in different times, contexts and cultures
4. Critically evaluate the role of science in society by engaging with perspectives of communities and end-users.
5. Communicate science to different audiences using different media
6. Apply scientific thinking to everyday situations

**Mapping to graduate attributes***Bicultural competence and confidence*

1. A process of self-reflection on the nature of 'knowledge' and 'norms'.
2. The nature of contemporary Māori organisational structures e.g. rūnanga, hapū, iwi, iwi corporations.
3. Traditional and contemporary realities of Māori society e.g. tikanga and kawa, te reo Māori.
4. The Treaty of Waitangi and Aotearoa New Zealand's bicultural history.
5. The processes of colonisation and globalisation.
6. Other indigenous models of development, knowledge and behaviours.
7. Application of bicultural competence and confidence in a chosen discipline and career.

*Employable, innovative, and enterprising*

1. Working effectively and professionally with diverse communities
2. Communication
3. Analytical, critical thinking and problem solving in diverse contexts
4. Digital literacy
5. Innovation, enterprising and creativity

*Globally aware*

1. Self-reflection on the nature of one's culture, language, and beliefs on one's systems of knowledge
2. Understanding the global nature of one's discipline
3. The ability to engage effectively in global and multicultural contexts

*Engaged with the community*

1. Engagement: Gaining knowledge and understanding of a community by interacting with a community.
2. Reflection: Gaining knowledge and understanding of a community through reflection on one's experiences with that community.
3. Application: Understanding and articulating how the content and/or skills of the subject/programme enhances the community.

### 3. Proposed new regulations

2017 UC Calendar page

p 378 – delete section 2 and replace with;

#### 2. Structure of the Degree

1. To qualify for the degree of Bachelor of Science a student must
  - (a) be credited with a minimum of 360 points towards the qualification; and
  - (b) be credited with the course listed in Schedule A to these Regulations and
  - (c) satisfy the requirements for a major as listed in Schedule B to these regulations.
  
2. At least 255 of the 360 points must be from courses listed in Schedule C of these Regulations; and up to 105 of the 360 points may be for courses from any degree of the University.
3. In addition to these requirements a student must be credited with courses to the value of:
  - i. At least 225 points above 100-level and
  - ii. At least 90 points at 300-level

#### 11. Transition Regulation

A student who enrolled in the Degree of Bachelor of Science for the first time prior to 1 January 2018 is not required to include a course from Schedule A in their degree.

P380 Add under Schedule A to the regulations to the degree of Bachelor of Science

Under full course information.... And before Astronomy

Complete the core compulsory course; SCIE101 Science, Society and Me.

P380 Change Schedule A to Schedule B

P384 Change Schedule B to Schedule C

P408 before SCIE 303 please add (in table):

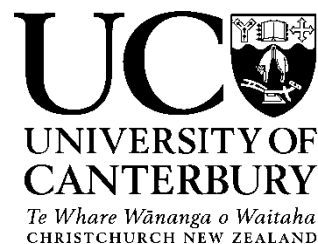
SCIE101	Science, Society and Me	15	S2	
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p798 add **SCIE101. Science, Society and Me.**

15 points 0.125 EFTS

In this foundational course, we examine stimulating questions such as what science is, who does science, how science works, how science, culture and society interact and how science is communicated to differing audiences. Students will gain an understanding of the civic roles, responsibilities and influence of science in our Māori, New Zealand, and global communities. Students will learn how to work effectively in a team and communicate successfully to communities and end-users, and learn what it means to be a successful scientist in Aotearoa (New Zealand) and the world in the 21<sup>st</sup> century.

## TEMPLATE 3 – REGULATION CHANGES



### DETAILS

<b>Title of qualification</b>	CHEMISTRY BSc
<b>Year of introduction of the proposed change</b>	2018
<b>Department or School</b>	Chemistry

#### 1. Purpose of the proposal

Chemistry commenced a restructuring of its courses in 2017 starting with changes to second year courses. As foreshadowed in the course changes approved last year, it is proposed to complete this restructuring in 2018 with amendments to the third year course portfolio. The main aims of these changes are to:

- complete the semesterization of 3<sup>rd</sup> year Chemistry courses;
- reduce the footprint of 3<sup>rd</sup> year Chemistry courses by eliminating existing duplication of material (the proposed course changes involve the discontinuation of four whole year courses (CHEM321, CHEM322, CHEM324 and CHEM325/BCHM302; 4 x 30 points = 120 points total) and replacement with six single semester courses (CHEM335, CHEM336, CHEM337, CHEM340, BCHM338, BCHM339; 6 x 15 points = 90 points total);
- to redistribute material into topics that better align with our strategic plan of focusing on three major streams (organic & biological chemistry; environmental chemistry; and nanotechnology & materials science) that more closely align with student demand; contemporary research and graduate employment opportunities; and wider College of Science strategic planning (which identifies Biochemistry; Environmental Science; and Nanotechnology as key interdisciplinary areas for development).

Changes to the Calendar are listed below.

2017 UC Calendar page

**Calendar changes: CHEM and BCHM** (see accompanying course proposals for Biochemistry).

CHEM/BCHM	Page	Change
BCHM	380	BSc requirements. BCHM 300-level changes. Required: 60 points from BCHM 301, BCHM 302, BCHM 305, BCHM 306, BCHM 338 and BCHM 339.
CHEM	381	BSc requirements 200-level changes: Required: CHEM211, either CHEM 212 or BCHM 212, either CHEM 281 or BCHM 281, and 30 points from CHEM 241-255, BCHM 206 BSc requirements CHEM 300-level changes:

Required: 60 points from CHEM 300-level courses, BCHM 338 and BCHM 339, including at least one of CHEM 381 and CHEM 382.

Students wishing to pursue a career in Chemistry are advised to take at least 60 points from CHEM321-373, BCHM338 and BCHM339 courses and at least one of CHEM 381 and CHEM382.

Students should also note that entry into the MSc degree programme in Chemistry requires at least 60 point from CHEM321-373, BCHM338 and BCHM339 courses and either CHEM 381 or CHEM382.

Delete section headed "Laboratory courses"

BCHM	386	Add BCHM338 & BCHM339; delete BCHM302.
CHEM	388	Delete CHEM241, CHEM243
CHEM	389	Add CHEM 335, CHEM 336, CHEM 337, CHEM 340. Delete CHEM321, 322, 324, 325
BCHM	420	BSc Hons BCHM Change BCHM301 and BCHM 302 as per BCHM course changes.
CHEM	421	BSc Hons CHEM changed pre-requisite (1) Replace "and 45 points from CHEM241-243, BCHM206" with "and CHEM251 and (CHEM242 or BCHM206)" (2) Replace current entry with 'CHEM281 or BCHM281' (3) Replace with "At least 60 points from CHEM 321 -371, BCHM 338 and BCHM 339.
BCHM	438	MSc BCHM 300-level. Change as per Biochemistry course change proposals. P: change CHEM 300-level options
CHEM	439	MSc requirements. Change required number of points, and range of permitted courses in Part I requirements as follows: Candidates credited with fewer than 60 points in CHEM321-373, BCHM338 and BCHM339 will be required ...
CHEM	439	Pre-requisite (1) Change first option from "CHEM211, either CHEM212 or BCHM212 and 45 points from CHEM241-243, BCHM206; to "CHEM211, either CHEM212 or BCHM212 and CHEM251 and (CHEM242 or BCHM206) (2) Replace current entry with 'CHEM281 or BCHM281' CHEM 300-level options: add two courses to pre-requisite (3) "at least 60 points from CHEM321-373, BCHM338 and BCHM339; and
BCHM	458	PGDipSci BCHM MSc BCHM 300-level BCHM301 & BCHM302 change to BCHM305, BCHM306, BCHM338, BCHM339.

#### COURSE CATALOGUE

BCHM	518	Delete BCHM301, BCHM302; Add BCHM305, BCHM306, BCHM338, BCHM339.
CHEM	540	Delete CHEM241
CHEM	541	Delete CHEM243 and CHEM321-325 Add CHEM335, 336, 337, 340

#### DETAILS

<b>Title of qualification</b>	Biochemistry BSc
<b>Year of introduction of the proposed change</b>	2018

<b>Department or School</b>	Chemistry		
<b>College</b>	Science		
<b>Contact person</b>	Ren Dobson (School of Biological Sciences)	<b>Phone number</b>	95145

### Executive Summary

This proposal completes a restructuring of the biochemistry 2nd and 3rd year undergraduate courses that commenced last year with changes to BCHM2XX courses. These proposals are to reallocate the existing material from BCHM301 and BCHM302 from current 30 point courses to new 15 point offerings.

The main aims of these changes are to:

1. Complete the semesterization of 3<sup>rd</sup> year Biochemistry courses, bringing closer alignment with the rest of UC and providing opportunities for growth in student numbers by improving student entry flexibility, *e.g.* easier mid-year entry to enhance recruitment of new NZ and international students.
2. With a greater number of smaller individual courses, student choices for combining different aspects of chemistry will be enhanced despite the smaller footprint.

The reworking of material in the new courses has also provided opportunities for enhancing UC graduate attributes within the Biochemistry programme, especially in BCHM305 (employable; biculturally competent and confident, globally aware; community engaged).

The typical level of enrolments in the existing courses is *ca* 30-40 and, for the reasons given above, it is hoped to growth these to >40. No new resources will be required to deliver these outcomes.

### Calendar changes: BCHM/BIOL (see accompanying course proposals for Biochemistry.)

<i>Course</i>	<i>Page</i>	<i>Change</i>	<i>&gt; to</i>
BCHM	380	BCHM 300-level: 301/302	> 305, 306, 338, 339
BCHM	380	BCHM 300-level: Recommended for Honours should read: "At least one of CHEM301-399, BIOL313, BIOL333, BIOL335, BIOL351, BIOL353, BIOL354"	
BIOL	380	BSc BIOL 300-Level: after Required: should read "At least 60 points from 300-level Biological Sciences (not including BIOL309), BCHM305 and BCHM306"	
BIOL	380	BSc BIOL 300-Level: after Required for Honours: should read "At least 60 points from 300-level Biological Sciences, BCHM305 and BCHM306, and including the courses as specified below:"	
BIOL	380-1	Replace BIOL331 with BCHM305 & BCHM306	
CHEM	381	BSc CHEM 300-level Advised: add BCHM338 & BCHM339	> CHEM + BCHM338 & BCHM339
BCHM	385	Add BCHM305 and BCHM306	> delete BCHM301
BCHM	386	Add BCHM338 & BCHM339	> delete BCHM302
BIOL	387	Add BCHM305 and BCHM306	> delete BIOL331
CHEM	390	Add BCHM338 & BCHM339	> delete CHEM325
BIOL	411	Biotechnology; Add BCHM305 and BCHM306 to Recommended Courses 300-level, delete BIOL331/BCHM301	

BCHM	420	BSc Hons Biological Sciences: Change prerequisite (1) to read: "60 points from 300-level BIOL courses plus BCHM305, BCHM306; and"
BIOL	421	BSc Hons Biotechnology: Change BIOL331 to read BCHM305, BCHM306
BIOL	421	BSc Hons Cellular and Molecular Biology: Change BIOL331 to read BCHM305, BCHM306
BIOL	421	BSc Hons BCHM: Change BCHM301 & BCHM302 to read BCHM305, BCHM306, BCHM338, BCHM339
BCHM	438	MSc BCHM 300-level BCHM301 & BCHM302 change to BCHM305, BCHM306, BCHM338, BCHM339. P: change CHEM 300-level options
BIOL	439	MSc BIOL Change prerequisite (1) to read: "60 points from 300-level BIOL courses, BCHM305, BCHM306; and"
BIOL	439	MSc Biotechnology: Change BIOL331 to read BCHM305, BCHM306
BIOL	439	MSc Cellular and Molecular Biology: Change BIOL331 to read BCHM305, BCHM306
BCHM	458	PGDipSci BCHM Change prerequisite to remove BCHM301 & BCHM302 and replace with BCHM305, BCHM306, BCHM338, BCHM339. P: change CHEM 300-level options
BIOL	458	PGDipSci BIOL Change prerequisite (1) to read: "60 points from 300-level BIOL courses, BCHM305, BCHM306; and".
BIOL	458	PGDipSci Biotechnology: Change BIOL331 to read BCHM305, BCHM306
BIOL	458	PGDipSci Cellular and Molecular Biology: Change BIOL331 to read BCHM305, BCHM306

#### **COURSE CATALOGUE**

BCHM	517	Delete BCHM221
BCHM	518	Delete BCHM301, BCHM302; Add BCHM305, BCHM306, BCHM338, BCHM339.
BCHM	518-9	Change RP for BCHM455, BCHM457, BCHM460
BIOL	522	Delete BIOL331; Add BCHM305, BCHM306
BIOL	525-6	Change RP for BIOL455, BIOL457, BIOL463



**TEMPLATE 3 – REGULATION CHANGES****DETAILS**

<b>Title of qualification</b>	Certificate of Science
<b>Year of introduction of the proposed change</b>	2018
<b>Department or School</b>	College of Science

**1. Purpose of the proposal**

The purpose of this proposal is to change the requirement of the Certificate in Science from 75 points to complete this qualification to 60 points.

**2. Justification**

The University is standardizing their qualifications across the University, and it has been agreed that all Certificates should be 60 points. The Certificate in Science as it was introduced in 2006 requires a candidate to pass courses totalling at least 75 points at the 100- and/or 200-level, in courses listed in the Schedule to the Bachelor of Science.

Therefore, to bring us into line with other qualifications, we are changing the requirements to read, “at least 60 points at ....”.

This change does not affect the Graduate Profile for the qualification which is shown below:

**Graduate profile**

Students completing the Certificate will have gained self-confidence at university and the knowledge and skills appropriate to the level of study in accordance with the Bachelor of Science graduate profile. In particular, the ability to:

- understand, evaluate and access new information;
- solve problems through the application of scientific knowledge and experimental skills;
- work collaboratively on tasks;
- communicate basic science concepts effectively both in written and spoken English appropriate to the discipline;
- demonstrate numeracy skills, appropriate to the discipline; and
- demonstrate an ability to think scientifically, appropriate to the level of study..

### 3. Proposed new regulations

2017 UC Calendar page 417

## Certificate in Science (CertSc – 60 points)

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

#### 1. Version

- (a) These Regulations came into force on 1 January 2018
- (b) This certificate was first offered in 2006

#### 2. Variations

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

#### 3. The Structure of the Qualification

To qualify for the Certificate in Science a candidate must pass courses totalling at least 60 points at the 100 and/or 200-level, in courses listed in the Schedule A of the Bachelor of Science.

#### 4. Admission to the Qualification

All students must:

- (a) satisfy the Admission Regulations for the University; and
- (b) have their programme of study approved by the Dean of Science.

#### 5. Majors and Minors

There are no majors and minors for this qualification; however the Certificate of Science may be awarded in any of the subjects listed in Schedule A of the Bachelor of Science.

#### 6. Time Limits

As stipulated in the General Regulations, the time limit for this qualification is 6 years.

#### 7. Transfers of Credit, Substitutions and Cross-Credits

Bachelor of Science courses, or their equivalent, may be credited by the Dean of Science towards this qualification. Up to 15 points may come from another New Zealand University.

#### 8. Progression

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

#### 9. Honours

There are no Honours classifications for this qualification

#### 10. Pathways to other Qualifications

- (a) A student who has completed the requirements for the CertSc in the previous 5 years, but has not yet graduated, may apply to the Dean of Science to be admitted to the Bachelor of Science and have credits transferred.
- (b) A student who has graduated with the CertSc in the previous 5 years, may apply to the Dean of Science to be admitted to the Bachelor of Science and have their certificate subsumed in accordance with the General Regulations to the University.
- (c) There are no exit qualifications for this certificate.

## REPORT TO CUAP 2017



### PROPOSAL DESCRIPTION

#### 1. CUAP Unique Identifier (Academic Services to provide)

UC/17 MHDM

#### 2. Name of Qualification(s)

Degree of Master of Hazard and Disaster Management (MHDM)

#### 3. Rationale

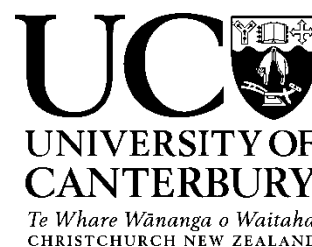
This qualification has been superseded by the Master of Disaster, Risk and Resilience (MDRR) which was introduced in 2015. The last two students remaining in the MHDM finished and graduated last year (2016). The qualification was closed to new enrolments at the end of 2016, and there are currently no enrolments in this qualification. All students have been taught out. New students have been guided into the new MDRR programme instead.

#### 4. Proposed new regulations

Remove the qualification from the University of Canterbury Calendar (2017) page 433 and please remove from page 666 DRRE 403, HAZM 690 and HAZM 691. Please leave HAZM 790 as there are still students enrolled in the PhD.

## TEMPLATE 5

### REPORT TO CUAP 2017



#### PROPOSAL DESCRIPTION

##### 1. CUAP Unique Identifier (Academic Services to provide)

UC/17 CertFounStudies

##### 2. Name of Qualification(s)

**Certificate in Foundation Studies (CERTFOUNSTUDIES)**

##### 3. Rationale

The Certificate in Foundation Studies was suspended in 2014 when this function was and outsourced to alternative providers.

Since the Certificate in Foundation Studies has not been offered since its suspension, and it seems unlikely to be offered in the foreseeable future, this paper proposes the Certificate in Foundation Studies and the related course codes, be discontinued.

The course codes specific to the Certificate in Foundation Studies for discontinuation are:

BRDG004 – English Language (Foundation Studies)

BRDG005 – Academic Communication and Study Skills (Foundation Studies)

BRDG007 – Introduction to the Humanities and Social Sciences

BRDG021 – World of Science

BRDG022 – Chemistry (Foundation Studies)

BRDG027 – World of Business

##### 4. Proposed new regulations

UC Calendar 2017 Page 463

Remove Certificate in Foundation Studies (CERTFOUNSTUDIES) from the Calendar.

UC Calendar 2017 Page 527

Remove BRDG004 – English Language (Foundation Studies)

Remove BRDG005 – Academic Communication and Study Skills (Foundation Studies)

UC Calendar 2017 Page 528

Remove BRDG007 – Introduction to the Humanities and Social Sciences

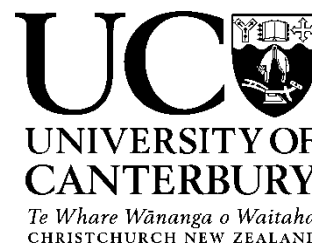
Remove BRDG021 – World of Science

Remove BRDG022 – Chemistry (Foundation Studies)

UC Calendar 2017 Page 529

Remove BRDG027 – World of Business

TEMPLATE 1  
NEW QUALIFICATION/Subject



**DETAILS**

<b>Title of qualifications</b>	Doctor of Philosophy in Te Reo Māori (TREO)
<b>Year of introduction</b>	2018
<b>Department or School</b>	Aotahi: School of Māori and Indigenous Studies

**EXECUTIVE SUMMARY**

This proposal aims to

- (i) introduce a new subject, Te Reo Māori (TREO), to the degree of Doctor of Philosophy (PhD);
- (ii) change the name of the current PhD (MAOR) from 'Māori' to 'Māori and Indigenous Studies';
- (iii) establish an entry for the PhD in Māori and Indigenous Studies in the appropriate section of the UC *Calendar*.

**Justification**

This proposal rectifies an omission which was inadvertently created in 2008 when the Te Reo Māori programme was given its own course code (TREO) for its undergraduate and postgraduate courses. Until then the language courses had shared the MAOR code with Māori and Indigenous Studies courses. The existing MAOR code for the PhD was retained, as was the title of 'Māori'. There was thus no distinction between the programmes at this level and it was assumed that any doctoral students in both Māori and Indigenous Studies and Te Reo Māori would enrol under the same PhD code. A further omission occurred in that when the heading 'Māori' was replaced by 'Māori and Indigenous Studies' and 'Te Reo Māori', the prescription for the MAOR 790 disappeared from the Calendar. This proposal rectifies this situation by the addition of a TREO code (Te Reo Māori) and by changing the name of the MAOR code to 'Māori and Indigenous Studies'. This change of name to the MAOR code does not change the PhD programme for MAOR in any way.

The addition of the new PhD code recognises the status of Te Reo Māori as a subject in its own right, distinct and separate from the Māori and Indigenous Studies code. This distinction reflects the two programmes in the School of Māori and Indigenous Studies.

The proposal will enable students who wish to undertake PhD studies focussing on aspects of Te Reo Māori to do this under a Te Reo Māori code, rather than the existing MAOR (Māori) code which they are obliged to use at present. It is expected that most students will write their thesis in Te Reo Māori. Currently, only the

University of Waikato offers a PhD in Te Reo Māori, students at all other universities and wānanga must complete their doctorates under the rubric of 'Māori Studies'.

It is important to note that there is a growing cohort of potential PhD candidates that will seek to use a te reo Māori code for the doctoral studies, this is due to a growing community of proficient reo Māori speakers who are seeking post graduate study opportunities. It is particularly worth noting the following trends in the reo Māori sector:

- Approximately \$30 million is invested in te reo Māori annually by government, Iwi and stand alone entities including Te Mangai Paho and Te Mātāwai;
- The tertiary sector is now receiving students who have conducted their schooling in te reo Māori, through the kura kaupapa system, meaning that we now have a cohort of first language Māori speakers with advanced language proficiency entering university; and
- Advanced revitalisation programmes such as Te Panekiritanga and Iwi language initiatives.

The revision of the MTREO, being progressed in parallel to this proposal, is also expected to create a pipeline of students pursuing doctoral studies under the te reo Māori code. Entry to the PhD will also be available on successful completion of an MA in Te Reo Māori or a BA(Hons) in Te Reo Māori. These entry points will ensure that students have the requisite academic background in Te Reo Māori, as well as the required language skills.

## **1. Proposed new regulations**

2017 UC Calendar page number 468

Add: 'Te Reo Māori (TREO)' to the list of subjects for the PhD.

Amend MAOR to Māori and Indigenous Studies

## **Productivity Commission Report: New Models of Tertiary Education**

- The Productivity Commission was asked by the government to investigate how the NZ tertiary education system can adopt new models of tertiary education, to respond to the strategic challenges and opportunities of:
  - a) New technology,
  - b) Rising tuition costs,
  - c) Internationalisation,
  - d) Changing student & employer demands, and
  - e) Demographic change
- Based on 176 submissions and 130+ face-to-face meetings, the Commission has produced a 503 page report with 77 findings and 36 recommendations.
- The report identifies three major problems with the tertiary sector:
  - Restricted access to those who are not full-time students on campus
  - Low participation of Māori and Pasifika students
  - Lack of innovation in teaching delivery
- The report identifies over-regulation of the tertiary sector as the root cause of the three major problems. Not surprisingly, the report proposes deregulation of the sector.
- The report recommends three broad strategies to deregulate the sector: (a) providing more information to increase flexibility and mobility; (b) removing current practices of quality assurance, funding, and incentives that privilege research; (c) alternative pricing strategy for courses and qualifications.
- The report raises three fundamental questions. Will deregulating the tertiary education system:
  - Provide broader access to students who are currently not in the system and increase flexibility/mobility?
  - Increase participation rates of Māori and Pasifika students?
  - Result in innovative new models of delivery?

### ***Access, Flexibility and Mobility***

- The Commission's recommendations to provide more information, facilitate access of Māori/Pasifika students and enhance student mobility across institutions are appropriate and sensible
- Deregulating the sector to provide private institutions unrestricted entry into the tertiary sector is unlikely to meet the social objectives on increasing access of Māori and Pasifika students. For-profit institutions are more likely to prioritize profits over people. The New Zealand Qualifications Authority was forced to deregister three private tertiary institutions, Linguis International Institute, Aotearoa Tertiary Institute, and IANZ, over the last two years due to overcrowding, widespread plagiarism and poor governance

- It is also likely that likely that ‘For-Profit’ providers will be concentrated in particular (low cost) subject areas
- A deregulated tertiary system is likely to be more inefficient, rendering it costly for a relatively smaller economy like New Zealand
- Deregulation, coupled with self-accreditation of quality, is also unlikely to increase flexibility and mobility. In the absence of benchmarking and common standards, institutions are likely to produce diversity of graduate profiles and learning outcomes making it harder for students to transfer across institutions. In addition, that self-accreditation might end up encouraging institutions to try to compete to provide courses in all areas, rather than the current situation in which different Universities provide different disciplines.
- We welcome the recommendation of the Productivity Commission to increase participation rates of Māori and Pasifika students. However, the report has overlooked the fact that this would require targeted resource-intensive efforts that are unlikely to happen in a deregulated environment.

### ***Innovation***

- The report notes: *Each of New Zealand’s universities is ranked in the top 3% in the world, vocational and industry training are well-regarded internationally, the wānanga subsector serves many people who would otherwise miss out on tertiary education, and the country has a diverse set of private training establishments, many of which are well-connected to employers and their local communities.*
- Obviously, this has come about as a result of continuous innovation since the report also points out: *New Zealand’s tertiary education system has changed dramatically over the last 30 years.*
- The report recommends disruptive innovation, not incremental, continuous improvement.
- We suggest that the report has overlooked important features of disruptive innovation, particularly in the tertiary sector:
  - ***Disruptive innovation is highly risky and uncertain.*** Successful disruptive innovations are usually contingent on a continuous string of failures. However, failures carry significant reputational risk in the tertiary education sector, not only for the institutions, but for New Zealand as an educational destination for overseas students. Failures would threaten the current international standing of NZ universities in the top 3% in the world.
  - ***Innovation in content is more important.*** There are two aspects to teaching: (a) content, & (b) delivery. Innovations in delivery are much less important than innovations in content, which is what produces new knowledge. Content innovation is a research-driven process. Universities are best suited to drive this research, which is increasingly becoming multi-disciplinary. Teaching that is research-led is more likely to produce graduates who are armed with cutting-edge knowledge to face the



challenges of a knowledge-driven world. If we take away research-led teaching, we can end up with a bunch of basically similar, interchangeable courses offered by disciplines in different Universities. Rather than choice and innovation for students, they may end up with a series of blandly similar equivalents wherever they study.

- While we acknowledge the need for flexible/blended delivery in teaching, the report overlooks the fact that NZ universities have experimented with blended, on-line, modular delivery, collaboration with industry, credit transfer, and stair-casing of qualifications. Contrary to what the report claims, NZ universities are being innovative in this regard
- ***Innovation is a social process.*** Contrary to what the report observes, the present practice of accreditation using the CUAP is part of this social process, where new ideas are tested in a safe market comprising peer institutions. This reduces the risk of innovation failure.

### ***What has the Report Missed?***

- New Zealand universities, particularly UC, are well-aware that they are producing graduates who are entering a world characterised by:
  - a) disruptive technology,
  - b) demographic changes, and
  - c) climate change
- Designing courses and qualifications to suit jobs in specific industries is a futile exercise given that most jobs and careers are likely to disappear in few years in the current volatile, uncertain, complex and ambiguous environment.
- In light of this, generic capabilities that will outlast specific jobs, careers, and industries, are more important than highly specialised job-related skills.
- The new UC graduate profile is a distinctive and innovative solution to capability-building in this uncertain world. UC seeks to make students critically competent in their knowledge areas so that they innovative, enterprising and, hence, employable. In addition, the graduate profile aims to make them globally aware and culturally competent in both bi-cultural and multi-cultural contexts.
- We believe that the UC graduate profile offers a compelling template around which innovations in learning and teaching can take place. The UC graduate profile was formally signed-off by the government.
- Over a period of time, continuous refinement of the UC graduate profile will result in changes that are equivalent to disruptive innovation. In the long run, it will not only maintain but also enhance the current top ranking of NZ universities in the world.
- We do agree with the Productivity Commission that such innovation requires more autonomy and resources

## **Summary**

- Despite the important observation that “education is co-produced,” the report continues to treat education as a product, not as a process. It regards education as being synonymous with teaching, courses, and qualifications. It believes that deregulation would somehow make this process more efficient and innovative.
- In the main, the Productivity Commission has raised some critical issues facing the tertiary education sector that we welcome. It has made well-intentioned recommendations to deregulate the sector.
- However, these recommendations are based on assumptions that are not open to question.
- These recommendations, if implemented fully, are not only more likely to disrupt the tertiary sector’s current viability and threaten its international ranking but they will also jeopardise ongoing, incremental innovation.

## **Recommendations to UC Council**

Given the context of the report, and after considering the Productivity Commission Recommendations, the Academic Board Working Party recommends the following to Council in responding to the report:

1. Council acknowledge the efforts of the Productivity Commission and support the notion of flexibility and innovation in future education.
2. Council acknowledge the importance of more autonomy and resources but highlight that market deregulation does not resolve the issues noted in the report.
3. Council could remind the Minister of UC’s innovations in higher education, including the Graduate Profile and research-informed teaching, to deliver graduates exhibiting cutting-edge knowledge applied in a bicultural, community, and global context through innovation and enterprise.

The working party welcomes any questions from Council and is happy to speak to the report.

### **Academic Board Working Group**

Ms. Liz Brown

Ms. Sue Holstein

Associate Professor Venkataraman Nilikant

Professor Sonia Mazey,

Dr. David Monger, A

Professor Catherine Moran (Chair)