COUNCIL
Te Kaunihera o Te Whare Wānanga o Waitaha

UC
UNIVERSITY OF
CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

EMBARGOED UNTIL 4pm WEDNESDAY 29 APRIL 2020

Agenda

Date | **Wednesday 29 April 2020**
Time | 4.00pm
Venue | Via Zoom
| **(Register attendance at raewyn.crowther@canterbury.ac.nz to be sent the link)**

Refer to
Page No.

1. <u>APOLOGIES</u>:

2. <u>CONFLICTS OF INTEREST</u>
   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. <u>MINUTES</u>
   3.1   24 March 2020   1-5

4. <u>MATTERS ARISING</u>

5. <u>FROM THE CHANCELLOR</u>
   5.1   Council Work Plan
   5.2   Degrees Conferred in Absentia

6. <u>FROM THE VICE-CHANCELLOR</u>
   6.1   Monthly Report   7-25

7. <u>FROM THE ACADEMIC BOARD</u>
   7.1   Academic Board Report   27-129

8. <u>OTHER BUSINESS</u>
   8.1   Philanthropic Bond Deed of Termination   131-139
         (Mr Keith Longden, Executive Director of Planning, Finance and ITS)

9. <u>PUBLIC EXCLUDED MEETING</u>
   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
4.0	Minutes of the meeting held on 24 March 2020 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5.0	Matters arising from those minutes		
6.0	**From the Chancellor**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.0	**From the Vice-Chancellor**		
7.1	The Vice-Chancellor's 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)
7.2	COVID-19 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)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.0	**Business Items**		
8.1	Toogood Recommendations 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)
8.2	Tenzing 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)
8.3	Capital Project Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	Financial Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	Updated Financial Forecast	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.6	UC Trust Funds Quarterly Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.0	**General Business**	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 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.

10.   REPORT FROM THE PUBLIC EXCLUDED SESSION

11.   GENERAL BUSINESS

12.   NEXT MEETING –Wednesday 27 May, 2020

COUNCIL

Te Kaunihera o Te Whare Wānanga o Waitaha

UC
UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Minutes

Date	**Tuesday 24 March 2020**
Time	4.00 pm
Venue	Council Chamber, Level 6 Matariki
Present	Ms Sue McCormack (Chancellor), Professor Cheryl de la Rey (Vice-Chancellor) Via video-link: Mr Steve Wakefield (Pro-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Ms Rachael Evans, Ms Keiran Horne, Ms Tori McNoe, Professor Roger Nokes, Mr Warren Poh, Ms Gillian Simpson, Mr Shayne Te Aika.
Apologies	None
In Attendance	Mr Jeff Field, University Registrar and Council Secretary Professor Ian Wright, Deputy Vice-Chancellor Mr Keith Longden, Chief Finance Officer Via video-link: Mrs Raewyn Crowther, University Council Coordinator

MEETING DATE AND CONDUCT

The Chancellor began the meeting noting the need to bring the meeting forward by one day due to the imminent Level 4 pandemic response to be introduced the following day. It was acknowledged that it had not been possible to alert the public to this change at such short notice, so the meeting was not compliant with the Local Government Official Information Act in that regard. UC's Emergency Statute did not negate the requirement to comply with legislation, however the Education Act provided for the validation of decisions of Councilsin instances of non-compliance.

A solution for providing meetings "in public" during the lockdown was an issue all local authorities would be grappling with and it was expected that there would be a solution provided in time for the April meeting of Council. The business discussed would be reported publicly.

All papers were taken as read and only those matters requiring a decision were discussed.

CONFLICTS OF INTEREST

There were no conflicts advised for the public section of the meeting.

MINUTES	The minutes of the meeting held on 26 February 2020 were approved and signed as a correct record.
MATTERS ARISING	None

FROM THE CHANCELLOR

Chancellor's Meetings

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

Carried

Council Work plan

Moved
> *That: Council note the Council work plan.*

Carried

Degrees Conferred in Absentia
Ms McCormack advised Council that the schedule of degrees awarded in absentia would be dated 25 March 2020, and the names of the graduates were entered into the public record.

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

Carried

FROM THE VICE-CHANCELLOR

Monthly Report

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

Carried

FROM THE AUDIT AND RISK COMMITTEE

Ms Keiran Horne, Chair of the Audit and Risk Committee, reported on the Audit and Risk Committee meeting of 16 March, noting that:

- The Committee had recommended the Executive Committee invoke the Emergency Statute
- The CIO had attended the meeting to report on new IT risks that had been identified. These were included in the Risk Register for approval later in the meeting.

Health, Safety and Wellbeing Report

Moved
> *That: Council note the Health, Safety and Wellbeing Report.*

Carried

Internal Audit Update

Moved
> *That: Council note the Internal Audit Update.*

Carried

UC Trust Funds

Charities Commission Registration

Moved

> ***That**: Council approve the contents of the Charities Commission letter advising variations to the terms and conditions of reporting on UC Trust Funds.*

Carried

Proposal for Four Remaining Trusts

Moved

> ***That**: Council approve the proposal to transfer the remaining four trusts to the UC Foundation.*

Carried

FROM THE FINANCE PLANNING AND RESOURCES COMMITTEE

Mr Peter Ballantyne, Chair of the Finance, Planning and Resources Committee reported on the meeting of 16 March 2020, noting that:
- The major UC Futures CAPEX projects had been completed.
- There would likely be a delay in the completion of Tupuānuku due to the pandemic.

CAPEX Report To 31 December 2019

Moved

> ***That**: Council note the CAPEX Summary Report to 31 December 2019.*

Carried

FROM THE ACADEMIC BOARD

Professor Wright presented the report noting that:

- The Board had discussed research, reputation and rankings and this would be presented in a workshop in due course.

Moved

> ***That**: Council note the report of the Academic Board.*

Carried

PUBLIC EXCLUDED MEETING

Moved

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

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7.0	**From the Vice-Chancellor**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.1	The Vice-Chancellor's report		

7.2	Coronavirus 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)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.0	**From the Audit and Risk Committee**		
8.1	Draft Minutes 16 March 2020	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.2	Strategic Risk Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.3	IT Risks and Issues	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.4	Final Audit NZ Management Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.5	High Voltage Lab Fire 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)
9.	**From the Finance, Planning and Resources Committee**		
9.1	Draft minutes FPRC meeting 16 March 2020	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.2	Campus Energy	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.3	Rehua Mediation Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.4	Financial Forecast	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.5	Student First Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
10.0	**General Business**	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 would be of assistance in relation to the matters discussed, and was relevant because of their involvement in the development of the reports to Council on these matters.

Carried

RETURN TO PUBLIC MEETING   Council returned to public meeting at 5.55pm and confirmed approval of the campus energy project and the strategic risk register.

GENERAL BUSINESS   There were no items of general business.

The meeting ended at 5.56pm.

NEXT MEETING   The next meeting was scheduled for 4.00pm on Wednesday 29 April 2020.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Vice-Chancellor's Report to Council

Summary

Unprecedented, historic, unchartered have all become often used adjectives to describe the current times. Following the Government's 23 March announcement of the four alert levels associated with COVID-19 and the Level 4 lockdown that began on 25 March 2020, UC, like the majority of universities world-wide, has entered into an unprecedented period in its history.

The week preceding the lockdown was a time of rapid change. From Thursday to Monday we were confronted with the closure of all borders to non-New Zealanders and non-residents, with gatherings limited to 100 people. Just as we were adjusting to this new reality, two days later on Saturday 21 March, the Prime Minister, Jacinda Ardern informed us the level of risk was increasing rapidly and by Monday afternoon the risk level was raised to 3, with level 4 taking full effect from Wednesday midnight.

It was a time that required much agility. In response to the Prime Minister's announcement of rising risk together with feedback from the UCSA Executive that growing numbers of students were in support of shifting from campus-based teaching, on Monday, 23 March, UC introduced online learning and teaching. By the end of that first day, UC staff had delivered over 300 courses online. It was an outstanding effort from our academics, e-learning and IT teams and all professional administrative and technical staff. I wish to acknowledge Catherine Moran and Julie Mackie who ably co-ordinated and led this initiative.

In response to the news the country was to move into lockdown, we ended Term One teaching at the beginning of week 6, and announced Term Two would commence a week early. Whilst this has caused considerable inconvenience and frustration for many, I am pleased to report that our staff and students have risen to this challenge. With considerable commitment and innovation across the University community, many are working "above and beyond" to advance UC's teaching and research, support student and staff wellbeing, and safeguard the University's assets and resources.

After a period of preparation undertaken from homes, UC has converted all Term One 2020 taught courses to online courses. We will also deliver all Term Two 2020 courses online while planning to deliver on-campus block courses for laboratory work at the first available opportunity after the Alert Level 4 lockdown is over. The focus of the last few weeks has been to ensure that UC is fully prepared for online undergraduate teaching for Term Two, as well as responding to student and staff need and concern. Reports from students and staff indicates the first day went relatively smoothly and the first of the online tests was well attended and completed successfully.

This Council report focuses mainly on UC's response to COVID-19. A key challenge has been ensuring that in responding to the pandemic there is not an irreversible detraction from the implementation of the UC Strategy Tangata Tū, Tangata Ora. In covering UC's response to COVID-19, this report references the objectives of the Strategy indicating the current and likely future impact. The most obvious area relates to the strategic intent for education which we expressed as "Flexible Degree Options and Delivery Modes". Level 4 lockdown has propelled the University into online and more flexible delivery.

Responding to COVID-19

In accordance with UC's Emergency Management Plan, the Incident Management Team (IMT) was partially activated on 3 March to establish a coordinated and effective response to the COVID-19 pandemic. Partial activation meant members mostly continued in their substantive posts while contributing to the IMT planning. The IMT meetings themselves primarily focussed on scenario planning such as managing an outbreak on campus.

The IMT was fully activated on 16 March to release members from their business-as-usual roles allowing them to focus solely on the COVID-19 response. This decision was informed by the rising number of cases nationally and the need for a University-wide coordinated response.

The line of authority for the IMT is from the Vice-Chancellor to the Executive Director: People, Culture and Campus, as the Senior Management Team member with responsibility for emergency management, to the Incident Controller. Three Incident Controllers – Rīpeka Tamanui-Hurunui, Michel Fivet and Stephen Gibling rotate the role of Primary Incident Controller on a weekly basis with two being on duty at any one time. This helps with continuity whilst avoiding burnout. Dr Joan Allardyce, UC Health Centre, and public health specialist plays a critical role.

There are six workstreams as follows:

Planning and Intelligence

The primary function of this group is to collect information, analyse it and makes plans accordingly.

A UC contact tracing process has been established with clinical advice and input from Dr Joan Allardyce (UC Health Centre Medical Director). This process was designed to guide UC staff members to assist public health officials in the event a positive case of COVID-19 was confirmed on campus.

A UC self-isolation register has been created and made available on the UC COVID-19 information webpage. This resource is for students and staff who were self-isolating for specific reasons (ie, have recently travelled, are immune-compromised or have had contact with a confirmed case) to register online. Following registration, the UC Welfare team contacts these individuals to check in on their personal arrangements and offer any support required. The Welfare Workstream is now managing the register, which includes a total of 60 staff and 138 students. Some of those who have registered have completed their 14 days of self-isolation and are well. We currently have 59 staff and students in active self-isolation and one identified case (a UC exchange student in Vienna, who returned directly to self-isolation with her family in the North Island).

Medical

The Medical Workstream has two discrete functions. The primary one provides on-campus medical and counselling services for registered staff and students. The second function supports the Planning and Intelligence Workstream with advice relating to contact tracing and care of students or staff that have taken a COVID-19 test.

The Health Centre has been operational throughout the lockdown, providing essential medical services to staff and students. Approximately 75% of consultations have been managed remotely (through phone, Skype or Zoom) while the remainder have been managed within the facility. The Health Centre has completed 50 tests for COVID-19, all of which have returned negative. The Health Centre has also provided flu vaccinations for all immune-compromised and eligible staff and students. Vaccinations for the wider UC community are soon to be made available.

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Academic

The primary function of this group is to support the delivery of teaching and research activities and to ensure continuity of the academic programme.

A student survey was distributed to 'check in' with all students, and to identify where additional support was needed, especially in relation to devices and internet access. Initially 722 students responded. As the survey remains open and responses continue to come in we expect to see the numbers change over the first couple of weeks of term two. The following is a quick summary of the survey, its findings and our response:

- 13% of respondents were priority learners; Māori or Pasifika
  - Where appropriate, student clarification outreach has been supported by the Office of the AVC Māori and the Pasifika Development Team.
- The majority of respondents are currently in NZ; specifically in Canterbury
- 20% of respondents (n= 143) indicated a concern regarding hardware
  - After review and respondents' evolving situations, 83 students have been prioritised as eligible to receive a loan laptop or desktop from UC and 60 of those students have either already received a device, or have been issued a device with delivery pending
- Software concerns were addressed centrally with an open source solutions form; IT have created this webpage of Student Software Resources:
  - 70% of software concerns are able to be addressed remotely
  - Some students require a one-on-one approach and have been directed to discuss with course co-ordinators or supervisors
- 93% of respondents indicate having broadband/wifi at home (n=658); 6% rely on a hotspot from a mobile device (n=41); 1% indicate no internet access (n=10)
  - Of these, 63% (n=434) indicate reliable and consistent internet; 26% (178) say they do not have reliable and consistent internet; 11% (n=73) are not sure if their internet is reliable and consistent
  - The majority (84%, n=460) have unlimited data; levels vary otherwise, but only 3% (n=10) indicate data limits of <10 GB/month

Currently there are 309 students who have indicated they are experiencing problems with the internet that is impairing their ability to study. Most of this information came from the survey however some students have been referred by staff and have been included in this list. The Welfare Workstream, together with the Academic and Operations (ITS) staff, are now working with these students to help resolve their issues.

The Academic Workstream has worked closely with IT and Student Services to ensure both students and staff are equipped for online teaching and learning. The term break allowed for academics to plan their return to teaching online from Monday 20 April and identify ways to support both students and staff.

A small number of academic staff, whose research and/or work directly contributes to the COVID-19 response, have been allowed on site during the Level 4 alert. Their presence on site was managed following strict health and safety protocols and the Ministry of Health guidelines defining an "essential worker".

Logistics

The primary function of this group is to support the response by obtaining, providing and maintaining facilities, services and materials.

A significant amount of general and specialist cleaning has taken place since the lockdown. The use of specialist products such as fogging machines has ensured we can keep large spaces clean and hygienic while the placement of over 180 hand sanitiser units across key campus locations also

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contributes to a safe work environment for staff. Two UC vans have been modified to safely transport students remaining in residence halls in cases where testing is required. Drivers have been assigned and will wear full personal protective equipment (PPE).

The Logistics team has also been busy redistributing IT equipment (e.g., screens and keyboards) from the warehouse to staff and students during the lockdown. This is to ensure staff can work as safely as possible from home and that students have the equipment they need to learn effectively online.

Operations

The primary function of this group is to direct the on campus operations and maintain the safety of the campus whilst under the IMT activation.

The Security team has been actively monitoring campus facilities throughout the lockdown. It has also been managing the small number of staff who have been identified as essential workers, including managing their access to buildings and a sign-in and out process.

We have continued to maintain UC's current assets and facilities, including managing the power draw within each facility, to maintain the core operating systems in the most efficient manner possible. Building maintenance teams have also been checking and responding to issues as they arise (eg, leaks and fire alarms).

Welfare

The primary function of this group is to establish a campus based Welfare Response Centre, providing support, resources and information to staff and students following a critical incident.

A major focus for the Welfare Workstream has been to support all students and staff both mentally and physically through a steady stream of wellbeing-related content, including online fitness classes with the UC RecCentre. The group fitness programme is being delivered online via YouTube, Facebook and Twitch livestream, with over 10,000 participants so far.

The Student Care team is working to support students with appointments that can be booked either online or by email. Student Care and other UC staff have been making hundreds of phone calls to students to check in with them and see if they require additional support.

The UC Māori team are handling appointments via phone or Zoom. The team is contacting students to ensure they are feeling well during this rāhui. It continues to offer tutoring and ongoing support and guidance.

The Pacific Development team is also working online to support students from Pasifika backgrounds. This includes appointments via phone call or Zoom for pastoral support and help with any issues. The mentoring and Pacific Academic Solutions and Success (PASS) tutoring programmes remain available at this time online or via phone call.

There has been direct phone contact with students identified as requiring additional support. These students included: international students in halls; low-scoring students in the WHO-5 wellbeing survey; students in the 70+ age group; students who have registered on the UC self-isolation register; Māori; Pasifika; and students with disabilities

UC has also worked closely with the UCSA to help steer the University's response to COVID-19. In addition to regular meetings of the Executive, the UCSA team is working remotely to deliver important services like independent advocacy, as well as welfare services like Mickle Fund Loans, the Medical Prescription Grant, the Hardship Grant and food support. The UCSA Events team is continuing to deliver virtual events, which include: a live-streamed quiz on Tuesdays; virtual

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"Sketch'n'sip" classes on Wednesdays; a live-streamed MONO on Thursdays; live-streamed music sets for "Tunes in the Avro" for Fridays; and various competitions such as Pillow Forts, Graduation Photos and Art Competitions. The team is also working on bringing a number of its term-time activations to the virtual space.

Academic staff are investing extra time in supporting student well-being. Law Professor Ursula Cheer invited her students to write and share haiku poems about their experience of the lockdown. In the College of Science, the Acting Pro-Vice-Chancellor's email to College staff included a one-page attachment on staff wellbeing tips. The College also provided Human Resources with a list of children's educational activities for the staff wellbeing intranet – these activities are now included under 'parenting'.

UC is keeping a close eye on applications for hardship and has responded to identified needs for self-funded PhD students to receive interim additional support to remain financially sustainable. At this stage, this support will potentially be provided by from the UC Foundation funds already allocated to support PhD students, subject to UC Foundation approval. UC's first alumni communication since the COVID-19 situation has provided an update on our COVID-19 response and offered the opportunity to support an Emergency Relief Fund. This went to 44,000 alumni with a 44% open rate, higher than usual. In response, $4,000 has been received so far and this has been transferred to UCSA to support short-term urgent needs such as food vouchers.

Human Resources and relevant managers and team leaders are actively supporting staff, particularly those who have registered on the UC self-isolation register. A Pulse survey was sent to all staff to gauge how they were coping during the lockdown. There was an exceptionally pleasing response to this first survey wave with 1185 responses. The data shows about 80% of staff feel supported by UC and trust the SLT (Senior Leadership Team) to make sound decisions. 70% of staff report as having a good level of Wellbeing. The main issue of concern is job security.

The working environment shows about 70% of staff are feeling productive, while around 30% of staff are struggling with productivity, related primarily to the accessing of appropriate resources and struggles with family care arrangements. Qualitative data suggests staff are concerned about equity in processes including sabbaticals, PBRF, and promotions where productivity has been impacted.

With access to this data, the SLT will use it to develop and implement strategies to address concerns institution-wide. The data also allows SLT Members to access data specific to their area and address accordingly.

Overall 455 students and residential assistants/tutors are staying in halls of residence – eight at Bishop Julius Hall, eight at College House and 439 at Campus Living Villages (CLV) managed halls, of whom four international students still plan to return home. Rochester and Rutherford Hall remains empty. Positive media coverage on making the most of the lockdown in a hall was featured at http://www.stuff.co.nz/national/education/120837643/lockdown-life-in-uni-halls--frozen-meals-bubble-tennis-study-and-puzzles?cid=app-android

There are no major medical or behavioural issues to report. At CLV, all first years and residents living alone are checked daily, with online flat checks on others throughout the week. Online wellbeing activities and events have stepped up, as has preparation for an online academic assistance programme. In response to welfare checks indicating some residents feel isolated, communication and online activities have been increased to help support these students. Daily under-18 checks and weekly welfare updates to parents and caregivers are continuing. Staff continue to run the cleaning schedule every day, using the required PPE in line with Ministry of Health recommendations. We will be working with halls specifically to ensure practices are consistent and safe as UC transitions into Levels 3 and 2.

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More broadly, negotiations to establish new contractual and service-level arrangements with all halls are well underway, although the response to COVID-19 has caused some delay. We anticipate agreements incorporating the new requirements of the Interim Code of Pastoral Care to be reached within the next six to eight weeks.

Communications

Communications has played a vital role in ensuring the University and its stakeholders are well informed of the unfolding situation by sending regular communications through multiple channels. While the main focus has been on students and staff, the team has also sent communications to parents, alumni and other stakeholders. The refreshed staff newsletter achieved almost 50% open rate, which compares very well to industry standard, while the staff blog homepage reviews were up 27%. The student open rate during lockdown averaged 69%. Engagement tactics such as polls and quizzes have worked well. Other channels such as Facebook, Twitter and Instagram have been used regularly, with the top ten Facebook posts achieving a total reach of 313,682.

Almost 2,000 queries from both staff and students have been responded to from the especially created UCProtect mailbox, which the Communications team actively monitors. Queries relate to both academic and specific COVID-19 matters.

A wide range of communications and engagements have been organised to support student wellbeing overall, including the Te Hāpai Ō | UC Live Speaker Series with Reverend Spanky Moore on spiritual wellbeing, Professor Julia Rucklidge on mental wellbeing, Tracy Clelland on whānau wellbeing, and Dr Susannah Stevens on physical wellbeing.

In its media coverage, UC has continued to promote the value of research and outreach during the last month. During the four weeks to 8 April 2020, there were 611 mentions of UC across national online, print and broadcast media. COVID-19 dominated media coverage, including stories on travel restrictions, international students, lecture sizes, graduation ceremonies, remote learning and halls of residence. Proactive work led to some particular highlights for Pride Week, Children's

UC Contribution to the Fight to eradicate COVID-19

From their discussion of the maths behind the lockdown to their advice on how to lead staff through the pandemic, UC staff and students are providing important research and guidance on COVID-19. Below is a snapshot of some of the work our community has produced that demonstrates how UC is making a difference.

- **Partnering with Canterbury District Health Board (DHB)**: At the DHB's request, the College of Science has supplied it with a standard chemical for denaturing proteins used in DNA/RNA extractions (guanidinium thiocyanate), which is part of the testing process for the COVID-19.
- **Prototype face shield**: Associate Professor Don Clucas, Distinguished Professor Geoff Chase and Technical Officer David Read from the College of Engineering, along with Associate Professor Clucas' medical student daughter Emma Clucas, designed a prototype face shield for health workers to wear during the COVID-19 outbreak. They have shared the information on open access and Stuff has covered their stellar work.
- **The role of nutrition**: College of Science psychology lecturer Professor Julia Rucklidge, who specialises in mental health and nutrition gave a live-streamed talk as part of the Te Hāpai Ō | UC Live Speaker Series 2020 providing advice on how to stay on track during a time of uncertainty and stress. Read more here. Her presentation has been viewed over 10,000 times.
- **Modelling and mapping:** Mathematicians Associate Professor Alex James and Professor Michael Plank, and UC BSc Hons graduate Nic Steyn, are part of a team working on statistical

modelling of the spread of COVID-19 for the Government. Read the Spinoff article, the Otago Daily Times interview with Professor Plank and a detailed summary of the team's work.

- **Is herd immunity worth considering?** A 'herd immunity' approach to fighting COVID-19 is unethical and can be dangerous, Associate Professor of Epidemiology and Environmental Health Arindam Basu wrote in The Conversation. In another article, Associate Professor Basu explained why New Zealand's coronavirus cases will keep rising for weeks, even in level 4 lockdown.
- **How to lead through a crisis**: College of Business and Law academics Associate Professor Bernard Walker and Adjunct Fellow Tracy Hatton explored five principles for leading staff through the coronavirus crisis. The principles are based on research into previous disasters and offer guidance to leaders for the weeks ahead.
- **Emergency law must be clearer**: In the 'new normal' for New Zealanders and many around the world, Professor John Hopkins argues in Stuff that emergency laws must be clear to avoid conflict, confusion and abuse of power. Professor Hopkins, an expert in disaster law, also advised the Select Committee, chaired by National Party leader Simon Bridges, on the unique situation the Level 4 lockdown has brought about.
- **Preparing for the recession**: Discussing the inevitable COVID-19 recession, Associate Professor Alfred Guender says that "people should recognise that RBNZ is prepared to take whatever action is necessary to ease monetary conditions". Read more>
- **Whānau Wellbeing** Health Sciences lecturer Tracy Clelland shared practical ways of using wellbeing models to enhance family/whānau relationships as part of the UC Te Hāpai Ō speaker series. (including tips for combining working at home and parenting). Based on the   five ways to wellbeing Tracy provided tips on how to build and maintain positive family relationships during lockdown.
- **Online tour of Bill Sutton portrait exhibition**: A UC postgraduate, Curator Maria Brown, created a video tour of Bill Sutton's portraits at Wellington Portrait Gallery so anyone can enjoy them at home during isolation.
- **Canterbury graduate returns to help the SVA mobilise nationwide**: Until quite recently, UC graduate and Kiwi entrepreneur Guy Horrocks was living in New York helping launch a new data management company, Solve. But, as the number of COVID-19 cases in the city climbed, cafes closed and business meetings were cancelled, he realised it was time to return to help in New Zealand.
- **SVA launches nationwide COVID-19 initiative**: UC's largest student club, the Student Volunteer Army, launched a national volunteer response to support people impacted by COVID-19 in March. SVA volunteers are supporting essential services across Aotearoa by providing childcare for the tamariki of healthcare professionals and building a grocery store system for those aged over 70 (and the families of healthcare workers).
- **Student news – food tech heroes**: Entrepreneurial UC students featured in Food Tech News with their use of gaming tech in a proposed 'non-contact' online event connecting STEM students with careers in food, fibre and agritech. The team were winners in the @UCE Event Marketing Smackdown. Read more>
- UC Law Professor John Hopkins was appointed as an independent adviser to the Select Committee, chaired by Simon Bridges, on 2 April. Professor Hopkins, an expert in disaster law, will be advising the Committee on the unique situation the Level 4 lockdown has created for New Zealanders (https://www.canterbury.ac.nz/news/2020/uc-law-professor-advises-select-committee.html).
- UC Professor of Tourism, Marketing and Management, Michael Hall, has been appointed joint guest editor of the following forthcoming publications on the implications of COVID-19 for the future of tourism: "Reset: Travel and tourism after the global transformation of 2020", special issue of *Tourism Geographies* (Scimago Q1), to be published online later this year; and co-editor (with Chris Cooper, Leeds Beckett University, UK), "COVID-19 and tourism", special issue of *Current Issues in Tourism* (Scimago Q1), to be published in 2021. Michael Hall is also co-author (with S Gössling, Lund University, Sweden and Daniel Scott, University of Waterloo,

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Canada) of "Pandemics, tourism and global change: A rapid assessment of COVID-19", *Journal of Sustainable Tourism* (Scimago Q1), forthcoming, 2020.

- **Canterbury University Press (CUP) author Professor Geoff Rice** was in demand as an expert on pandemic history. As well as contributing to media articles on the COVID-19 crisis, he was quoted in the Press (and Stuff) and the Herald about lessons learned from the 1918 flu pandemic and the importance of social capital, communities supporting each other. His books on the topic are Black Flu 1918: The story of New Zealand's worst public health disaster (CUP, 2017) and Black November: The 1918 influenza pandemic in New Zealand (CUP, 2005, available as an e-book).

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COVID-19 and UC Strategy Implementation

The UC Strategy remains very much relevant and fit for purpose, but during the immediate response and early recovery stages of the COVID-19 situation, some investments will have to be delayed and others have been brought forward. For example, the aim to provide education that is accessible, flexible and future focused has been accorded priority. As part of this work, the senior management Planning, Finance and Resources Committee has been reviewing and reprioritising all strategic investments over $300,000 and with priority being accorded to any investments in online learning either for the domestic and regional markets, or with a global reach. For example, our investment in mass online education through edX remains a high priority.

Post COVID-19 Planning

UC aims to move quickly and work on recovery and a central business continuity and recovery plan is being worked on to fulfil this aim and to best address the high level of uncertainty facing the tertiary education market. UC Post COVID-19 will be the document which outlines the recovery plan.

The short-term implications of this global challenge are evident, but the long-term consequences of the pandemic – how it will reshape the tertiary education market and the institutions that comprise is – are still relatively unknown. From a global perspective, we currently assume it is unlikely universities will revert completely to old delivery models and ways of operating. Hybrid delivery may instead become the new normal, as will stackable micro-credentials. It is also expected that doubts about the safety of international travel are likely to persist even after the pandemic is brought under control (which will prove a lengthy and randomly timed process country-to-country). Accordingly, the future of international mobility is under question, and UC will face a more competitive world in the domestic university market. As international student enrolment patterns will inevitably decrease, universities will more aggressively compete for the domestic student pool.

These global assumptions inform the base of UC's planning. Implications regarding fees, and the limit for how long a student can complete a degree are being raised, particularly for undergraduate students, will need to be addressed.

I have convened a core group to lead and co-ordinate planning for our Post-COVID-19 strategy and operations. This group, led by myself, includes Keith Longden, CFO, Richmond Tait, Financial Director, Robyn Nuthall, Strategy and Planning Director and Jacqui Lyttle, Risk Advisor,

Education – Accessible, Flexible, Future-focused

With the rapidly changing face of education across the country and globally, UC staff have put tremendous effort into the continued delivery of the University's programmes. Well before the Government announced the move to Alert Level 4, teams within the Deputy Vice-Chancellor (Academic) (DVCA) portfolio were surveying staff to understand what development and support

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they needed to be able to deliver online. Then, just prior to the Government's announcement, having responded to student needs and the changing situation, staff all across the University worked rapidly and UC delivered over 300 courses online in one day.

With the Level 4 announcement, the decision was made to stop lectures and bring Term Two forward by one week. This provided an opportunity for staff and students to prepare for the possibility of a longer term of online study. The colleges and DVCA teams worked closely and two streams of work were the focus. The first workstream was supporting the academics for the online delivery, including assessment changes, and the second aimed at supporting students. A survey of students identified their technology needs. Approximately 70 laptops were deployed and remote technology was enabled. Learning Evaluation and Academic Development (LEAD) developed a dynamic 'quick guide for online teaching and learning', with significant input from the College of Education, Health and Human Development and e-learning staff. This was shared with both staff and students.

One of the challenges in an online environment is maintaining student engagement. The Analytics for Course Engagement (ACE) system began tracking first-year students in February. The first e-text nudges – or "friendly reminders" – were sent at the beginning of Week 5, just prior to the Level 4 announcement, from which changes in behaviour were observed among some students who received them. The shift to fully online study has precipitated an opportunity to widen the use of ACE to track the engagement of *all* undergraduates – as well as to introduce a teacher facing dashboard to assist staff in monitoring overall student engagement within their course.

Another measure of student engagement that LEAD has developed is an e-learning pulse test. The results help to understand the learner experience and to be sure our teaching is meeting the needs of students who are learning 'remotely'.

Academic staff worked extremely quickly to make the transition to online teaching in the days leading up to lockdown. Staff with knowledge of online teaching methods held seminars for others without such knowledge. Staff have managed to tool up in producing new material, making videos and setting tests to be held online.

One of the innovative examples is Law Professor Stephen Todd. Although he has never taught online before, he recorded many of his Law of Torts lectures. He has also taken the opportunity to record his opera "Donoghue v Stevenson the Opera" for his students. The opera is based on a famous Torts case about a woman who finds the remains of a snail in a bottle of ginger beer. Professor Todd sings all parts.

Like their colleagues across UC, College of Arts academics responded creatively in the weeks leading up to the lockdown, shifting all classes online at short notice and developing their courses and assessments for online delivery. The College has its own eLearning support group, with around 50 participants offering mutual support and sharing best practice. The BA review group, along with the College Learning and Teaching Committee, is now focusing on developing the BA as a distance or blended degree. The College is also looking at other online delivery options, with ideas for around eight mass online open courses (MOOCs) currently under discussion.

All schools in the College of Science have coped well with the lockdown. Having anticipated this transition to working online from home, staff had already completed a great deal of work to make this move. As a consequence, Science is all ready for Term Two online. Staff have been very innovative in developing exciting virtual labs and field trips, such as a virtual field trip for geological mapping. Telehealth options are also being explored for courses with practicum and placements.

Within the College of Engineering, Computer Science systems and programming staff have created a virtual machine install of the department's standard laboratory setting, with all the software requirements for its courses. It allows students to install and run this on their own machines at home.

Staff in the College of Education, Health and Human Development have drawn on their expertise and long experience in on-line and distance delivered teaching and learning to further expand undergraduate and post graduate programme offerings. Staff in the Schools of Teacher Education and Health Sciences have been working with their respective professional bodies to restructure required practicum experiences, and ensure students continue to matriculate successfully toward degree completion.

In addition to the challenge of preparing for online teaching, colleges have been busy focusing on programme development and recruitment, refreshing offerings in response to the new environment. The following are just some examples.

- To attract Semester Two or earlier enrolments from companies that are currently having to reduce staff, UC Business School is currently piloting the introduction of a limited number of new Talent Development Grants. The grants will be offered on a 'business to business' basis to key business and community stakeholders, who may provide them to staff as part of a redundancy or suspension package. This initiative aligns with UC's 2020–2030 Strategic Goal to be an engaged University, supporting the economic wellbeing of Ōtautahi Christchurch and Waitaha Canterbury.
- Engineering departments will increase their investment in recruiting final-year undergraduates into either Masters degrees or PhD research degrees. They are also going to market its MADS and PGDipAds programme as a fully online offering to the international market for Semester Two 2020. Mechanical Engineering has plans to focus on and heavily promote its biomedical teaching and research. Engineering is also taking advantage of the edX platform with at least three proposals in the pipeline and is pushing ahead with plans for the Bachelor of Data Science.
- Science strategic plans have become even more relevant during this time and so continue to be a focus. The quicker than anticipated move to online learning was a key part of the College's academic strategy and so some aspects have been pushed ahead. A number of new academic developments are still moving ahead as planned. These include a health workforce development qualification for 2021; a four-year BEnvSci (Hons) degree, a new Data Science degree programme and MOOCs.
- Science have also developed some Business2Business qualification transition offerings with the College of Business and Law. It continues to progress a variety of plans focused on recovery, including the development of MOOCs, micro-credentials and summer schools. Science is also using this opportunity to develop online tools and qualifications for health workforce development.
- Schools in the College of Education, Health and Human Development are accelerating planned programme development aligned with the UC Strategic Goals. Staff continue collaborating with colleagues in Science to respond to health workforce needs, and begun development toward a new major in the Bachelor of Youth and Community Leadership in Youth Development in collaboration with national peak bodies. The College has also joined the Busienss2Business initiative, and identified a number of courses to develop as part of the edX initiative, and microcredentials.

The Library has made a major pivot, within a matter of days, from largely face-to-face delivery along with some online delivery to completely online resource delivery. A major focus has been supporting both academic and students in the transition to online teaching by ensuring that the appropriate information resources are available to support learning and providing key services and support online.

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The Library's Learning, Teaching & Research team have been helping to provide information resources for teaching, sourcing materials for assignments, referencing help, research support workshops and technical support for EndNote. The Library is also moving online with its contribution to undergraduate teaching. The Macmillan Brown Library team is using digitised resources on Kā Kohika and the Library website, and alternative online sources while access to physical collections is unavailable. Library staff continue to work on expanding access to online information resources and are having virtual meetings with publishers and discussions with Copyright Licensing New Zealand to gain access to online content needed for learning and teaching.

AskLive continues to be the key contact point for the Library. This has been running very successfully and is supported by a significant number of Library staff so its hours of availability have remained as normal, including evening and weekends. Students are still using this service to obtain support and the scope of their enquiries has broadened beyond library and information resource matters. Student wellbeing continues to be a priority for the Library throughout this period. In response to student feedback, it has changed its messaging to ensure it is clear that services are available despite the closure of the physical buildings.

Planning has begun on how the libraries will operate as the COVID-19 response de-escalates, based on a working assumption that access to physical library collections will be very limited for staff and students until the country reaches Alert Level 2.

On a medium time horizon, the Library has started work on how to operate with a "hybrid" teaching model, where a proportion of UC students are distance learning. This model will require a re-imagination of the Library as a "digital knowledge hub", consistent with UC's strategy of providing a flexible and personalised teaching environment for all prospective students.

Research – Impact on a Changing World

A number of UC researchers have been directly involved in research as part of the response to COVID-19. Their work includes COVID-19 infection modelling (James and Plank), face shield development (Clucas and Chase), multiplexing mechanical ventilators (Chase), design of PPE (Chase), respirator design (Gooch), and spatial data for rapid response mapping and modelling (Campbell, Kingham and Conrow). All of these projects have been recorded in the Government's national database of COVID-19 research. In addition, UC has provided contingent back-up support for chemical reagents, polymerase chain reaction (PCR) testing machines, and analytical expertise for Canterbury regional COVID-19 diagnostic testing.

The College of Science is undertaking research related to COVID-19 in association with the Callaghan Innovation within the Biomolecular Interaction Centre. This research is aiming to increase viral protein levels in mammalian cell lines as the basis for an antibody-based diagnostic assay.

In the College of Engineering, a simple design of PPE in Mechanical Engineering staff has featured in the media recently and there are plans to work with local manufacturers to produce them in larger numbers. The same department is seeing the development of a calibration unit for fever screening with thermographic cameras, together with simple, low-cost technology to double ventilator capacity to meet demand and save lives. Further work in Mechanical Engineering involves designing and manufacturing a shield to attach to hospital beds to reduce anaesthetists' risk of exposure to COVID-19 from coughing patients.

The School of Biological Sciences is providing a number of staff and students with expertise in microbiological research (along with analytical equipment and supplies of the relevant laboratory

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consumables) for COVID-19 research. Physical and Chemical Sciences is also on standby to support COVID-19 testing in the Canterbury region if required. This is part of a wider response from the New Zealand research sector to provide back-up and support for the current COVID-19 testing programme, and provide reagent supplies if necessary.

Associate Professor Malcolm Campbell, as the lead, and School of Earth and Environment colleagues are involved with Geospatial Research Institute staff in developing tools for the Ministry of Health for COVID-19 mapping and contact tracing.

The Health Research Council of New Zealand and the Ministry of Health have invested in a rapid research response fund to support a range of research projects that will address New Zealand's evidence needs in relation to the COVID-19 threat, while also contributing to global COVID-19 efforts. This fund includes two opportunities: New Zealand Rapid Response Research RFP ($1 million pool for projects of 3–6 months) and Emerging Infectious Diseases Grants ($2 million pool for projects of 12–24 months). UC submitted two proposals to each opportunity, worth a combined value of $1.3 million, but unfortunately none of the proposals was funded.

The Research & Innovation Office is working closely with academics to develop proposals for the Ministry of Business, Innovation and Employment's recently released COVID-19 Innovation Accelerator Fund to the value of $13.7 million. This Fund will provide rapid support to develop and more quickly deploy a range of new products, processes or services to directly mitigate the effects of COVID-19, but these innovations must be ready to use within a maximum of 18 months. At least four proposals targeting this fund are being actively developed.

We continue to engage and survey current UC research contract holders to gain a high level view of the impact of COVID-19 on the delivery of their research contracts. Initial results indicate 49% of contract holders have already been impacted by COVID-19, mostly in relation to international travel and international doctoral recruitment. Of those not already impacted, 51% anticipate they will be affected if the current situation continues beyond a month. Specific impacts and options for managing and potentially reconfiguring contracted research will be worked through with each principal investigator.

This work parallels sector-wide discussions among Deputy Vice-Chancellors (Research & Innovation) across New Zealand's universities, who have collectively written to all major New Zealand public-research funders around their respective approaches to project deliverables, time extensions and/or cost extensions. The universities are generally proposing cost extensions and some delay in 2020 funding rounds; to date, public funders have signalled an approach of allowing changes to project deliverables and potentially time extensions, but not cost extensions, though discussions are ongoing. Universities and funders are looking for pragmatic and global solutions to impacted projects rather than attempting an untenable process of undertaking contract variations for each project. Funding rounds in the immediate future that could be impacted include Centres of Research Excellence (CoRE) rebidding, and second rounds of Smart Ideas and Marsden.

Postgraduate Research

Postgraduate research has been impacted significantly by COVID-19. At the time of Alert Level 4, UC had 69 doctoral students confirmed overseas. Of these, 33 were either suspending their studies or extramural students (ie, conducting extended research overseas, but still presently unable to return to New Zealand), while 36 were undertaking travel and likewise unable to return to New Zealand. PGRO staff and supervisors are providing support and assistance where required. Similarly, some 120 new and incoming international doctoral students have been contacted, and effectively placed in a 'virtual arrival hall' while New Zealand borders are closed and Immigration New Zealand is not processing student visas. Again, PGRO and proposed supervisors continue to

engage with these students, including committing to funding any necessary isolation or quarantine costs once they arrive in New Zealand, to minimise the risk of losing the student enrolment.

A survey of current doctoral and thesis master's (>90 points) students shows this cohort feels their supervisors support them in identifying issues they face. About 22% of students stated their projects are currently impacted by COVID-19 (eg, through restricted data collection or lack of access to research lab), and a further 35% anticipated some impact in the future if the current restrictions were prolonged. UC's range of responses for this student cohort include:

1. providing an automatic one-month extension to the thesis submission deadline for doctoral students and master's students, as a way of both giving students additional time and relieving supervisors of some of the burden as they navigate the lockdown and switch to online teaching
2. giving an automatic one-month extension to milestone reports (eg, supervisor agreements, confirmation reports, progress reports)
3. developing a COVID-19 scholarships extension scheme of up to two months for students on UC-funded doctoral scholarships who demonstrate significant research disruption
4. re-establishing a postgraduate page on the UC Learn site as a means of communicating with students and answering frequently asked questions.

The Academic Skills Centre, Postgraduate Research Office (PGRO) and University of Canterbury Students' Association (UCSA) are working to continue a programme of doctoral career enhancement through the online delivery of "GradFest" in June, which offers high-quality professional development. Similarly, PhD seminar programmes are continuing online; notably UC's Child Well-Being Research Institute has opened its weekly PhD seminar series via Zoom to all doctoral students.

Accolades

On a very pleasing note, Dr Michele Bannister of the College of Science was awarded the 2020 Zeldovich Medal for Committee on Space Research (COSPAR) Scientific Commission B. The Zeldovich Medals are given to young scientists who have demonstrated excellence and achievement in their field of research. Conferred by COSPAR and the Russian Academy of Sciences, they honour the memory of the distinguished astrophysicist and academician Yakov B Zeldovich. This long-standing organisation (established in 1958) encourages and facilitates international cooperation in space research. New Zealand only just joined COSPAR in February, as our nascent space research community start to grow, so it is particularly special for this award to come this year.

We are also celebrating success of a number of staff and students. Senior Lecturer in Marketing, Dr Chris Chen has been selected to represent UC on the New Zealand Marketing Association's Southern Committee.

Congratulations to Tung Phan, UC Management research student, who successfully defended his PhD thesis "The Implementation of Climate Change Adaptation Policy in Coastal Vietnam" via Zoom. His supervisory team included UC Professor C Michael Hall as principal supervisor), together with co-supervisors Dr Jamie Gillen from National University of Singapore and Professor Jarkko Saarinen from University of Oulu, Finland. The external examiner, Associate Professor David Duval from the University of Winnipeg, Canada, attended the oral exam virtually and highly praised Tung's work. Tung has recently started a new position in Vietnam in the Ministry of Natural Resources and Environment.

Engagement

Prior to the lockdown the College of Education, Health and Human Development and the UC Community Engagement Hub hosted Janice Fialka and Rich Feldman, Detroit community activists and advocates for inclusion and community for all. Following a decline in its population, Detroit,

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Michigan, USA has become an incubator for innovative community engagement. Through a generous grant from the US Embassy, Janice and Rich spent three weeks engaging in meaningful and powerful conversations with a wide variety of audiences and venues. These included the Student Volunteer Army (SVA) "Big Give" event involving hundreds of UC students, a UC Connect lecture, radio shows, and symposia and workshops with non-profits, parents of children with intellectual disabilities, school principals and teachers, UC students and staff and US Embassy staff. In all, the visitors met with over 300 people.

A sense of kotahitanga prevailed as Work Integrated Learning representatives from across the University came together prior to lockdown, to share how we were all responding to COVID-19. Some coordinators discussed accreditation requirements as required by their professions (such as Social Work). Others, such as Professional and Community Engagement (PACE) internships, shared their partner and student communiques – which Sarah Lovell (Education) then used to produce a streamlined response for all colleges to use and adapt as appropriate.

The lockdown has meant that a number of events have had to be postponed, cancelled or recast for remote delivery. The April graduation ceremonies were cancelled and all qualifications were conferred in absentia. It is hoped that it will be possible to host alternative opportunities for graduate celebrations later this year. With a great deal of innovation, many events and initiatives that support the University's engagement objective are continuing.

The Children's University Canterbury Partnership (CUCP) continues to support children and families across Canterbury during the lockdown period. In total, 517 children have joined the programme from 22 schools and rūnanga. The CUCP team is working closely with our 84 Learning Destinations to help them connect to the community through online learning activities. The team is also working with university academics and students to support them in creating online resources. As part of our commitment to supporting all children, not just our members, online learning activities are also available on the website, where anyone in New Zealand and Australia can access them.

The College of Business and Law's Industry Engagement will transform its 2020 programme of industry, schools outreach and community engagement events into a series of online webinars featuring contributions from international experts, notable alumni and the College's world-class researchers.

 Over 60 events planned for 2020 are now being re-imagined as online webinars. These include the Vodafone Digital Innovation Speaker Series, the MBA Thought Leadership Series, the Institute of Directors Deep Dive events, UC Centre for Entrepreneurship (UCE) ThincLab Incubator workshops, research seminars, the UC MBA Graduate Association meet-ups, alumni events, webinars to support local businesses after the virus lockdown, and the 2020 Business Secondary Teachers conference. If these webinars are successful, the College will continue to run regular online webinars to supplement its face-to-face activities and to build stronger connections with our overseas alumni and partners.

 Before the lockdown, UCE, in partnership with ChristchurchNZ and the New Zealand Marketing Association, ran the Event Smackdown Challenge. Thirty students from across UC were tasked with creating an exciting event and marketing campaign in which they promoted innovative career opportunities in food, fibre and agritech to the University's science, technology, engineering and mathematics (STEM) students. Anticipating the lockdown, the students were encouraged to create an engaging virtual event. The winning team of the 'best non-contact' event proposed an online interactive careers concept. Their event – called STEM Virtual Hub – will use gamification strategies to motivate students to learn about careers in the food, fibre and agritech industry.

 The UCE Disrupt Challenge series is moving online with the first virtual UCE Disrupt Challenge, Virtually Together, running from Monday 20 April to Friday 1 May. It will challenge students to

come up with concepts focused on creating social connections in our increasingly isolated world. Over the two weeks, students from all Canterbury tertiary institutions will explore how to connect lonely and isolated people with communities to enhance their overall wellbeing. The winning teams will get a share of a $2,500 cash prize pool (sponsored by ChristchurchNZ) as well as UCE support to turn their ideas into reality.

The College of Science has developed UC Science Radio, a podcast series for heads of science in schools and careers advisors across New Zealand, which it launched on 15 April. The first academic interviewee is Dr Simon Kingham, Professor in Geography and Chief Science Advisor for the Ministry of Transport. Dr Kingham's research focuses on the impact of urban environments on our health and wellbeing. He is particularly interested in the relationship between our health and the way we travel to work or school – whether it is driving, biking, walking or taking public transport.

On 15 April the College of Science and College of Arts launched a competition between the colleges – "the art of science competition" – for New Zealand school-aged children. Its focus is on expressing what you love about science through any range of artistic mediums, including storytelling, art work, photography, video (eg, TikTok) and posters. The three categories for entrants are: Protons, Years 5–7; Neutrons, Years 8–10; and Electrons, Years 11–13.

The College of Science has also developed a webpage that links to a variety of "learn from home" science resources for the community, including school children (https://www.canterbury.ac.nz/science/outreach/learning-resources/learn-from-home/).

Internationalisation – Locally Engaged, Globally Networked

COVID-19 has had and will continue to have significant impact on UC's goals for internationalisation and it is clear that that we will need to think differently and more innovatively than ever to advance our goals.

Most immediately, UC has focused its efforts in recent weeks on supporting international students, including Study Abroad students and UC students on exchange. This has included significant work in liaising with international partners, arranging (and re-arranging) travel plans, providing support to students, their parents and whanau. Feedback shows how much students and their families have appreciated this work.

The UC International College (UCIC) and Christchurch College of English Language have reported significantly fewer students in 2020, which will impact UC's pipeline for 2021 and beyond. We are working closely with these institutions to nurture and retain existing students and to explore partnership initiatives to create efficiencies and accelerate recovery.

On 16 March, UC made the difficult decision to send home its 34 Visiting Fellows and their families in light of increasing border restrictions and the cancellation of international flights. It has also decided that no further fellowship visits will proceed during 2020, and the Erskine Programme Office is contacting all host schools and departments and Semester Two visitors to discuss cancelling or postponing visits. Schools and colleges are welcome to submit nominations for visits in 2021 but no travel will be booked until we know when New Zealand's borders will open. The Erskine Programme remains a key asset for UC and we look forward to welcoming future visitors to assist with UC's post-COVID recovery and the delivery of the UC Strategy.

Acceleration and expansion of online teaching: With Council approval of the UC partnership with edX, we are making progress in defining appropriate programmes for early delivery. UC has two key educational and brand building opportunities in mass online education: to showcase UC's expertise and special points of difference through the development and provision of MOOCs and groupings of MOOCs; and to offer full postgraduate qualifications through the mass online

platform (edX) as a core educational offering. An important director-level appointment has been confirmed and a market scan will be undertaken shortly to confirm initial priorities.

More immediately, UC Business School is marketing new online study programmes aimed at overseas students who were planning to come to UC in Semester Two to study for a UC Bachelor of Commerce (BCom) qualification. For first-year students, the programme comprises 100-level core courses that are the best set-up for online learning and that keep open as many majoring pathways as possible. Students will also receive additional wraparound support services, including a dedicated academic tutor and a wider social support package coordinated by the College's internationalisation team.

Adding selected 200-level courses to this package will also enable the School to continue to deliver courses to new 200-level students transferring into the BCom from partner institutions such as KYS Business School, Kolej Poly-Tech Mara and South China Normal University, as well as UCIC students. Students from these cohorts made up 80% (55 out of 68) of new to UC full-fee BCom students in July 2019.

UC Business School has also introduced new South East Asia Awards to help the International Relations Office (IRO) and UC agents to recruit both undergraduate and graduate students from South East Asian countries from Semester Two 2020 into online programmes. A maximum of 30 awards per intake will be available initially on a 'first come, first served' basis. The awards will be available to students from Indonesia, the Philippines, Singapore, Thailand, Vietnam, Brunei Darussalam, Cambodia, Laos, Myanmar and Timor-Leste. Together, these countries currently comprise about 4% of the College of Business and Law's full-fee EFTS, but have strong growth potential according to Education New Zealand, IRO and UCIC. The 2020 award values are $3,000 per year for a maximum of two years for undergraduate students and $2,000–$4,000 for postgraduate qualifications, depending on the points value or level of the qualification. Key agents have been notified of the awards and we are in the process of reaching out to eligible students with offers for July and August 2020.

One of the key opportunities already identified is for UC to offer trans-national education. The College of Arts, for example, is looking ahead at the development of 2+2 degree formats with Chinese universities after COVID-19 restrictions are lifted. These will potentially see students complete two years of study in their home country and two years at UC, after which they will obtain degrees from both institutions.

As part of its plans to broaden awareness of its degree programmes, the College of Arts is also working with the International Relations Office to offer a series of "Meet the Expert" webinars focused on its vocational taught master's programmes, including the Master of Strategic Communication, Master of International Relations and Diplomacy, Master of Policy and Governance, Master of Linguistics, and Master of Applied Translation and Interpretation. These webinars will target recruitment teams across Asia.

Business Recovery and Continuity

As indicated above, we are developing a comprehensive business continuity and recovery plan and we have secured external support and peer review from Resilient Organisations Ltd. Clearly COVID-19 will have a major and long-lasting effect on this University and on the sector both nationally and internationally. We are preparing to position UC so that we can leverage the new opportunities, while managing closely some of the immediate adverse impacts. The current status regarding enrolments and finance is reflected below.

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Student Recruitment and Retention

Forecast **EFTS Numbers** for 2020 are:

(EFTS)	2019 Full Year	2020 Budget Full Year	2020 Forecast Full Year	Variance Forecast to Budget
Domestic	13,022	13,735	12,804	(931)
Full Fee	1,869	2,015	1,486	(529)
Total	**14,891**	**15,750**	**14,290**	**(1,460)**

Forecast EFTS down against Budget by (1,460) EFTS, (9.3%).

The University forecast is for a deficit against budget in tuition + SAC funding by ($23.626) million, (8.5%), due to the shortfall in meeting the EFTS Budget for both domestic and full fee students.

The 2020 University forecast compared to last year's 2019 Full Year shows a drop in tuition + SAC funding by ($1.040) million, 0.4% unfavourable and EFTS by 601, 4.0% unfavourable.

Domestic EFTS

The University forecasts a tuition + SAC funding deficit against Budget ($8.160) million, (3.6%) and Domestic EFTS shortfall to Budget of (931) EFTS, (6.8%)

All colleges except the College of Education, Health and Human Development showed significant unfavourable variances. While there would have been the normal withdrawals in the early part of the year, the Covid-19 Exodus has been dramatic.

A number of recruitment initiatives have been launched to address this shortfall. Included in the suite are: a Semester 2 campaign, including a special engagement with Canterbury employers entitled "FutureU", involving the Colleges of Business and Law, Engineering and Science, with an aligned broader campaign to potential students, both in association with ChristchurchNZ; an initiative to encourage current UC students to pursue higher study rather than enter an uncertain tight job market; and a reinvigorated PhD recruitment initiative.

Full Fee EFTS

The University forecasts a tuition deficit against Budget ($15.466) million, (28.3%) and Full Fee EFTS shortfall to Budget of (529) EFTS, (26.2%). As with Domestic students, all colleges except the College of Education, Health and Human Development showed significant unfavourable variances. The worst affected were the College of Business and Law under budget by (209) EFTS or (29.1%); the College of Engineering under budget by (211) EFTS or (32.4%); and the College of Arts under budget by (96) EFTS or (41.0%).

Current initiatives in the full fee market include: accelerated development of online and EdX initiatives; discussions on enhanced collaboration with UCIC, to maintain that pipeline; scoping of a trans-national Education initiative to enable students to begin their studies offshore, transferring to UC after an initial one or two year period of study. Other options are also being considered as we work to both recover and diversify in parallel.

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Forecast **EFTS related $Revenue** for 2020 are:

	2020 Budget	**2020 Forecast**	**Variance**
Government SAC Funding	140,751	137,888	(2,863)
Domestic Fees	83,821	78,525	(5,296)
Full Fees	54,589	39,122	(15,467)
TOTAL			**(23,626)**

The financial impact of this drop in revenue is shown in the financial summary below.

Finances

March 2020	Actual Year to Date $000	Budget Year to Date $000	Budget Variance Year to Date $000 Fav/(Unfav)	Budget Full Year $000	Forecast Full Year $000	Full Year Forecast to Budget Variance $000 Fav/(Unfav)
Net Surplus/(Deficit)	(2,600)	(6,580)	3,980	3,818	(22,606)	(26,424)
Capital Expenditure	30,928	28,915	(2,013)	111,988	100,090	11,898
Cash/ Short Term Investments	267,663	269,238	(1,575)	153,628	157,580	3,952

We had been budgeting for an operating **deficit** as at the end of March 2020 of $6.580 million, but have returned an operating **deficit** of $2.600 million.

This is a favourable year to date variance to budget of $3.980 million. This favourable variance relates to expenses being slowed down due to COVID-19 impacts with the lag in revenue yet to impact and mainly relates to $4.095 million less operating expenses (largest savings are in consultancy expenses, contract research, travel and conference expenses, and outsourcing/ contracts). Some of these favourable variances have been reflected in the year end forecast.

Other favourable variances relate to $4.377 million more SAC and domestic student fees ($0.730 million relates to the 2019 wash-up) and $1.746 million less personnel expenses.

This favourable variance has been partially offset with unfavourable variances coming from ($3.620) million less research external income and ($1.325) million less sundry income.

We are forecasting for a deficit of $22.606M well below the budgeted surplus of $3.818M for the full year.

Expected reductions in revenue in relation to the COVID-19 impacts on international tuition fees, domestic tuition fees and SAC, PBRF, research income and forecast increases in expenses in relation to depreciation expenditure are only slightly offset by improved interest revenue and forecast reductions in expenses in relation to personnel and operating expenses. The full impact of the lost revenue and the related necessary reductions in expenditure will be better reflected in next month's forecast.

Capital expenditure is $2.013 million above budget. Most projects are under budget but expenditure related to the UC futures projects is ($8.361) million over the year to date budget of $0.511 million, largely as a result of the $9.184 million Rehua settlement paid in March that was not considered in the 2020 budget as it was expected in 2019. The remaining capital spend (excluding UC Futures) is favourable by $6.348 million, against a year to date budget of $28.404 million. The capital expenditure program is now being reviewed in the light of the significant drop in revenue forecast due to COVID-19 with the aim of reducing the programme to a minimal level without impacting on our strategic goals.

The March 2020 cash position of $267.663 million is lower than budget by $1.575 million. Although we have a higher than expected opening cash balance, this has been offset by less cash from operating activities (largely due to less income due to the significant drop in EFTS) and higher capital spend (due to the $9.184 million Rehua settlement as referred to above).

Vice-Chancellor's Activities

Past Events	
25 March 2020	• Telephone interview with The Press education reporter, Lee Kenny • Attended teleconference with TEC
26 March 2020	• Attended teleconference meeting with Universities New Zealand
2 April 2020	• Attended Universities New Zealand Zoom meeting
9 April 2020	• Attended Universities New Zealand zoom meeting
15 April 2020	• Met with Deputy Chief Executive of TEC, Gillian Dudgeon, via Zoom • Chaired for Academic Board Zoom meeting
16 April 2020	• Attended UC Executive Committee Zoom meeting
17 April 2020	• Attended Zoom meeting for Universities New Zealand
22 April 2020	• Met with Chief Executive of Universities New Zealand, Chris Whelan, via Zoom
23 April 2020	• Spoke at UC College of Science Executive Team meeting via Zoom • Spoke at UC College of Engineering Executive Team meeting via Zoom
24 April 2020	• Spoke on panel for the US National Academies of Sciences Engineering, and Medicine via Zoom • Attended Universities New Zealand Zoom meeting
29 April 2020	• Attended UC History Department seminar via Zoom

Upcoming Events	
4 May 2020	• Attending Executive Workshop for UCSA via Zoom
6 May 2020	• Meeting with Chief Executive of Ara, Tony Gray via Zoom
15 May 2020	• Chairing Academic Board via Zoom
20 May 2020	• Attending UC Student Forum via Zoom • Formal dinner at UC College House scheduled
26 May 2020	• UC College of Business and Law Executive Team meeting scheduled
27 May 2020	• Lunch with the Partners of Duncan Cotterill scheduled

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Memorandum/Pukapuka

UC
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CHRISTCHURCH NEW ZEALAND
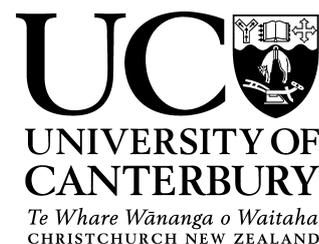
To:	Ki:	University Council
From:	Nā:	Professor Cheryl de la Rey, Vice-Chancellor
Date:	Rā:	20 April 2020
Subject:	Kaupapa:	**Academic Board report**

Recommendations:
- *that the Council notes the report of the Academic Board;*
- *that the Council approves the following curricula developments and forward the proposals to CUAP and TEC for their noting or approval:*
    College of Arts
    a. **The introduction of a 180 point MA** *(for approval)*
    b. **The renaming of the current MA as 'Master of Arts (Thesis)'** *(for approval)*
    c. **The amendment of Schedule S of the Bachelor of Arts with Honours** *(for approval)*
    d. **The amendment of Regulations 3, 5 and 10 of the Postgraduate Certificate in Arts and introduce Applied Translation and Interpreting and Social Work as new subjects for the Postgraduate Certificate** *(for approval)*
    e. **The amendment of Regulations 3, 5 and 10 of the Postgraduate Diploma in Arts and introduce Applied Translation and Interpreting and Social Work as new subjects for the Postgraduate Diploma** *(for approval)*
    f. **The discontinuation of Art Theory, Digital Humanities, Translation and Interpreting and Social Work as subjects in the BA (Hons)** *(for noting)*
    g. **The discontinuation of Pacific Studies as a subject in the BA (Hons)** *(for noting)*
    h. **The introduction of two conjoint degrees- the Conjoint Bachelor of Arts and Science and the Conjoint Bachelor of Arts and Commerce** *(for approval)*
    College of Business and Law
    i. **The introduction of a Master of Business degree** *(for approval)*
    College of Education, Health and Human Development
    j. **The introduction of:**
    1) Postgraduate Diploma in Teaching and Learning (endorsed in Primary or Secondary Education)
    2) Master of Teaching and Learning (endorsed in Primary or Secondary Education)
    3) Postgraduate Diploma in Education and Learning *(for approval)*
    k. **The introduction of a Graduate Diploma in Teaching and Learning (with endorsements in Primary or Secondary Education)** *(for approval)*
    l. **The introduction of a Graduate Diploma in Māori Language and Pedagogies and a Certificate in Māori Language and Pedagogies** *(for approval)*
    m. **The discontinuation of the Bachelor of Education (Physical Education)** *(for noting)*

College of Engineering

n. **The introduction of endorsements to the Master of Civil Engineering in Smart Infrastructure, Structural Engineering, Structural Fire Engineering, Geotechnical Engineering, Digital Design, and Water Engineering** *(for approval)*

o. **The introduction of a Minor in Structural Engineering and a Minor in Water and Environmental Systems Engineering in the BE(Hons) in Civil Engineering** *(for approval)*

p. **The introduction of a Minor in Environmental Process Engineering to the BE(Hons) Chemical & Process Engineering degree** *(for approval)*

q. **The amendment to the name of the existing "Chemical, Natural & Healthcare Product Formulation" major in the Bachelor of Product Design, BProdDesign/BSc and BProdDesign/BCom degrees to "Chemical Formulation Design"** *(for approval)*

purpose:
To advise Council on the Academic Board proceedings at its April meeting.

Executive Summary:
The Board considered various items including the University's response to COVID-19, how the business of the Board will be conducted whilst the University is in lockdown and proposals for CUAP.

Key Points/Strategic fit:
The discussions encompassed the strategy's aims of being an Accessible, Flexible Future-Focussed education provider, nurturing staff, thriving students with organisational efficacy.

Financial implications:
None.

Attachments:
- **Academic Board report**

Full papers commences overleaf.

Paper Progress:

To:	Date:	Decision:
PFRC/RAC	N/A	
SMT	N/A	
FPRC/ARC	N/A	
COUNCIL	April 2020	Pending

TE POARI AKORANGA | ACADEMIC BOARD

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CHRISTCHURCH NEW ZEALAND

RECOMMENDATIONS TO THE COUNCIL
FROM A MEETING OF THE ACADEMIC BOARD
HELD ON WEDNESDAY 15 APRIL 2020

CHAIR'S BUSINESS
The Vice-Chancellor noted the excellent attendance at the meeting and thanked members for trusting her to Chair meetings henceforth. She noted that as per the earlier discussions, she had received two nominations for the post of Deputy Chair being Professor Turnbull and Associate Professor Horton. She intended to hold the decision to select one Deputy in abeyance until it was possible to consult the Board on a face-to-face basis, and thanked both nominees for their willingness to be nominated. She indicated that subject to the agreement of the Board, she would like to work with both nominees. She also thanked Professor Wright for his period as Chair of the Board and for his leadership through many discussions. Professor Wright commented that it had been an honour to chair the Board and that he was pleased to witness the robust discussions and progress made at the Board in recent years.

MATTERS ARISING
The Vice-Chancellor confirmed that Professor Moran had now taken up the position of Deputy Vice-Chancellor with a learning and teaching portfolio. She noted that at the previous meeting a member commented on the importance of having a good working relationship between this position and the DVC Research and observed that the two incumbents had been working well together and she had arranged meetings with them both together regularly.

The Vice-Chancellor said she intended to supply written reports to the Board for its regular meetings, but that in the current situation she would report orally and would ask one of the Deputy Chair nominees to chair that part of the meeting; Professor Turnbull assumed the Chair.

REPORT FROM THE VICE-CHANCELLOR
The Vice-Chancellor noted:
- that with the national state of emergency, the University is subject to special legislation which allows the Secretary of Education to give direction to all universities and education institutions, overriding UC's usual institutional autonomy;
- that she was pleased to have been proved wrong with the concerns she expressed at the previous meeting about the stability of IT systems in moving teaching fully online, based on reports received on the IT landscape and architecture,
- that the week preceding lockdown had been turbulent with the situation changing quickly. On Thursday 19 March the government had limited gatherings to no more than 100 people. On Saturday 21 March the Prime Minister introduced the four alert levels and the previous day the UCSA Executive received strong feedback from students via Facebook that they wanted study to move online. Hence on Monday 23 March all teaching was online, When the lockdown was announced, the decision was taken to close the term a few days earlier than scheduled, to allow staff to prepare for full online teaching and to

re-open for term two a few days earlier than scheduled. After a weekend of hard work co-ordinated by Professor Moran's team, 300 courses were delivered on line on Monday 23 March, with only one course reporting technical difficulties. She thanked everyone for their extraordinary efforts. By that afternoon, the government announced their decision to move to level 4.

- New Zealand Vice-Chancellors have been meeting weekly as UNZ and these meetings have been attended by the Chief Executive of TEC, a senior official from the Ministry of Education and the Chief Science Advisor with a focus on how universities will work into the future. Universities have been asked what moving to level 3 might mean to them and a sector response was submitted.

- For UC, 44% of the student body comes from outside Canterbury, and as level 3 is expected to continue to include travel restrictions, this will have a large impact on mode of delivery. It seems probable that all of term 2 until the end of May will be taught online, so UC has been considering what assessment might look like. At level 3 there may be increased accessibility to campus, whereas at level 4 UC has been given strict parameters on access which are subject to audit at any time. One university has already been audited. When campus is re-opened, there will need to be adequate systems in place to track and trace and adhere to physical distancing expectations. It is expected that travel restrictions will only be lifted at alert level 2.

The Vice-Chancellor invited Professor Moran to speak. Professor Moran acknowledged everyone's contributions and efforts in the last few weeks, noting that it had been challenging to work with such a rapidly changing situation. She said that sending out a survey to students had provided a wealth of valuable information about what resources they had access to both in terms of devices and connectivity. Some departments and IT had also been contacting students to find out about specialist software needs. Various work streams were set up as a result including assessment and student learning which had been able to address these issues. Students had also requested certainty in decisions including assessment and examination scheduling. Professor Moran had recently looked at the exam list and been impressed at the creativity that staff had shown in finding ways to assess their students. Another area under discussion was access to labs and studios – staff had again been creative in finding solutions, including for example the use of virtual microscopes, but it was clear that some courses have requirements for hands on equipment which will need to be addressed. Staff had also requested access to campus to be able to demonstrate equipment for teaching purposes and this was being considered by the Incident Management Team.

Professor Moran said that she and Associate Professor Mackey had attended a livestream event with students earlier in the day which had been well received. Students had commented that what they most valued was feedback from staff, clear information and personal interaction. She had been able to update them that the timetabling team had worked over Easter to get updated information ready for them which had included the need to load 3,000 activities manually for the week of April 20th due to IT issues. The timetable was expected to be released in the next day.

Questions and comments from the floor included:
- Course coordinators have been creative in their approaches to learning and assessment. This would be a good opportunity to measure how this compares in effectiveness to pre-online teaching. Professor Moran agreed this was a good idea which she would feed back to her team.
- Post-earthquakes when the campus re-opened, students were worried about being in large groups, this would likely be the case again, could online teaching be used? The Vice-Chancellor said that she would encourage staff to think into the future, and that she doubted that teaching would be the same after the pandemic was over. She favoured a

hybrid online and face-to-face approach to teaching until everyone could be confident that COVID-19 was dealt with.

- Could this be an opportunity to move away from largely 9-5 teaching? Staff in Educational Studies were looking at any time starts, with students free to decide when to attend. It was intended that this would be a formal pilot with information collected to show the impact on staff and students. Professor Moran agreed that asynchronous teaching would be essential for overseas students in particular, but that online teaching was also beneficial for students who might be managing childcare or were working with shared wifi.

- Might it be possible for some postgraduate students and staff to work on campus at level 3, perhaps on a roster system? The Vice-Chancellor responded that the Incident Management team were looking at these options for level 3 and had been discussing the use of phone location services as well as systems where people could sign in and out to assist in tracking and tracing, all of which would need to be agreed by those re-entering campus. The government were also considering apps for location tracking. She acknowledged that access to campus would allow better wifi connections for some students.

- Could card access to the library be used as a means of tracking and tracing movement at level 3? Professor Wright replied that all 8 New Zealand universities had been discussing library access and the collective view was that they could not safely re-open at level 3. There may be special cases where access to a particular resource would be possible. Card access to Puaka James Hight had been implemented just prior to lockdown but it was only a partial answer as it was not possible to tell how people interacted in the library or after they had left. He said that the library had put a lot of effort into getting textbook resources online and in digitising resources, and that publishers had been helpful in offering free or discounted access. The Vice-Chancellor added that at level 3 it might be possible to order and purchase books online. Ms Scott confirmed that library staff had been working with publishers and that three textbooks in Law in particular had been digitised. She hoped that at level 3, a small number of staff may be able to digitise essential resources. Staff with any issues should contact the appropriate subject librarian.

- A member suggested that UC's approach was too pessimistic. The Vice-Chancellor replied that she would like to be optimistic, but that the situation continued to evolve rapidly and she felt it was important that students had certainty. It was possible that travel restrictions would be lifted in mid-May for domestic travel, in which case UC would need to be responsive quickly, but term 2 should be expected to be online only.

- If students are away from campus for the whole of semester 1, what can be done to help them experience more sharing and interaction as would normally have been the case? Professor Moran said that the UCSA have been offering club experiences, and that some staff have been building this in to their teaching for example arranging peer mentoring in engineering. Ms McClelland added that UC was also trying to provide a total experience for students, and that 10,000 participants had accessed the online Rec centre sessions. Online talks were also proving popular including Spanky Moore on contemplation and Julia Rucklidge on nutrition and wellbeing. Suggestions for further topics and speakers were welcomed.

- A member suggested that managing time in online teaching was important and that simple is best and short is better.

Professor Wright was asked to report from his portfolio. He commended the Library and Dean of Postgraduate Research and for their respective teams for doing a fantastic job at short notice. There were 69 PhD students overseas at the time of lockdown, around half of whom have suspended research with the other half continuing study but unable to return to New Zealand at present. Some 120 PhD international students have accepted offers to study at UC but

Immigration New Zealand have stopped processing student visas, so recruitment from overseas is unlikely to take place for the next six months, though the situation is evolving. UC would need to think about how to transition existing undergraduates to postgraduate study as the domestic market for recruiting research students is likely to be highly competitive, and will require thought on how best to recruit into the future. A survey of the 1,100 doctoral students received 400 responses, with 90% happy with UC's response. 20% said that their project had been effected by the lockdown with a further 30% reporting that their research was likely to be effected if level 4 was prolonged. The postgraduate page on Learn has been reinvigorated with an extended Q & A section. There has been an increase in students declaring financial hardship with nearly 40 applications for loans received to date, 75% of the students have been at postgraduate or doctoral level. It was likely that a new scheme would be developed by UC to support them.

UC has been involved with sector-wide engagement with MBIE, the Health Research Council, Callaghan Institute and Marsden Fund, (Royal Society Te Apārangi) amongst the more significant funders. If the lockdown has caused some small impact on current research grant projects then UC has the authority to manage small changes immediately, but if there is likely to be a significant impact, the research sponsor will need to be informed. Most public funders have indicated they are willing to discuss changes to the timelines and the deliverables but are not willing, thus far, to extend budget costs. CoRE rebidding will be delayed, with an ongoing discussion with the TEC but a six month delay seems possible. The second round for SmartIdeas is proposed to remain at the same time. Two new research funding opportunities have also arisen due to COVID-19: the Health Research Council requested some initial proposals but unfortunately UC was unsuccessful in its bids, but MBIE is also seeking innovative technologies to respond to track and trace needs, respirators etc and the bidding is still open.

Professor Wright invited Professor McAuliffe to add further comments about the work of her team. She said that in addition to the Learn site, the Postgraduate Office had been in regular email contact with current and prospective students and staff. All students had been given an automatic one month extension; Marsden had also given an automatic one month extension. UC scholarships were extending up to two months. GradFest was still scheduled to go ahead in June online with help from the Academic Skills Centre and the UCSA. She extended her thanks to the Child Wellbeing Research Institute which was allowing UC students to attend their online seminars. She announced that Associate Professor Kelly-Campbell has been appointed as Associate Dean of Postgraduate Research at 0.2, to complement her appointment as 0.8.

Again questions and comments were invited from the floor:
-   Would it be possible to get postgraduate and exceptional undergraduate students into labs at alert level 3? Professor Wright said that this was being worked on across all the universities, but that there would be an emphasis on research labs. Facilities management staff were considering putting tape on floors to assist with social distancing, however there are constraints such as the need for a minimum of two people to be in Chemistry labs at the same time. As most PhD students are based in Science and Engineering, these labs will be prioritised.
-   Has UC considered a change in fees for PhD students overseas learning online? Professor Wright said that discussions are ongoing with TEC and Immigration New Zealand about current rules on enrolment, but he acknowledged in the medium term UC should consider distance doctoral programmes.

REPORT FROM THE UCSA
Ms Mills said that the UCSA were carrying on with business and had been able to use the government's wage subsidy to help retain their staff. Staff in advocacy and welfare were very busy. The Executive team were trying to make resources available to connect with students, with

the Events team running a weekly Foundry quiz, Mono live gigs and competitions. Clubs were receiving grants and had been producing podcasts. UCSA were using livestreams to keep regular short communications to students and she thanked Professor Moran and Associate Professor Mackey for the session they had participated in earlier in the day. In general students were appreciating the level of communication and support received from UC. She said that the Exec were continuing to engage in the national context also, joining with the NZUSA in preparing an action plan, lobbying the government for a student support package. The recent announcement of an additional $1,000 study link allowance had not been suggested as it would simply add to student loan repayments and was seen as a disappointing approach. They had hoped for support in areas such as winter energy payments, hardship grants and rental support.

Ms Mills said that UCSA were well represented on UC's work streams. She asked that staff continue to engage with class reps. A member suggested that UCSA might take a role in encouraging active learning online and seeking answers on Learn before emailing course coordinators. Ms Mills agreed, and added that they were hoping to mobilise clubs in that space, and to organise tutorials and group study. Another member asked what students felt about a possible move to pass/fail grades. Ms Mills said that many students had indicated that they wanted the usual grading procedures to apply so that they could aim at an overall GPA, but some international students in particular were interested in the pass/fail option. Students were encouraged to use the special consideration process if they felt they were being particularly disadvantaged due to COVID-19.

The Vice-Chancellor advised that TEC had confirmed that funding remained in place for universities in 2020, but that with limited international recruitment, 2021 was more uncertain. The UC Incident Management team and Business Continuity Committee were looking at longer term recovery. Universities are not eligible for wage subsidies under the government's current scheme.

CONDUCT OF THE BOARD
The Vice-Chancellor reminded members that in the preceding weeks a motion had been put by email proposing that in the exceptional circumstances due to the COVID-19 pandemic, normal programme review and CUAP approval business be delegated to the Chair of Academic Board who would seek consultative input from the Academic Deans and Deputy Vice-Chancellor's (Academic) and (Research), and that any member of Academic Board could give feedback to them, if they wished, but that these papers would be placed on Section B of the meeting. The vote was passed by a clear majority. After the vote had closed, a further motion was received from Professor Wiltshire which was included in the agenda papers. The Vice-Chancellor commented that in her opinion the format of meeting by Zoom had worked well, and she was happy to resume regular agendas and meetings via Zoom until it was again possible to meet face-to-face.

Moved
That from now on, the usual full business will be conducted at the pre-arranged dates and times, via zoom, until it is possible for face-to-face meetings to resume.

Carried

Professor Wiltshire agreed to withdraw his motion.

CUAP PROPOSALS FROM THE ACADEMIC ADMINISTRATION COMMITTEE
The following papers were highlighted for discussion from the AAC report:

CUAP proposals from the College of Arts
Members queried whether the usual full consultation process had taken place in the College. Professor Moran and Associate Professor Watson confirmed that there had been extensive

consultation on the proposals which had been considered at one College meeting and were due to be formally voted on at a second meeting to be held in the following week.

Moved
That the proposals from the College of Arts be approved and forwarded to CUAP subject to the agreement of the College meeting in the following week.

<div align="right">**Carried**</div>

Introduction of an endorsement in Geotechnical Engineering to the Master of Civil Engineering
A member suggested that feedback from the School of Earth and Environment on this proposal had suggested that the title of the endorsement should be changed to Geotechnical Earthquake Engineering to better reflect its content. Professor Davidson agreed to go back to his colleagues with this proposal.

Moved
That, subject to clarification on the title of this endorsement, that the proposals from the College of Engineering be approved.
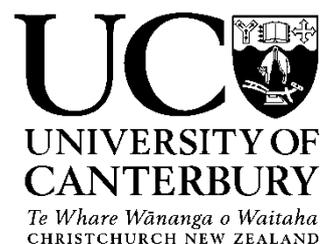
<div align="right">**Carried**</div>

Professor Fee noted that a number of proposals to rename majors in Product Design had not been included in the agenda papers for consideration for Round 1 CUAP. He had prepared the information in time for Round 1 and felt that including them in Round 2 was too late for advertising and recruitment for 2021. Professor Moran said that these had not been discussed at the AAC so further discussion would need to take place off line.

Note for Council Members: all proposals were subsequently approved, with some minor amendments, as contained in the following papers.

<table>
<tr><td>**TEMPLATE 1**
NEW QUALIFICATION 2020</td></tr>
</table>

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DETAILS	

Title of qualification(s)	**Master of Arts (MA – 180 points)**
Year of introduction	2021

Purpose of the proposal

To introduce a 180-point MA (course work and dissertation), while maintaining the current MA which will be renamed 'Master of Arts (Thesis)' (separate proposal).

EXECUTIVE SUMMARY

The 180-point Master of Arts in this proposal is a three-semester degree that allows students to commence study in either February or July. In their first two semesters of study, students will enrol in a compulsory research methods course (ARTS 401) and a further 90 points of coursework – which, where appropriate, may include electives from other subjects or an internship course (PACE 495). In their third semester of study, students will undertake a 60-point dissertation in their chosen subject. With the permission of the Dean, students will be able to complete their degree within a calendar year by doing their dissertation over the summer.

The proposal looks to the first two principles of the Education section of the University's *Strategic Vision* for the coming decade. The intent is to develop flexible pathways for graduates into postgraduate study. A first semester research methods course, ARTS 401, is mandatory for all subjects to ensure that students have the opportunity to develop the skills needed for coursework at advanced levels and for the dissertation. The suite of proposals also responds directly to the *College of Arts Strategic Plan 2018-2021* in that it restructures the College of Arts postgraduate programme to allow for the delivery of attractive and economically viable postgraduate opportunities, clarifies the relationship between postgraduate programmes, introduces a common research methods course and provides clear pathways for graduates moving into postgraduate study. These pathways also offer a high degree of flexibility and students, provided they meet the admission requirements, can move between programmes as their needs or ambitions dictate.

Over the last decade, College of Arts postgraduate enrolments have declined. In recent years, the majority of postgraduate students have favoured the named 180-point Master's degrees (e.g. the Master of Policy and Governance, the Master of Strategic Communication) over the more generic BA (Honours) degree. Of BA (Hons) graduates, only a decreasing minority have gone on to undertake the 120-point thesis of the traditional Master of Arts.

PG enrolments by qualification (Headcount)

Qualification	2020 (28 February)	2019	2018	2015	2010
BA Hons	57	72	71	125	199
MA	43	62	62	104	144
180pt Masters*	212	210	166	0	0
TOTAL	**312**	**344**	**308**	**228**	**343**

* MEURO, MIRAD, MLING, MMIL, MPAG, MSTRATCOM, MWRIT. (Note: MILP not included)

The introduction of a 180-point MA is intended to offer students an alternative path to BA (Honours). The potential market for this degree is the same as that for our existing Honours programme but may also attract students who are seeking a generic Masters-level qualification rather than a named Master's degree. Graduates with this Master of Arts will have the option to apply for admission to the PhD. It is expected that between half and two thirds of the students who currently enrol for Honours, will chose the 180-point MA. Since students can commence study for the MA in either February or July, it will offer ease of access for international graduates from northern hemisphere universities.

There are no resource implications since all but one of the taught courses offered for this degree are currently in the Schedule for the Bachelor of Arts with Honours. The sole exception is ARTS 401 *Arts Research and Scholarship: Introduction to Theories and Methods*, which is being taught for the first time in 2020. ARTS 401, a required course for all subjects in this MA, is taught by staff from across the College of Arts, thus making effective use of staff resources.

This proposal for a 180-point MA is part of a suite of proposals which includes, an overhaul of the BA(Honours) Schedule and a 'housekeeping' exercise on the 120-point Master of Arts (Thesis) to complete the changes made in 2019 when Part 1 (120 points of coursework) was removed from the MA Schedule and admission restricted to graduates with a BA(Honours) degree or equivalent.

Programme Overview

Admission: It is expected that the majority of students for this qualification will enter directly from the Bachelor of Arts. It is also possible for students who have enrolled in the following qualifications and passed some courses, but not yet graduated, to transfer into the 180-point MA from:

- The Postgraduate Certificate in Arts,
- The Postgraduate Certificate in Digital Humanities,
- The Postgraduate Certificate in Te Reo Māori,
- The Postgraduate Diploma in Arts,

- The Postgraduate Certificate in Science,
- The Postgraduate Diploma in Science,
- The Bachelor of Arts with Honours.

In each case students will be required to have a Grade Point Average of 5.00 or above in the courses they have passed to meet the requirements for admission to the degree in their subject. Students who have graduated with any of these qualifications will be able to apply to have their qualifications subsumed into the MA. Conversely, these qualifications also provide exit pathways for students who, for whatever reason, decide not to continue with their enrolment in the MA. (This suite of proposals includes amendments to the 'pathways' regulations for these qualifications.)

Process through the degree: The 180-point Master of Arts will normally be taught over three semesters with students commencing study in either February or July. In their first semester, **February-start students** will enrol in ARTS 401 and one other subject course. In some cases, this will be a core course for the subject (e.g. CLAS 460 *Approaches to Classical Studies*, ANTH 402 *Issues and Debates in Contemporary Anthropology*). In their second semester, students will enrol in two other subject courses. In either semester, a student may, with the approval of the relevant Heads of Department, select one 30-point course from outside those listed for their subject in the Schedule:

- PACE 495 *Professional or Community Engagement Internship*, or
- A course from another subject in the Schedule for this MA, or
- an appropriate course at NQF Level 8 from another degree schedule.

Where there are suitable placements available students will be encouraged to enrol in PACE 495. A student who fails 30 points will be allowed to either repeat the course or courses or to choose another course or courses. A student who fails more than 30 points will be withdrawn from the degree.

July-start students, will enrol in two subject courses in their first semester of study, and ARTS 401 and another subject course (or elective) in their second semester of study. In their third semester of study (the second semester of the academic year), they will undertake a 60-point dissertation, due at the end of the academic year.

It is intended that students will normally enrol for the dissertation during one or other semester of the academic year – the first semester of the year following first enrolment in the degree for February-start students and the second semester of the year following first enrolment in the degree for July-start students. However, students will be able to enrol for the dissertation over the summer, providing they have the approval of the Dean of Arts. This means that international students who enrol in February will, in many cases, be able to complete their degree within a calendar year.

Full-time students must complete the programme within 18 months of the date of first enrolment. **Part-time students** must complete the programme within 36 months of first enrolment. In either case, they can only enrol in the dissertation as a full-time student.

Note: The College of Arts will produce a handbook for students to assist them in making good decisions about their choice of courses, and options for exits and upgrades.

Prescriptions for courses

There are twenty-four new courses for the 60-point dissertation. In each case, they have only a title and, as with most other dissertation and thesis topics, no prescription.

ANTH 650 MA Dissertation; ARTH 650 MA Dissertation; CHIN 650 MA Dissertation; CLAS 650 MA Dissertation; CULT 650 MA Dissertation; DIGI 650 MA Dissertation; ENGL 650 MA Dissertation; ECON 692 MA Dissertation; EURO 650 MA Dissertation; FREN 650 MA Dissertation; GEOG 650 MA Dissertation; GRMN 650 MA Dissertation; HIST 650 MA Dissertation; HSRV 650 MA Dissertation; JAPA 650 MA Dissertation; LING 650 MA Dissertation; MAOR 650 MA Dissertation; COMS 650 MA Dissertation; MUSA 650 MA Dissertation; PHIL 650 MA Dissertation; POLS 650 MA Dissertation; RUSS 650 MA Dissertation; SOCI 650 MA Dissertation; SPAN 650 MA Dissertation; TREO 650 MA Dissertation

Proposed new regulations

A: REGULATIONS AND SCHEDULE FOR THE 180-POINT MASTER OF ARTS

2020 UC Calendar page number 158

INSERT:

The Degree of Master of Arts (MA – 180 points)

1. **Version**
   These regulations came into force on 1 January, 2021.

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

3. **Structure of the qualification**
   To qualify for the degree of Master of Arts a student must pass courses totalling a minimum of 180 points including:

   (a) All courses on Schedule C to this degree; and
   (b) Coursework and dissertation as specified for a single subject in Schedule S to these regulations.

4. **Admission to the qualification**
   To be admitted to the 180-point Master of Arts, as student must have

   (a) *Either*
   (i) qualified for a Bachelor's degree from a New Zealand university, and either
   (a) satisfied the prerequisites for the subject as specified in Schedule S to these Regulations; or

   (b) completed a qualifying course prescribed by the Head of Department and approved by the Dean of Arts of a standard equivalent to the prerequisite courses; or

   (c) provided evidence to the satisfaction of the Dean and Head of Department, of relevant professional practice or other work experience; or

  (ii) been admitted with Academic Equivalent Standing as entitled to enrol for the Degree of Master of Arts; and

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

5. **Subjects**

 The subjects in this qualification are listed in Schedule S to these Regulations.

6. **Time Limits**

 The time limit for the 180-point MA is:
  (a) 18 months for a full-time student, or
  (b) 36 months for a part-time student.

7. **Transfers of credits, substitutions and cross-credits**

This qualification adheres to the Credit Recognition and Transfer Regulations with no additional stipulations.

8. **Progression**

This qualification adheres to the General Regulations for the University, with the following stipulations.
 (a) A student who fails more than one 30-point course will be withdrawn from the qualification.
 (b) A student must complete the required 120 points of coursework before enrolling in the dissertation.

9. **Honours, Distinction and Merit**

This qualification adheres to the General Regulations for the University and may be awarded with Distinction or Merit, with the following stipulation: The Dean of Arts will determine if an extension of the time limit will be granted with eligibility for Distinction or Merit.

10. **Qualification exit and upgrade pathways**

 (a) A student who does not meet the requirements for the Master of Arts (MA – 180 pts) and who wishes to transfer to the Postgraduate Certificate in Arts, the Postgraduate Diploma in Arts, the degree of Bachelor of Arts with Honours or, where appropriate, the Postgraduate Certificate in Digital Humanities and the Postgraduate Certificate in Te Reo Māori may, providing they meet the requirements for entry, apply to the Dean of Arts to be admitted and to have courses passed credited to that qualification.

 (b) A student who does not meet the requirements for the Master of Arts (MA – 180 pts) in Economics, Geography, Linguistics or Philosophy and who wishes to transfer to the Postgraduate Certificate in Science or the Postgraduate Diploma in Science may, provided they

meet the requirements for entry, apply to the Dean of Science to be admitted and to have courses passed credited to that qualification.

(c) A student who has graduated with the Postgraduate Certificate in Arts, the Postgraduate Certificate in Digital Humanities, the Postgraduate Certificate in Te Reo Māori, the Postgraduate Diploma in Arts, the Postgraduate Certificate in Science, the Postgraduate Diploma in Science, the degree of Bachelor of Arts with Honours or a similar qualification from this University at the same level, and who wishes to be admitted to the Master of Arts (MA – 180 pts) may, providing they meet the requirements for entry, apply to the Dean of Arts for permission to be admitted and to have their qualification subsumed in accordance with the general regulations of the University.

(d) In exceptional circumstances, a student who has completed the 120 points of coursework for the Master of Arts (MA – 180 pts) with at least a B+ average, and who otherwise meets the admission requirements, may apply to the Dean of Arts to be admitted to the Master of Arts (Thesis).

Schedule C: Compulsory Courses for the Degree of Master of Arts (180 points)

Course Code	Course Title	Pts	2021	Location	P/C/R/RP/EQ
ARTS 401	Arts Research and Scholarship: Introduction to Theories and Methods	30	S1	C	P: Permission of the Dean of Arts

Schedule S: Subjects for the Degree of Master of Arts

Anthropology
(i)   A minimum of 60 points from ANTH 401-499 which must include ANTH 402;
(ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
(iii)   ANTH 650.

P: A Major in Anthropology with an average of B or above in 60 points of 300-level ANTH courses.

Art History
(i)   A minimum of 60 points from ARTH 401-499 which must include ARTH 417;
(ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
(iii) ARTH 650.

P: A major in Art History with an average of B or above in 60 points of 300-level ARTH courses.

Chinese
(i)   A minimum of 60 points from CHIN 401-499 which must include CHIN 401;
(ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
(iii) CHIN 650.

P: A major in Chinese with an average of B or above in 60 points of Chinese language at 300-level.

Classics

   (i)   A minimum of 60 points from CLAS 401-499;
   (ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
   (iii) CLAS 650.

P: A major in Classics with an average of B or above in 60 points of 300-level CLAS courses.

Cultural Studies

   (i)   A minimum of 60 points from CULT 401-499;
   (ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
   (iii) CULT 650.

P: A major in Cultural Studies or an associated subject approved by the Dean of Arts with an average of B or above in 60 points at 300-level in the majoring subject.

Digital Humanities

   (i)   A minimum of 60 points from DIGI 401-499 or courses approved by the Head of Department;
   (ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
   (iii) DIGI 650.

P: An undergraduate degree in any discipline with an average of B or above in 60 points at 300-level in the majoring subject.

Economics

   (i)   A minimum of 60 points from ECON 601-679;
   (ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
   (iii) ECON 692.

P: A major in Economics with an average of B or above in 60 points at 300-level and including

   (i)   One of ECON 213, STAT 202, STAT 203; and
   (ii) At least one of ECON 321, ECON 324, ECON 326.

English

   (i)   A minimum of 60 points from ENGL 401-499;
   (ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
   (iii) ENGL 650.

P: A major in English or Cinema Studies with an average of B or above in 60 points of 300 level ENGL or CINE courses.

European Studies

   (i)   A minimum of 60 points from EURO 401-499 which must include EURO 457 and EURO 458;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii) EURO 650.

P: A major in European and European Union Studies or an associated subject approved by the Dean of Arts, with an average of B or above in 60 points at 300-level.

French

    (i)   A minimum of 60 points from FRREN 401-499 and LANC 401 which must include FREN 401;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii) FREN 650.

P: A major in French with an average of B or above in 60 points of French language courses at 300-level.

Geography

    (i)   A minimum of 60 points from GEOG 401-420;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii) GEOG 650.

P: *Either*

   i.   A major in Geography, including GEOG 309, with a least a B average in 60 points of 300-level GEOG courses;

or

   ii.   A major in a subject approved by the Head of Department and an average of B or above in 60 points of 300-level GEOG courses.

German

    (i)   A minimum of 60 points from GRMN 401-499 and LANC 401 which must include either GRMN 401 or GRMN 481 and GRMN 482;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii) GRMN 650.

P: A major in German with a B average or above in 60 points of German language courses at 300-level.

History

    (i)   A minimum of 60 points from HIST 401-499 which must include HIST 450;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii) HIST 650.

P: A major in History or an associated subject approved by the Dean of Arts with an average of B or above in 60 points at 300-level in the majoring subject.

Human Services

    (i)   A minimum of 60 points from HSRV 401-499 which must include HSRV 401;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii)   HSRV 650.

P: A major in Human Services or another social sciences subject approved by the Dean of Arts, with an average of B or above in 60 points at 300-level in the majoring subject.

Japanese

    (i)   A minimum of 60 points from JAPA 401-499 which must include JAPA 414 and JAA 415;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii)   JAPA 650.

P: A major in Japanese with an average of B or above in 60 points of Japanese language at 300-level.

Linguistics

    (i)   A minimum of 60 points from LING 401-499;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii)   LING 650.

P: A Major in Linguistics with an average of B or above in 60 points of 300-level LING courses.

Māori and Indigenous Studies

    (i)   A minimum of 60 points from MAOR 401-499 which must include MAOR 401;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii)   MAOR 650.

P: A major in Māori and Indigenous Studies, Te Reo Māori or an associated subject approved by the Dean of Arts with an average of B or above in 60 points of 300-level MAOR or TREO courses.

Media and Communication

    (i)   A minimum of 60 points from COMS 401-499;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii)   COMS 650.

P:

    (i)   A Major in Media and Communication with an average of B or above in 60 points of 300-level COMS courses.

    (ii)   A Bachelor of Communication with an average of B or above in 60 points of 300-level courses.

Music

    (i)   A minimum of 60 points from MUSI 457-458, MUSI 461 and MUSI 481;

    (ii)   A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

    (iii)   MUSI 650.

P: *Either* A BA major in Music with an average of B or above in 60 points of 300-level MUSA courses *or* a Mus.B with an average of B or above in 60 points at 300-level.

Philosophy

(i) A minimum of 60 points from PHIL 401-499;
(ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
(iii) PHIL 650.

P: A Major in Philosophy with an average of B or above in 60 points of 300-level PHIL courses.

Political Science and International Relations

(i) A minimum of 60 points from POLS 401-499 which must include either POLS 440 or POLS 441;
(ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
(iii) POLS 650.

P: A major in Political Science and International Relations with an average of B or above in 60 points of 300-level POLS courses.

Russian

(i) A minimum of 60 points from RUSS 401-499 and LANC 401 which must include either RUSS 409 or RUSS 481 and RUSS 482;
(ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
(iii) RUSS 650.

P: A major in Russian with an average of B or above in 60 points of Russian language at 300-level.

Sociology

(i) A minimum of 60 points from SOCI 401-499;
(ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
(iii) SOCI 650.

P: A Major in Sociology with an average of B or above in 60 points SOCI @ of 300-level.

Spanish

(i) A minimum of 60 points from SPAN 401-499, LANC 401 and DIGI 403;
(ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.
(iii) SPAN 650.

P: A major in Spanish with a B average or above in 60 points of Spanish language at 300-level.

Te Reo Māori

(i) A minimum of 60 points from MAOR 401-499 which must include either TREO 403 or TREO 404;
(ii) A maximum of 30 points from PACE 495, another subject in Schedule S to this degree, or a course or courses from an appropriate degree at an equivalent level approved by the Dean of Arts.

(iii) TREO 650.

P: A major in Te Reo Māori with an average of B or above in 60 points of 300-level TREO courses.

B: CONSEQUENTIAL CHANGE TO REGULATION 10 OF BA (HONOURS)

## UC Calendar 2020 page 143- 144.

Please see the separate proposal for amendments to the Bachelor of Arts with Honours for a new pathways regulation which omits reference to Part 1 of the MA, includes provisions for students wishing to transfer to the Master of Arts (MA – 180 pts) and also indicates that students who obtain a Grade Point Average of 6.00 or above can apply for admission to the Master of Arts (Thesis).

C: CONSEQUENTIAL CHANGES TO REGULATION 10 OF THE POSTGRADUATE CERTIFICATE IN ARTS AND THE POSTGRADUATE DIPLOMA IN ARTS

Please see the separate proposals for changes to the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts.

D: CONSEQUENTIAL CHANGES TO THE PATHWAYS REGULATIONS IN THE POSTGRADUATE CERTIFICATE IN DIGITAL HUMANITIES, THE POSTGRADUATE CERTIFICATE IN TE REO MĀORI, THE POSTGRADUATE DIPLOMA IN TE REO MĀORI, THE MASTER OF APPLIED TRANSLATION AND INTERPRETING AND THE MASTER OF SOCIAL WORK APPLIED.

Please see the separate proposals for changes to the pathways regulations for these qualifications.
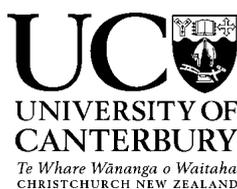
Master of Arts (MA Thesis)
University of Canterbury Calendar 2020: p. 158

Year the proposed change will take effect from	2021		
Department or School	-		
College	College of Arts		
Contact person	Alison Holcroft	**Phone number**	Ext 95323

Purpose of the proposal

This proposal is a 'house-keeping' exercise designed to achieve three purposes:
  (i)   To modify the title of the MA to differentiate between the traditional Master of Arts degree by 120-point thesis and the new 180-point MA which is a separate proposal;
  (ii) To revise the MA Schedule;
  (iii) to revise the MA regulations to bring them into line with the revision of the MA Schedule in 2019 and the further revisions in this proposal.

This 'spring clean' does not affect the basic structure or outcomes of the Degree.

Justification

There are two 'drivers' behind the changes in this proposal.

  (i)   In 2019, the College of Arts made the decision that admission to the 120-point MA thesis would be best restricted to graduates with a BA(Hons) degree. To that end, 'Part 1'was removed from all entries for College of Arts subjects in the MA Schedule. This proposal is a 'house-keeping' exercise to complete the partial changes to the MA schedule made in 2019, revise the regulations to accord with these changes and to clarify the postgraduate pathways.

  (ii) As part of this suite of proposals the College is Arts is introducing a 180-point MA. We wish to clarify the relationship between the traditional MA by 120-point thesis and the new 180-point MA.

The suite of proposals, of this proposal is part, look to the first principle of the Education section of the University's *Academic Strategy 2020-2030*. Along with the overhaul of the BA Honours Schedule and the introduction of a new 180-point Masters, the changes to the 120-point MA are designed to provide a coherent staircase for graduates into postgraduate study.

(a) The Title of the Master of Arts Degree: The current head for the degree is:

The Degree of Master of Arts (MA – 120 or 240 points).

Given the changes to the degree in 2019 (which will be completed in this proposal) we need to remove the 240- point option in the title. (We would also point out that this has been incorrect for some years, since the MA in Child and Family Psychology, was introduced into the MA in 2009, the upper limit has been 270 points.) Alongside this change we wish to make a distinction between the new 180-point MA (coursework + dissertation) and to signal the fact that the 120-point MA involves a substantial thesis. Our proposed title for the degree is:

The Degree of Master of Arts (Thesis) (MA (Thesis) – 120 points).

(b) Regulation 3. The Structure of the Qualification: We propose to remove the references to Part 1 to accord with the facts of the revised MA Schedule. The degree will, in future, involve a thesis only.

(c) Regulation 4. Admission:

(i)   We propose to remove the references to Part 1 – in subclauses (i) a and (i) b of the regulation. From 2021, admission to the degree will be for graduates with a BA (Honours) degree with either First Class Honours or Second Class Honours Division 1. In the current Schedule the requirement for a First or a 2.1 is confined to the subject entries in the Schedule. We propose to include a reference to this requirement in the Admission regulation as well.

(ii) There will be a separate admission clause for the MA in Child and Family Psychology, where there is no BA(Honours) programme involved.

(d) Regulation 6. Time Limits: References to Part 1 in Regulation 6. (a) will be removed.

(e) Regulation 8: Progression: The references in the current Calendar are to the failure of courses in Part 1. This regulation should now default to the normal statement of adherence to the general regulations of the University.

(f) Regulation 10. Pathways to other qualifications: We propose to remove Clauses (a)and (b) which refer to Part 1 and to insert a clause indicating that graduates may be able to advance to the PhD.

(g) Schedule S: Subjects for the Degree of Master of Arts. This proposal removes references to Part 1, simplifies entries to exclude information that properly belongs in course outlines, and updates subject entries to reflect such things as changes in the name of undergraduate majors.

(h) A consequential change to BA(Honours) Regulation 10: This regulation refers to Part 1 of the MA**.**

(i) A consequential change to the Postgraduate Diploma in Arts, Regulation 10: This regulation refers to Part 1 of the MA.

(j) **A consequential change to the Postgraduate Certificate in Arts, Regulation 10.** This change is needed to differentiate the 180-point Master of Arts from the Master of Arts (Thesis).

1. Proposed new regulations

(a) The title of the Master of Arts degree: 2020 UC Calendar page 158.

DELETE: The Degree of Master of Arts (MA – 120 or 240 points)

INSERT: The Degree of Master of Arts (Thesis) (MA (Thesis) – 120 points)

(b) Regulation 3. Structure: 2020 UC Calendar page 158.

DELETE: Regulation 3.

INSERT:

3. The Structure of the Qualification

To qualify for the Master of Arts (Thesis) a student must complete a 120-point thesis.

(c) Regulation 4. Admission to the Qualification: 2020 UC Calendar page 158

DELETE: Regulation 4. Admission to the Qualification

INSERT:

4. Admission to the Qualification

(a) To be admitted to the Degree of Master of Arts in subjects other than Child and Family Psychology a student must have:

Either

(i)   qualified for the Degree of Bachelor of Arts with Honours, with either First Class Honours or Second Class Honours Division 1 in the given subject or, with the permission of the Dean of Arts, in another subject; or

(ii)   been admitted with Academic Equivalent Standing as entitled to enrol for the Degree; and

(iii)   met the requirements for the given subject in Schedule S to this degree; and

(iv)   been approved as a student for the degree in that subject by the Dean of Arts.

(b) To be admitted to the Degree of Master of Arts in Child and Family Psychology a student must have:

(i)   qualified for a degree from a New Zealand university with either

(a) a major in Psychology with a Grade Point Average of at least 5.0 in 60 points of 300-level Psychology courses; or

(b) a Graduate Diploma of Arts in Psychology with a Grade Point average of at least 5.00 in 60 points of Psychology courses and have passed PSYC 206 or another research methods course approved by the Head of the School of Health Sciences; or

(ii) been admitted with Academic Equivalent standing as the holder of such a degree; and

(iii) have met the requirements for the subject as specified in Schedule S to this degree; and

(iv) have been approved as a student for the degree in the subject by the Dean of Arts.

(d) Regulation 6. Time Limits: 2020 UC Calendar page 158

DELETE: Regulation 6. Time Limits:

INSERT:

6. Time Limits

(a) The time limit for a full-time student is 24 months.

(b) The time limit for a part-time student is 48 months.

(c) The thesis must be submitted by such date as may be prescribed by the Dean of Arts unless an exemption is granted.

(e) Regulation 8. Progression: 2020 UC Calendar page 158.

DELETE: Regulation 8. Progression.

INSERT:

8. Progression

This qualification adheres to the General Regulations for the University.

(f) Regulation 10. Pathways to other qualifications: 2020 UC Calendar page 159.

DELETE: Regulation 10 Pathways to other qualifications

INSERT:

10. Qualification exit and upgrade pathways

(a) A student who completes the Master of Arts may be eligible to apply for admission to the PhD programme.

(b) A student who has started the thesis may apply to the Dean of Postgraduate Research to transfer to the PhD.

(g) Schedule S: Subjects for the Degree of Master of Arts: 2020 UC Calendar page 159.

DELETE: Schedule S: Subjects for the Degree of Master of Arts

INSERT:

Schedule S: Subjects for the Degree of Master of Arts

Anthropology

A thesis (ANTH 690).

P: BA(Hons) in Anthropology with First Class Honours or Second Class Honours Division 1.

Art History

A thesis (ARTH 690)

P: BA(Hons) in Art History and Theory with First Class Honours or Second Class Honours Division 1.

Art Theory

A thesis (ARTT 690).

P: BA(Hons) in Art History and Theory with First Class Honours or Second Class Honours Division 1 or, with the approval of the Head of Department, BA(Hons) in Philosophy with First Class Honours or Second Class Honours Division 1.

Child and Family Psychology

A thesis (CPFY 690).

P: 150 points: CFPY 601-603, COUN 671, HLTH 472 and a 15-point postgraduate research methods course approved by the Head of the School of Health Sciences with a Grade Point Average of 6.00 or above.

Chinese

A thesis (CHIN 690).

P: BA(Hons) in Chinese with First Class Honours or Second Class Honours Division 1.

Classics

A thesis (CLAS 690).

P:

(i)	BA(Hons) in Classics with First Class Honours or Second Class Honours Division 1; and
(ii)	Either CLAS 234 or CLAS 244 or an equivalent competence in Ancient Greek or Latin, or another relevant language approved by the Head of Department; and

Cultural Studies

A thesis (CULT 690)

P: BA(Hons) in Cultural Studies with First Class Honours or Second Class Honours Division 1.

Economics

A thesis (ECON 690).

P: BA(Hons) in Economics with First Class Honours or Second Class Honours Division 1.

English

A thesis (ENGL 690).

P: BA(Hons) in English with First Class Honours or Second Class Honours Division 1.

European Studies

A thesis (EURO 690)

P: BA(Hons) in a subject approved by the Head of Department with First Class Honours or Second Class Honours Division 1.

French

A thesis (FREN 690)

P: P: BA(Hons) in French with First Class Honours or Second Class Honours Division 1.

Geography

A thesis (GEOG 690).

P: BA(Hons) in Geography with First Class Honours or Second Class Honours Division 1.

German

A thesis (GRMN 690).

P: BA(Hons) in German with First Class Honours or Second Class Honours Division 1.

History

A thesis (HIST 690).

P:

(i)   BA(Hons) in History with First Class Honours or Second Class Honours Division 1; and

(ii)   ARTS 401 or another research methods course approved by the Dean of Arts.

Human Services

A thesis (HSRV 690).

P: P: BA(Hons) in Human Services with First Class Honours or Second Class Honours Division 1.

Japanese

A thesis (JAPA 690).

P: BA(Hons) in Japanese with First Class Honours or Second Class Honours Division 1.

Linguistics

A thesis (LING 690).

P: BA(Hons) in Linguistics with First Class Honours or Second Class Honours Division 1.

Māori and Indigenous Studies
A thesis (MAOR 690).

P: BA(Hons) in Māori and Indigenous Studies with First Class Honours or Second Class Honours Division 1.

Mathematics
A thesis (MATH 695).
P: BA(Hons) in Mathematics with First Class Honours or Second Class Honours Division 1.

Media and Communication

A thesis (COMS 690).

P: BA(Hons) in Media and Communication or a related field with First Class Honours or Second Class Honours Division 1.

Music

A thesis (MUSI 690).

P: BA(Hons) in Music or Mus.B (Hons) with First Class Honours or Second Class Honours Division 1.

Pacific Studies

A thesis (PACS 690).

P: BA(Hons) in Pacific Studies or in another subject approved by the Director of the Macmillan Brown Centre for Pacific Studies with First Class Honours or Second Class Honours Division 1.

Philosophy

A thesis (PHIL 690).

P:

(i)   BA(Hons) in Philosophy with First Class Honours or Second Class Honours Division 1; and

(ii)   ARTS 401 or another research methods course approved by the Dean of Arts.

Political Science and International Relations

A thesis (POLS 690).

P: BA(Hons) in Political Science and International Relations with First Class Honours or Second Class Honours Division 1.

Psychology

A thesis (PSYC 690).

P: BA(Hons) in Psychology with First Class Honours or Second Class Honours Division 1.

Russian

A thesis (RUSS 690).

P: BA(Hons) in Russian with First Class Honours or Second Class Honours Division 1.

Sociology

A thesis (SOCI 690).

P: BA(Hons) in Sociology with First Class Honours or Second Class Honours Division 1.

Spanish

A thesis (SPAN 690).

P: BA(Hons) in Spanish with First Class Honours or Second Class Honours Division 1.

Statistics

A thesis (STAT 695).

P: BA(Hons) in Statistics with First Class Honours or Second Class Honours Division 1.

Te Reo Māori

A thesis (TREO 690).
P: BA(Hons) in Te Reo Māori with First Class Honours or Second Class Honours Division 1.

(h) A consequential change to the Bachelor of Arts with Honours: Regulation 10. Pathways to other qualifications. 2020 UC Calendar page 143

> **DELETE:** (a) A student who has completed the requirements for the Bachelor of Arts with Honours and who wishes to transfer to the Master of Arts, may apply to the Dean of Arts (Academic) to have the BA(Hons) courses credited to Part 1 of the Master of Arts.

(i) A consequential change to Postgraduate Diploma in Arts: Regulation 10. Pathways to other qualifications. UC Calendar 2020, page 153

Please see separate proposal.

(j) A consequential change to the Postgraduate Certificate in Arts, Regulation 10 Pathways to other qualifications. UC Calendar 2020 page 150.

Please see separate proposal.

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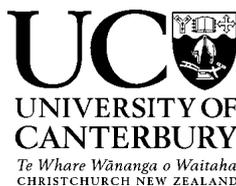
Bachelor of Arts with Honours (BA (Hons))
University of Canterbury Calendar 2020: p. 144

Year the proposed change will take effect from	2021

Purpose of the proposal

   (i)   To amend Schedule S of the Bachelor of Arts with Honours:

- to update courses and prerequisites;
- to introduce a research methods' course for most subjects; and
- to review the range of subjects offered for BA (Honours).

It is intended that the amended Schedule will form the basis for the coursework for subjects in the new 180 point Masters of Arts, which is being introduced as part of this suite of proposals.

   (ii) To amend the Regulation 10 Pathways to Other Qualifications to include the 180-point MA which is part of this suite of proposals. This is a consequential change.

Justification

This proposal is, in part, a house-keeping job for the BA(Hons) Schedule. In some cases, the subject entries in the Schedule had apparently been formulated before the introduction of majors into the BA degree. In other cases, courses listed for prerequisites or for Honours were no longer in the course catalogue.

However, the proposal also looks to the first two principles of the Education section of the University's Strategic Vision for the coming decade. The 'overhaul' of the Honours Schedule is designed to ensure a coherent staircase for graduates. Students who enrol in the first semesters of Honours can choose, in most subjects, to change to the new 180-point MA at the end of the first or second semester, or to graduate with BA Honours either as an exit path or as preparation for the 120-point MA. The intent is to develop flexible pathways for into postgraduate study. Similarly, a first semester research course, commonly ARTS 401, has been introduced for the majority of subjects. This is intended to prepare students for their Honours research essays and also for the larger dissertation in the 180-point MA and the MA by 120-point thesis.
A: Proposed new Regulation 10. Pathways to other qualifications: The proposal updates the current regulation by omitting references to Part 1 of the MA, includes provisions for students wishing to transfer to the 180-point Master of Arts and also indicates that students who obtain a Grade Point Average of 6.00 or above can apply for admission to the Master of Arts (Thesis).

B: Revision of Bachelor of Arts with Honours Schedule S: The subject 'Translation and Interpreting' (LANC), currently part of the BA(Hons) Schedule, is in fact an exit qualification for the Master of Applied Translation and Interpreting (MATI). Likewise, 'Social Work' (SOWK) is used as an exit qualification for the Master of Social Work (Applied). Neither subject builds on subjects in the BA Schedule or welcomes direct enrolments. As part of this suite of proposals both will be discontinued as BA(Hons) subjects, and added as subjects to the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts. This will allow greater flexibility for students who wish to transfer out of the Master of Social Work (Applied) or the Master of Applied Translation and Interpreting. It will also make individual courses in the MATI available to students who do not wish to enrol for the full Master's programme. (The Master of Social Work (Applied) is a limited entry programme and courses are not available to students who have not been admitted to the programme.)

Digital Humanities (DIGI) has been removed from the Schedule because it is being discontinued as a subject for BA(Honours), but will be a subject for the new 180-point MA which forms part of this suite of proposals.

1.   **Proposed new regulations**

A: Changes to Regulation 10. Pathways to other qualifications

2020 UC Calendar page 143-144

DELETE: Regulation 10. Pathways to other qualifications

INSERT:

> **10. Qualification exit and upgrade pathways**
>
> (a) A student who does not meet the requirements of the Bachelor of Arts with Honours or who wishes to transfer to the Postgraduate Certificate in Arts, the Postgraduate Diploma in Arts or the Master of Arts (MA – 180 pts) may, provided they meet the requirements for entry, apply to the Dean of Arts for to be admitted and have courses passed credited to that qualification.
>
> (b) A student who does not meet the requirements for the Bachelor of Arts with Honours in Economics, Geography, Linguistics, Mathematics, Philosophy or Psychology, and who wishes to transfer to the Postgraduate Certificate in Science or the Postgraduate Diploma in Science may, provided they meet the requirements for entry, apply to the Dean of Science for admission and to have courses passed credited to that qualification.
>
> (c) A student who has graduated with a Bachelor of Arts with Honours from the University of Canterbury, may, providing they meet the admission requirements for that qualification, apply to the Dean of Arts to be admitted to the Master of Arts (MA – 180-pts) and to have their BA(Hons) degree subsumed in accordance with the General Regulations of the University.
>
> (d) A student who has completed the requirements for or graduated with a Bachelor of Arts with Honours, with at least a B average, may apply for admission to the Master of Arts (Thesis).

B: Revision of the BA Honours Schedule S.

2020 UC Calendar page 144 - 149

DELETE: Schedule A: Subjects for the Degree of Bachelor of Arts with Honours

INSERT:

Schedule S: Subjects for the Degree of Bachelor of Arts with Honours

Anthropology

ARTS 401, ANTH 401, ANTH 402, and 30 points from ANTH 403-499.

P: A Major in Anthropology with an average of B or above in 60 points of 300-level ANTH courses.

Art History

ARTS 401, ARTH 417, ARTH 480 and a further 30 points from ARTH 402-499.
P: A major in Art History with an average of B or above in 60 points of 300-level ARTH courses.

Chinese

ARTS 401, CHIN 401, CHIN 480 and 30 points from CHIN 402-499 and ARTS 495.
P: A major in Chinese with an average of B or above in 60 points of Chinese language at 300-level.

Classics

ARTS 401, CLAS 480 and a further 60 points from CLAS 401-499.
P: A major in Classics with an average of B or above in 60 points of 300-level CLAS courses.

Cultural Studies

ARTS 401, CULT 402 and a further 60 points from CULT 401-499.
P: A major in Cultural Studies or an associated subject with an average of B or above in 60 points at 300-level in the majoring subject.

Economics

ECON 680 and 90 points from ECON 601-679.
Note: Students who wish to advance to MA in Economics should include ARTS 401 in their Honours enrolment.
P: A major in Economics with an average of B or above in 60 points at 300-level and including
  (i) One of ECON 213, STAT 202, STAT 203; and
  (ii) At least one of ECON 321, ECON 324, ECON 326.

Education

ARTS 401, EDUC 480 and a further 60 points from EDUC 401-499.
P: A major in Education with an average of B or above in 60 points of 300-level EDUC courses.

English

ARTS 401, ENGL 480 and a further 60 points from ENGL 401 -499.
P: A major in English or Cinema Studies with an average of B or above in 60 points of 300 level ENGL or CINE courses.

European Studies

ARTS 401, EURO 457, EURO 409, EURO 480 and a further 30 points from EURO 401-499.

P: A major in European and European Union Studies or an associated subject, with an average of B or above in 60 points at 300-level.

French

ARTS 401, FREN 401, FREN 480 and 30 points from LANC 401, FREN 402-499 and PACE 495.

P: A major in French with an average of B or above in 60 points of French language courses at 300-level.

Geography

ARTS 401, GEOG 420 and 60 points from GEOG 401-419.

P: *Either*

i.   A major in Geography, including GEOG 309, with a least a B average in 60 points of 300-level GEOG courses;

or

ii. A major in a subject approved by the Head of Department and an average of B or above in 60 points of 300-level GEOG courses.

German

ARTS 401, GRMN 480 and either:

(i)   GRMN 481 and GRMN 482; or
(ii) GRMN 401 and 30 points from LANC 401, GRMN 402-499.

P: A major in German with a B average or above in 60 points of German language courses at 300-level.

History

HIST 450, HIST 480 and a further 60 points from ARTS 401, HIST 401-499.

Note: Students who wish to advance to MA in History should include ARTS 401 as an elective in their Honours Enrolment.

P: A major in History or an associated subject with an average of B or above in 60 points at 300-level in the majoring subject.

Human Services

HSRV 421, HSRV 401, HSRV 480 and a further 30 points from HSRV 402-499.

Note: Students who wish to advance to MA in Human Services should include ARTS 401 as an elective in their Honours Enrolment.

P: A major in Human Services or another social sciences subject approved by the Head of Department and the Dean of Arts, with an average of B or above in 60 points at 300-level in the majoring subject.

Japanese

ARTS 401, JAPA 414, JAPA 415, JAPA 480 and 30 points from ARTS 495, LANC 401 and JAPA 419-499.

P: A major in Japanese with an average of B or above in 60 points of Japanese language at 300-level.

Linguistics

ARTS 401, LING 480 and a further 60 points from LING 403- 499 and LING 615.

P: *Either*

(i)   A Major in Linguistics with an average of B or above in 60 points of 300-level LING courses; *or*
(ii)   A major in another approved subject with (a) an average of B or above in 60 points at 300-level and (b) a B pass or better in LING 400.

Māori and Indigenous Studies

ARTS 401, MAOR 401, MAOR 480 and a further 30 points from MAOR 402-499 or from another other subject approved by the Head of School.

P: A major in Māori and Indigenous Studies, Te Reo Māori or an associated subject with an average of B or above in 60 points of 300-level MAOR or TREO courses.

Mathematics

MATH 449 and 90 points from MATH 401-490 (other than MATH 449), but with the approval of the Head of School a maximum of 30 points may be substituted with courses from another subject.

P:
   i.   A major in Mathematics with an average of B or above in 60 points from MATH 301-394; and
   ii.   A further 30 points from MATH 301-394 or STAT 301-394.

Media and Communication

ARTS 401, COMS 480 and a further 60 points from COMS 401-499.

P:
   (i)   A Major in Media and Communication with an average of B or above in 60 points of 300-level COMS courses.
   (ii)   A Bachelor of Communication with an average of B or above in 60 points of 300-level courses.

Music

Either: MUSI 466, MUSI 457, MUSI 458 and MUSI 461.
Or: ARTS 401, MUSI 481 and 60 points from MUSI 457-458 and MUSI 461.
Note: Students who wish to advance to MA in Music should include ARTS 401 in their Honours Enrolment.
P: *Either* A major in Music with an average of B or above in 60 points of 300-level MUSA courses *or* a Mus.B with an average of B or above in 60 points at 300-level.

Philosophy

PHIL 487, PHIL 480 and a further 60 points from PHIL 401-499.
Note: Students who wish to advance to MA in Philosophy should include ARTS 401 as an elective in their Honours Enrolment.
P: A Major in Philosophy with an average of B or above in 60 points of 300-level PHIL courses.

Political Science and International Relations

   (i)   ARTS 401, POLS 480;
   (ii)   either POLS 440 or POLS 441; and
   (iii)   a further 30 points from POLS 401-499.

P: A major in Political Science and International Relations with an average of B or above in 60 points of 300-level POLS courses.

Psychology

PSYC 460, PSYC 470 and a further 75 points from PSYC 401–499. Students may include only one of PSYC 413, PSYC 415 and PSYC 433.

P: A major in Psychology, including PSYC 344, with an average of B or above in 60 points of 300-level PSYC courses.

Russian
ARTS 401, RUSS 480 and either:
  (i)   RUSS 481, RUSS 482; or
  (ii) RUSS 409 and a further 30 points from LANC 401, RUSS 401-499 and ARTS 495.
P: A major in Russian with an average of B or above in 60 points of Russian language at 300-level.

Sociology
ARTS 401, SOCI 470 and a further 60 points from SOCI 401-499 or from another subject approved by the Head of Department.

P: A Major in Sociology with an average of B or above in 60 points of 300-level SOCI courses.

Spanish
ARTS 401, SPAN 411, SPAN 412 and 30 points from LANC 401, DIGI 403 PACE 495 or from another subject approved by the Head of Department.
P: A major in Spanish with a B average or above in 60 points of Spanish language at 300-level.

Statistics
STAT 449 and 90 points from STAT 401-490 (other than STAT 449). With the approval of the Head of School a maximum of 30 points may be substituted with a course or courses from another subject. Students who have not been credited with STAT 213 or STAT 314 (or equivalent) previously, must enrol in STAT 461 or STAT 464.
P:
  (i)   A major in Statistics with an average of B or above in 60 points from STAT 301-394; and
  (ii)   a further 30 points from MATH 301-394 or STAT 301-394.

Te Reo Māori
  (i)   ARTS 401, TREO 480;
  (ii)   one of TREO 403, TREO 404; and
  (i)   a further 30 points from either TREO 400-level courses or from another subject approved by the Head of School.

P: A major in Te Reo Māori with an average of B or above in 60 points of 300-level TREO courses.

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Postgraduate Certificate in Arts
UC Calendar 2020 p.149

Year the proposed change will take effect from	2021

Purpose of the proposal

   i.   To add Applied Translation and Interpreting and Social Work as subjects for the Postgraduate Certificate in Arts;

   ii.   To amend Regulation 5 of the Postgraduate Certificate in Arts to include Applied Translation and Interpreting as subjects for the Certificate;

   iii.   To amend Regulation 10 of the Postgraduate Certificate in Arts to include the new 180-point MA that is part of these proposals;

   iv.   To amend Regulation 10 of the Postgraduate Certificate in Arts to specify that students in Translation and Interpreting may apply to transfer either to the Postgraduate Diploma in Arts or the Master of Applied Translation and Interpreting.

Justification

This proposal is part of a suite of proposals which includes the overhaul of the BA (Honours (Schedule, the completion of changes to the Master of Arts (Thesis) and the introduction of a new 180-point Master of Arts. This suite of proposals looks to the first two principles of the Education section of the University's Strategic Vision for the coming decade – the development of flexible pathways into postgraduate study.

This particular proposal concerns the provision of suitable exit pathways for two groups of students.

   i.   **Applied Translation and Interpreting** was included in the BA(Honours) Schedule to provide an exit route for students in the Master of Applied Translation and Interpreting. (It was never intended that students would be able to enrol in Honours in this subject.) Since both the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts draw their subjects from the BA (Honours) Schedule, this subject was automatically a subject for the Postgraduate Certificate and the Postgraduate Diploma.   As part of this suite of changes Translation and Interpreting is being withdrawn from the BA (Honours) Schedule and included as a subject for the Postgraduate Certificate and Postgraduate Diploma in Arts. In future, the Certificate and the Diploma will be the exit pathways for MATI students.

   ii.   **Social Work** has been a long-established subject in the BA (Honours) Schedule but, in recent years, has remained there only as an exit pathway for the Master of Social Work (Applied). The courses required for the Honours programme in Social Work no longer exist. It was also undesirable to have this possible exit pathway for students who, for whatever reason, did not complete the Master of

Social Work (Applied). A BA(Honours) degree in Social Work might be taken to imply that the graduate had a four-year degree in Social Work. As part of this suite of changes Social Work is being withdrawn from the BA (Honours) Schedule and included as a subject for the Postgraduate Certificate and Postgraduate Diploma in Arts. In future, the Certificate and the Diploma will be the exit pathways for MSOWK (Appl.) students

Proposed new regulations

2020 UC Calendar page p.149

A: A CHANGE TO REGULATION 3 The Structure of the Qualification

DELETE: Regulation 3(a)

INSERT:

(a) A student must pass 60 points at 400-level in subject listed in:

    i.   Schedule S to the regulations for the Bachelor of Arts with Honours; or

    ii.   Schedule C to the regulations of the Master of Applied Translation and Interpreting; or

    iii.   Schedule C to the regulations of the Master of Social Work (Applied).

B: A CHANGE TO REGULATION 5 Subjects

DELETE: Regulation 5 Subjects.

INSERT:

5: Subjects

The Postgraduate Certificate may be awarded in

(a) Subjects listed in Schedule S to the Bachelor of Arts with Honours;

(b) Applied Translation and Interpreting;

(c) Social Work.

C: A CHANGE TO REGULATION 10

DELETE: Regulation 10

INSERT:

10. Qualification exit and upgrade pathways

(a) A student who has completed the requirements for the Postgraduate Certificate in Arts in subjects from Schedule S to the regulations for the Bachelor of Arts with Honours, with at least a B average grade in courses for the Certificate, and who has not yet graduated may, provided they meet the requirements for entry, apply to the Dean of Arts to be admitted to

the Postgraduate Diploma in Arts, the Bachelor of Arts with Honours or the Master of Arts (MA – 180 points) and to have courses passed credited to that qualification.

(b) A student who has graduated with a Postgraduate Certificate in Arts in subjects from Schedule S to the regulations for the Bachelor of Arts with Honours may, provided they meet the requirements for entry, apply to the Dean of Arts to be admitted to the Postgraduate Diploma in Arts, the Bachelor of Arts with Honours, or the Master of Arts (MA – 180 points), and have their Certificate subsumed in accordance with the General Regulations of the University.

(c) A student who has completed the requirements for the Postgraduate Certificate in Arts in subjects from Schedule C to the regulations for the Master of Applied Translation and Interpreting, with at least a B average, and who has not yet graduated may, providing they meet the entry requirements, apply to the Dean of Arts to be admitted to the Master of Applied Translation and Interpreting, and to have their courses for the Certificate credited to that degree.

(d) A student who has graduated with a Postgraduate Certificate in Arts in Applied Translation and Interpreting from the University of Canterbury may, provided they meet the entry requirements, apply to the Dean of Arts to be admitted to either the Postgraduate Diploma in Arts or the Master of Applied Translation and Interpreting and to have their Certificate subsumed in accordance with the General Regulations of the University.

(e) There are no exit qualifications for the Postgraduate Certificate in Arts.

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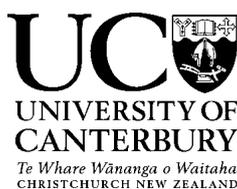
Postgraduate Diploma in Arts
UC Calendar 2020: Page 153

Year the proposed change will take effect from	2021
Department or School	School of Languages, Social and Political Sciences
College	College of Arts
Contact person	Alison Holcroft	**Phone number**	Ext 95323

1.   Purpose of the proposal

i.   To add Applied Translation and Interpreting and Social Work as subjects in the Postgraduate Diploma in Arts.

ii.   To amend Regulation 5 of the Postgraduate Diploma in Arts to include Applied Translation and Interpreting, Digital Humanities and Social Work as subjects for the Diploma;

iii.   To amend Regulation 10 of the Postgraduate Diploma in Arts to include the new 180-point MA which is part of these proposals;

iv.   To amend Regulation 10 of the Postgraduate Diploma in Arts to specify that students in Translation and Interpreting may apply to transfer to the Master of Applied Translation and Interpreting.

2.   Justification

This proposal is part of a suite of proposals which includes the overhaul of the BA (Honours (Schedule, the completion of changes to the Master of Arts (Thesis) and the introduction of a new 180-point Master of Arts. This suite of proposals looks to the first two principles of the Education section of the University's Strategic Vision for the coming decade – the development of flexible pathways into postgraduate study.

This particular proposal concerns the provision of suitable exit pathways for three groups of students.

i.   **Digital Humanities (DIGI)** will no longer be a subject for BA(Honours) but will be a subject for the new 180-point MA. The exit routes for DIGI students will be the Postgraduate Certificate in Digital Humanities and the Postgraduate Diploma in Arts.

ii.   **Applied Translation and Interpreting** was included in the BA(Honours) Schedule to provide an exit route for students in the Master of Applied Translation and Interpreting. (It was never intended that students would be able to enrol in Honours in this subject.) Since both the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts draw their subjects from the BA (Honours) Schedule, this subject was automatically a subject for the Postgraduate Certificate and the Postgraduate Diploma.   As part of this suite of changes Translation and Interpreting is being withdrawn from the BA (Honours) Schedule and included as a subject for the Postgraduate Certificate and Postgraduate

Diploma in Arts. In future, the Certificate and the Diploma will be the exit pathways for MATI students.

iii. **Social Work** has been a long-established subject in the BA (Honours) Schedule but, in recent years, has remained there only as an exit pathway for the Master of Social Work (Applied). The courses required for the Honours programme in Social Work no longer exist. It was also undesirable to have this possible exit pathway for students who, for whatever reason, did not complete the Master of Social Work (Applied). A BA(Honours) degree in Social Work might be taken to imply that the graduate had a four-year degree in Social Work. As part of this suite of changes Social Work is being withdrawn from the BA (Honours) Schedule and included as a subject for the Postgraduate Certificate and Postgraduate Diploma in Arts. In future, the Certificate and the Diploma will be the exit pathways for MSOWK (Appl.) students.

3. Proposed new regulations

2020 UC Calendar page 153

A: A CHANGE TO REGULATION 3

DELETE: Regulation 3(a)

INSERT:

(a) A student must pass 120 points at 400-level in subject listed in:

i. Schedule S to the regulations for the Bachelor of Arts with Honours; or

ii. Schedule S to the regulations for the Master of Arts (MA – 180 points); or

iii. Schedule C to the regulations of the Master of Applied Translation and Interpreting; or

iv. Schedule C to the regulations of the Master of Social Work (Applied).

B: A CHANGE TO REGULATION 5 Subjects

DELETE: Regulation 5 Subjects.

INSERT:

5: Subjects

The Postgraduate Certificate may be awarded in

(a) Subjects listed in Schedule S to the Bachelor of Arts with Honours;

(b) Applied Translation and Interpreting;

(c) Digital Humanities

(d) Social Work.

### C: A CHANGE TO REGULATION 10

DELETE: Regulation 10

INSERT:

10. Qualification exit and upgrade pathways

(a) A student who has not met the requirements for the Postgraduate Diploma in Arts and who wishes to transfer to the Postgraduate Certificate in Arts may, provided they meet the

requirements for entry, apply to the Dean of Arts to be admitted and to have courses passed credited to the Certificate.

(b) A student who has completed the requirements for the Postgraduate Diploma in Arts in subjects from Schedule S to the regulations for the Bachelor of Arts with Honours or Schedule S to the Master of Arts (MA – 180 points), with a Grade Point Average of at least 5.00, and who has not yet graduated may, provided they meet the requirements for entry, apply to the Dean of Arts to be admitted to the Bachelor of Arts with Honours or the Master of Arts (MA – 180 points) and to have their credits transferred to that qualification.

(c) A student who has graduated with a Postgraduate Diploma in Arts from this University in subjects from Schedule S to the regulations for the Bachelor of Arts with Honours or Schedule S to the Master of Arts (MA – 180 points) may, provided they meet the entry requirements, apply to the Dean of Arts to be admitted to the Bachelor of Arts with Honours or the Master of Arts (MA – 180 points) and have their Diploma subsumed in accordance with the General Regulations of the University.

(d) A student who has completed the requirements for the Postgraduate Diploma in Arts in subjects from Schedule C to the regulations for the Master of Applied Translation and Interpreting, with at least a B average in courses for the Diploma, and who has not yet graduated, may apply to the Dean of Arts to be admitted to the Master of Applied Translation and Interpreting, and to have their courses for the Diploma credited to that degree.

(e) A student who has graduated with a Postgraduate Diploma in Arts in Applied Translation and Interpreting from the University of Canterbury may apply to the Dean of Arts to be admitted to the Master of Applied Translation and Interpreting and to have their Diploma subsumed in accordance with the General Regulations of the University.
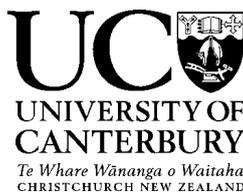
Report to CUAP-Discontinuations only

(CUAP criterion 6.2.5)

Department or School	School of Humanities and Creative Arts		
College	College of Arts		
Contact person	Alison Holcroft	**Phone number**	Ext 95323

1.   **Name of Qualification(s)**

BA(Honours)- subjects of Art Theory (ARTT), Digital Humanities (DIGI), Applied Translation and Interpreting (LANC), Social Work (SOWK)

2.   **CUAP Unique Identifier (UC/20 BA(Hons)/1)**

3.   **Rationale**

Art Theory

Art Theory was introduced as a subject in both the BA and the BA(Honours) Schedules in the 1970's, at which point it had support from both staff in the School of Fine Arts, the Philosophy Department and the Art History Department. In recent decades, support has declined and there have been no enrolments in recent years. The number of courses available has also declined and the current entries for Art History and Art Theory in the BA(Honours) Schedule are identical except for the research essays.

In 2006, the separate undergraduate programmes in Art History and Art Theory were united as 'Art History and Theory'. The College now proposes to discontinue the separate Honours programme in Art Theory. There will be a CUAP Round 2 Proposal to introduce Art History and Art Theory as a new subject into the BA(Honours) Schedule.
The College intends to maintain Art Theory as a subject for the MA (Thesis).

Digital Humanities

The Digital Humanities Honours programme was introduced in 2014. Like other Honours subjects without an undergraduate Minor, it has struggled to attract enrolments. (There was one graduate in 2016.) We should note however that the Digital Humanities programme has been successful in providing courses to students in a range of disciplines. For instance DIGI 403 has been offered every year 2017-2018 to a variety of students: BA(Hons) students in COMS, HIST (5), ENGL and CLAS, and to students in the M.WRIT and the Bachelor of Engineering Honours. The Postgraduate Certificate in Digital Humanities is now beginning to attract students.

The College now proposes to discontinue the Honours programme but to include Digital Humanities in the new 180-point MA – while maintaining the Postgraduate Certificate and Diploma in Digital Humanities to provide entry and exit routes into the MA.

Applied Translation and Interpreting

The proposal to add an Honours programme in Translation and Interpreting to the BA(Honours) Schedule went through in 2019 and the subject appears for the first time in the 2020 UC Calendar. It was not intended that Translation and Interpreting would be a stand-alone Honours programme and enrolments would not be encouraged or necessarily accepted. Rather it was a 'work around', intended to provide an exit qualification for students from the Master of Applied Translation and Interpreting (MATI), taught for the first time in 2020. Placing the subject in the BA(Honours) Schedule automatically made it a subject for the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts, since these qualifications draw their subjects from the BA(Honours) Schedule.

As part of the 'overhaul' of the BA (Honours) Schedule we have decided to remove Translation and Interpreting from the BA(Honours) Schedule and to add it as a subject for the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts.

Social Work

'Social Work' has been part of the BA(Honours) Schedule for a number of years, although its function has changed. In recent years, it has ceased to be a stand-alone Honours programme and enrolments have not been encouraged or accepted. It should be noted that, while the required course SOWK 480 is still included in the Course Catalogue, there are no longer any courses in the range SOWK 401-425 in which students might enrol. However, Social Work has continued to exist as a 'ghost programme' in the BA(Honours) Schedule in order to provide (indirectly) an exit qualification for students in the Master of Social Work (Applied) who have been unable, for whatever reason, to complete that qualification. Its presence in the Honours Schedule automatically made it a subject for the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts, since these qualifications draw their subjects from the BA(Honours) Schedule. Students who needed an exit qualification from the Master of Social Work (Applied) were therefore able to exit from that degree to the Postgraduate Certificate or Diploma in Arts.

As part of the 'overhaul' of the BA (Honours) Schedule we have decided to remove Social Work from the BA(Honours) Schedule and to add it as a subject for the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts – thereby providing students with a choice of exit pathways.

4.   **Will the qualification/subject be available at another NZ University?**

Digital Humanities will continue to be available at postgraduate level at the University of Canterbury – in the form of a Postgraduate Certificate in Digital Humanities, a Postgraduate Diploma in Digital Humanities and as a subject in the new 180-point Master of Arts.

As regards Applied Translation and Interpreting, the subject is being shifted to the PGCertArts and the PGDip Arts; it will also be available in the Master of Applied Translation and Interpreting.

5.   **Calendar changes**

UC Calendar 2020: p. 144 – BA Honours) Schedule

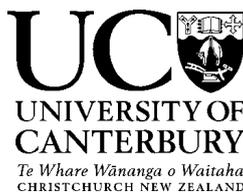   **DELETE:** Entry for 'Art Theory'.

UC Calendar 2020: p.144-145.

   DELETE: The entry for Digital Humanities.

UC Calendar 2020: p. 149 – BA Honours) Schedule

DELETE: the final entry, 'Translation and Interpreting'

UC Calendar 2020: p. 148 – BA Honours) Schedule

DELETE: the entry for 'Social Work'.

**UNIVERSITY OF
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Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to CUAP-Discontinuations only

(CUAP criterion 6.2.5)

Department or School	Macmillan Brown Centre of Pacific Studies		
College	College of Arts		
Contact person	Jonathan LeCocq	**Phone number**	Ext 94322

1.   Name of Qualification(s)
          Pacific Studies in the Bachelor of Arts with Honours

2.   CUAP Unique Identifier UC/20 BA(Hons)/3

3.   Rationale

The BA (Honours) programme in Pacific Studies (PACS) was offered for the first time in 1995. At that time, the programme consisted of a compulsory core course (PACS 601 Issues in Pacific Studies; a Special Topic course (PACS 706); and a list of courses taught by other departments and co-coded into Pacific Studies:

PACS 602	GEOG 613 Geography of the Pacific
PACS 603	SOCI 615 South Pacific Societies
PACS 604	POLS 615 Politics of Oceania
PACS 605	EDUC 616 Education in the Pacific
PACS 606	HIST 624 Rangatiratanga and Sovereignty: The Interface

There was also a list of other courses which students might be able to choose as electives:
- HIST 362 New Zealand and the Pacific
- GEOG 611 Environmentalism
- GEOG 618 Geography of Tourism
- GEOG 605 Coastal Studies
- SOCI 613 Ethnic Minorities
- SOCI 621 Sociology of Nationalism
- EDUC 657 Cross-Cultural Communication
- MAOR 605 Traditional Religion and Thought

In 1995, the programme seems to have had good support from Arts Departments and an appropriate range of targeted courses. The following year the list of courses (now coded as 400-level) was extended to include PACS 403 Issues in Nineteenth Century Maori History. By 2000, the list of courses, PACS 402-415 had extended to include the more marginal courses previously listed as possible electives. By 2004, the course list had extended with two further Special Topics (PACS 417, PACS 418) but had also begun to 'hollow out' – PACS 402 Geography of the Pacific had disappeared; PACS 409 and PACS 410 were also gone.

By 2006, Pacific Studies had a Minor (consisting mainly of courses from other disciplines) and an Honours programme of similar composition. PACS 401 Pacific Studies was taught out of the Macmillan Brown Centre, but the remaining courses were either taught into the programme from elsewhere (Aotahi, Political Science, Geography, Education, Art History, NCRE) or Special Topics.

PACS 403 Land and Authority in Maori Politics	= MAOR 410
PACS 404 The Politics of Oceania and Asia	= DIPL 417, POLS 415
PACS 405 Education and Development in the Pacific	= EDUC 417, EDUC 617
PACS 406 Rangatiratanga and Sovereignty: The Interface	= HIST 424, HSRV 409, MAOR 409
PACS 407 Special topic	
PACS 408 Coastal Studies	= GEOG 437, GEOG 438
PACS 410 Cross-Cultural Communication and Education in Aotearoa	= EDUC 657
PACS 411 Kaitiakitanga and Resource Management	= GEOG 443
PACS 412 Te Mahi Tarnga: Maori Art in Perspective	= ARTH 401
PACS 413 The Art of the Pacific	= ARTH 413
PACS 414 Art Theory	= ARTT 415
PACS 415 Nga Take Maori: Maori Political Issues	= MAOR 411, POLS 418
PACS 417 Special Topic	
PACS 418 Colonialism to Partnership? Europe in the Pacific	= EURO 404
PACS 419 Special Topic	
PACS 420 Special Topic	
PACS 421 Special Topic	

The core course, PACS 401 Pacific Studies received a total of 10 enrolments over 9 years from 2005-2013. (It also appears to have been offered in 2017, but with no enrolments in that year.) PACS 407 received 9 enrolments over the same period. Other courses offered for varying lengths of time received even fewer and some courses (PACS 406, PACS 406) received no enrolments at all

Enrolments declined considerably in the early years of this century. Over the seven years from 2005, there were six graduates with Honours, one graduate with an MA, and a student who enrolled in MA but transferred to PhD – and a one failure. In 2013 entry to the programme was suspended and the PACS entry in the BA(Hons) Schedule is prefaced by: *This Honours programme is not open for new enrolments. A student with an interest in this subject should consult the Academic Manager of the College of Arts.* Some courses did continue to be offered to allow a student in the programme to complete. In 2012 PACS 401 and PACS 407 were offered for this purpose. Since 2013, only one PACS course (PACS 419 Special Topic) has been offered (in conjunction with a MAOR code). PACS 419 received no enrolments in either 2014 or 2015.

Due to these low student numbers, the College of Arts proposes to discontinue the BA(Honours) programme in Pacific Studies, but to maintain the MA thesis in Pacific Studies. Possibilities for developing new PACS content will be explored in the coming year.

4.   Will the qualification/subject be available at another NZ University?

Waikato University currently offers a Bachelor of Pacific Development. At undergraduate level, Otago University, Victoria University and the University of Auckland offer majors in Pacific Island Studies for the Bachelor of Arts degree. At postgraduate level, Otago University's Division of Humanities maintains a Pacific Islands Research Cluster and the University of Auckland offers both a BA (Honours) programme in Pacific Studies and an MA in Pacific Studies.

5.   Calendar changes

UC Calendar 2020, p. 147 BA(Honours Schedule)

  DELETE: The entry for Pacific Studies.
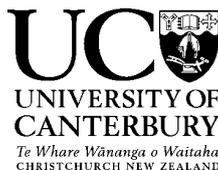
Conjoint Bachelor of Arts and Commerce (BA/BCom – 540 points) and Conjoint Bachelor of Arts and Science (BA/BSc – 540 points)

(CUAP criterion 6.1.5)

Purpose of the proposal

To introduce a Conjoint Bachelor of Arts and Science (BA/BSc), and a Conjoint Bachelor of Arts and Commerce (BA/BCom).

EXECUTIVE SUMMARY

This Proposal looks to the introduction of two new conjoint degrees, the Conjoint Bachelor of Arts and Science (BA/BSc), and the Conjoint Bachelor of Arts and Commerce (BA/BCom). These degrees will complement the three existing conjoint degrees offered by the University of Canterbury. In particular these degrees, together with the existing Conjoint Bachelor of Commerce and Bachelor of Science (B.Com/BSc), will provide conjoint programmes between all three of UC's general, broad-based undergraduate degrees. The new degree programmes will draw on the existing majors, minors and course in the BA, BSc and BCom degrees.

Most universities in New Zealand currently offer conjoint degrees and many have done so for some years. Waikato University offers 97 conjoint degrees, the University of Auckland a total of 60. Other universities offer smaller numbers of conjoint degrees – 6 at AUT, 4 at Victoria University and two at Massey University. Otago University is the only New Zealand university not to offer conjoint degrees.

Conjoint degrees are compressed programmes for high-achieving students. They combine two degrees in a compressed time-frame and, whereas a double degree involving two three year degrees will require a total of 600 points and a notional five years of full-time study, a conjoint between degrees of the same size will require a minimum of 510 points or, most commonly (and the model at UC), 540 points. A 540 point conjoint degree could be completed in four and half years of study (9 semesters) with a normal workload, or in four years with a slightly higher annual workload (for comparison, a BA BCom or BA BSc double-degree would normally take five years of full-time study). However, there are restrictions on enrolment in most NZ conjoint degrees:

- Students must demonstrate and maintain a high level of academic achievement to enrol and maintain their place in a conjoint programme. Students who fail to maintain the required minimum GPA will be unable to maintain their place in the conjoint programme.
- Students must normally enrol in courses for each of the two degrees.

- Students must graduate in both component degrees at the same time; graduation in one of the component degrees with automatically discontinue the conjoint programme.
- Workloads may be higher than the notional 120 points for an academic year.

There are a number of indications that conjoint degrees would be welcomed by intending students. Numerous enquiries by prospective students and parents at student recruitment events (Introduction to UC, Open Day, secondary school visits etc) over the past few years suggest that New Zealand school leavers are interested in these programmes. Likewise inquiries by international students suggest that students are interested in the ability to do a BA and a BSc, or a BA and a BCom as a conjoint offering.

Interdisciplinary study has been highlighted across numerous reports including the NMC Horizon report (2017 Higher Education Edition) and the British Council as being one of the key trends in higher education. Multidisciplinary/breadth of offering was also noted repeatedly in workshops in 2017 designed to inform the Learning and Teaching Strategy development. Conjoint degrees have the advantage that they not only offer expertise across a breadth of disciplines but may also provide graduates with more choice in postgraduate study. The conjoint degrees in this Proposal meet the aims of the *University of Canterbury Strategic Vision 2020-2030*, in particular the educational goal of providing flexible degree options and a cross-disciplinary curriculum that enables students to create and contribute knowledge for a better society. The Proposal also meets the goal of *Rautaki Whakashwnake Kaupapa Māori: Strategy for Māori Development* in that it provides quality programmes and ensures that students access the bicultural content of both degrees involved in the conjoint programme.

Programme Overview

School leavers who wish to enrol in either of the conjoint degrees in this proposal will need to obtain their Level 3 National Certificate of Educational Attainment (NCEA) with either Merit or Excellence. Students who have already commenced study will be able to enrol in either of the conjoint programmes provided they have obtained a Grade Point Average of at least 4.00 in their previous semester of study and have not completed courses totalling more than 270 points in either of the component degrees.   Once enrolled in the conjoint degree programme students will be required to enrol for at least one course from each of the component degrees in each academic year – unless they have already completed one of the component degrees. They must also maintain a Grade Point Average of at least 4.00 in order to stay in the conjoint programme. Students who fail to achieve this Grade Point Average with be withdrawn from the programme and may either complete one of the component degrees or a double degree

The BA/BCom and BA/BSc conjoint degrees will have the following structure:

- A total of 540 points
- A minimum of 255 points from each Bachelor degree – including a major from each degree and a minor if required by that degree or if optionally selected;
- The core requirements for each degree e.g. a course from BA Schedule E, SCIE 101, BSNS 201; the compulsory courses from Schedule C of the Bachelor of Commerce.
- A minimum of 330 points above 100-level
- A minimum of 165 points at 300-level: 60 points for each major, and a further 30 points from the BA and 15 points from the other degree.

An additional 15 points has been added to the BA at 300-level, to accommodate the typical 30-point 300-level BA courses. BA students would have difficulty finding an appropriate 15 point course at 300-level for

which they have the prerequisites, if this was not accommodated within the regulations. Of the 540 points for the conjoint degree, 510 points are specified, and 30 points are not specified; this additional 15 points at 300 level can be accommodated within these unspecified points.

If students enrol in a maximum of 120 points each year, they will complete the conjoint degree programme in 9 semesters/ four and a half years. If students enrol in 135 points each year, they will be able to complete the conjoint programme within four academic years.

It is difficult to be predict student numbers in these conjoint degrees but it is expected that a proportion of the students who currently do double degrees, will prefer the compactness of the conjoint programmes. There are a number of indications that conjoint degrees would be welcomed by intending students. Numerous enquiries by prospective students and parents at student recruitment events (Introduction to UC, Open Day, secondary school visits etc) over the past few years suggest that New Zealand school leavers are interested in these programmes. Likewise inquiries by international students suggest that students are interested in the ability to do a BA and a BSc, or a BA and a BCom as a conjoint offering In market research, students typically report a conjoint as being a desirable offering. We note that students who consider or start double degrees often abandon the project because of the time taken to complete them. Conjoint degrees will offer these students the opportunity to complete a compressed 'double degree' in four years or four and half a years.

Prescriptions for courses

No new courses will be added as a result of this proposal. The courses selected by the student will be those required to meet the overall and majoring requirements of the constituent degrees. In the future cross disciplinary courses may be developed that would complement and support the conjoint degree.

Proposed new regulations

A: THE CONJOINT BACHELOR OF ARTS AND COMMERCE

2020 UC Calendar page number 142

The Conjoint Bachelor of Arts and Commerce (BA/BCom – 540 points)

1.   Version
(a)   These Regulations came into force on 1 January 2021.
(b)   This qualification was first offered in 2021.

2.   Variations
In exceptional circumstances the Dean of Arts, in consultation with the Dean of Business, may approve a variation of these regulations.

3.   The Structure of the Qualification
To qualify for the Conjoint Bachelor of Arts and Commerce, a student must:
(a)   be credited with a minimum of 540 points towards the qualification; and
(b)   be credited with a minimum of 255 points from courses from Schedule V to the Bachelor
        of Arts regulations; including:
        i.   at least 180 points above 100-level; and
        ii.   at least 90 points at 300-level; and
        iii.   one course from Schedule E to the Bachelor of Arts; and

      iv.   the requirements for one major and one minor, as listed in Schedule B to the Bachelor of Arts, and

(c) be credited with a minimum of 255 points from courses in Schedule V to the Bachelor of Commerce regulations; including:

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

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

      iii.   courses listed in Schedule C to the Bachelor of Commerce; and

      iv.   the requirements for a major, as listed in Schedule S to the Bachelor of Commerce; and

      v.   optionally the requirements of a minor, as listed in Schedule S of the Bachelor of Commerce.

4.   **Admission to the Qualification**

To be admitted to the qualification, a student must:

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

(b) either:

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

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

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

5.   **Subjects**

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

6.   **Time Limits**

This qualification adheres to the General Conditions for Credit Regulations for 540-point conjoint qualifications, with a time limit of 10 years.

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

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

(a) A maximum of 60 points may be credited to a conjoint combination from a previously completed degree.

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

8.   **Progression**

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

(a) A student requires permission from the Dean of Arts and the Dean of Business to re-enrol in the conjoint combination each year after admission and must maintain an overall GPA of at least 4.0 each year to remain in the qualification.

(b) A student must enrol in at least one course for each of the component degrees each year unless the requirements of one component degree have already been completed.

9.   **Honours, Distinction and Merit**

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

10.   **Exit and Upgrade Pathways to Other Qualifications**

A student who wishes to abandon the qualification, or fails to maintain the required GPA, may transfer to either one or both of the component bachelor degrees; in which case the regulations for each separate degree will apply.

B: THE CONJOINT BACHELOR OF ARTS AND SCIENCE

2020 UC Calendar page number 142

The Conjoint Bachelor of Arts and Science (BA/BSc – 540 points)

1. **Version**
   (a) These Regulations came into force on 1 January 2021.
   (b) This qualification was first offered in 2021.

2. **Variations**
   In exceptional circumstances the Dean of Arts, in consultation with the Dean of Science, may approve a variation of these regulations.

3. **The Structure of the Qualification**
   To qualify for the Conjoint Bachelor Arts and Science, a student must:
   (a) be credited with a minimum of 540 points towards the qualification; and
   (b) be credited with a minimum of 255 points from courses from Schedule V to the Bachelor of Arts regulations; including:
   - i. at least 180 points above 100-level; and
   - ii. at least 90 points at 300-level; and
   - iii. one course from Schedule E to the Bachelor of Arts; and
   - iv. the requirements for one major and one minor, as listed in Schedule B to the Bachelor of Arts, and
   (c) be credited with a minimum of 255 points from courses from Schedule S to the Bachelor of Science regulations; including:
   - i. at least 165 points above 100-level; and
   - ii. at least 75 points at 300-level; and
   - iii. courses listed in Schedule C to the Bachelor of Science; and
   - iv. the requirements for a major, as listed in Schedule S of the Bachelor of Science.

4. **Admission to the Qualification**
   To be admitted to the qualification, a student must:
   (a) satisfy the Admission Regulations for admission to the University; and
   (b) either:
   - I. attain either an overall Merit or Excellence Endorsement in their Level 3 National Certificate in Educational Attainment (NCEA) qualification prior to enrolling at the University; or
   - II. attain a Grade Point Average of at least 4.0 in their previous semester of study and have completed no more than 270 points towards either component degree if transferring to this degree from either of the component degrees; or
   - III. been granted Academic Equivalent Standing for one of the above.

5. **Subjects**
   The subjects are the majors and minors in the Bachelor of Arts and in the Bachelor of Science.

6.   Time Limits

This qualification adheres to the General Conditions for Credit Regulations for 540-point conjoint qualifications, with a time limit of 10 years.

7.   Transfers of Credit, Substitutions and Cross-Credits

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

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

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

8.   Progression

This qualification adheres to the General Regulations with the following additional stipulations:
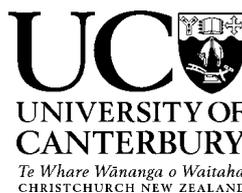
(a)   A student requires permission from the Dean of Arts and the Dean of Science to re-enrol in the conjoint combination each year after admission and must maintain an overall GPA of at least 4.0 each year to remain in the qualification.

(b)   A student must enrol in at least one course for each of the component degrees each year unless the requirements of one component degree have already been completed.

9.   Honours, Distinction and Merit

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

10.   Exit and Upgrade Pathways to Other Qualifications

A student who wishes to abandon the qualification, or fails to maintain the required GPA, may transfer to either one or both of the component bachelor degrees; in which case the regulations for each separate degree will apply.

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Master of Business
Page 250 2020 Calendar

(CUAP Criterion 6.1.1)

EXECUTIVE SUMMARY

This proposal seeks to achieve 5 objectives:

1. Introduce a Master of Business (MBus) and associated major. The new MBus will ultimately replace the existing Master of Business Management (MBM) and the Master of Financial Management (MFM). No further enrolments will be allowed in the existing MBM or MFM from 2021. Effectively this proposal is a renaming of an existing degree and introduces majors into the degree.

2. Introduce a Sustainable Supply Chain Management major.

3. Introduce a Marketing major.

4. Create a Management major to replicate the existing MBM course structure.

5. Create a Financial Management major (effectively subsuming the MFM into the MBUS)

The growth area in postgraduate qualifications has been in conversion type masters that build on an undergraduate degree from another discipline. The existing MBM is a successful degree that provides a general business education and business acumen. The addition of majors in (i) sustainable supply chain management; and (ii) marketing will provide a choice for students who wish to gain general business skills but undertake depth of study in a specialised area. The inclusion of financial management as a major in a general business degree is a more logical and coherent option compared to a whole degree.

The target audience for this programme are domestic and international students with an undergraduate qualification in any discipline. 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 Master of Business graduates, the UC Business School, other stakeholders within the university, and potential students.

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

Organisational Efficiency
SG ORG   Strategic Goal 2: Grow and diversify revenue to become an economically sustainable university able to initiate new, high-impact projects.
2.3   Increase the revenue, EFTS and diversity of student related income

The Business Taught Masters programme is an important growth area for the University of Canterbury and the College. Introducing majors the MBus with majors in Management, Sustainable Supply Chain

Management and Marketing will increase options for students and enhance the attractiveness of the degree.

Having various majors provides the IRO with the opportunity to generate interest from a broad set of students.

Accessible, Flexible, Future Focused Education
SG EDU 2.1   Strategic Goal 2: Invest in a curriculum that prepares our students to be enquiring and create and contribute knowledge for a better society
2.1   Undertake curriculum innovation to enhance student learning outcomes in a changing future
2.2   Provide enhanced opportunities for highly capable students

The MBus is a degree that delivers higher learning and work-focused skills. Based on merit, students can undertake a project for an external organisation.

Accessible, Flexible, Future Focused Education
SG EDU 3.1   Strategic Goal 3: Lifelong learning opportunities through flexible degree and delivery options
3.1   Develop flexible qualification packages and delivery modes (blended/online/MOOCs)

Internationalisation – Locally Engaged, Globally Networked
SG INT 2.1   Strategic Goal 2: Expand the University's educational services to students living offshore through the development of a portfolio of Transnational Education (TNE) and online educational offerings
2.1 Develop and deliver Transnational Education (TNE) and online educational offerings

The BTM programme is also aiming to deliver part of the programme online. This will enable students who are overseas to complete some of their studies prior to coming to New Zealand. This will make the programme less costly and more accessible for students.

Internationalisation – Locally Engaged, Globally Networked
SG INT 3.1   Strategic Goal.3: Expand the nationalities and cultures represented in our student body
"3.1 Increase No. % of full fee EFTS to 15% of total UC EFTS by 2026

The BTM programme is likely to be an important element in increasing student numbers.

Accessible, Flexible, Future Focused Education
SG EDU 2.2   2.2 Provide enhanced opportunities for highly capable students
As part of their programme students can undertake a project for an external organisation. Selection for these is merit based.

Programme Overview

Students completing the Master of Business complete four core business courses along with completing the majoring requirements for at least one of four different majors. Entry to the programme occurs either in Term 1 (January) or Term 3 (August). Students complete the core courses in Accounting, Economics, Finance, and Business Research Methods (60 points), while the major requires a further five courses (75 points) and 45 points of level 9 project courses, of which at least 30 points must be in the area of the major.   The order courses are completed will depend on the entry point to the degree. Suggested course plans, depending on which option is chosen for level 9 courses are outlined below:

Sample Plan for students taking MBAZ680 or MBAZ681

Term	Management Jan	Management Aug	Marketing Jan	Marketing Aug	SSCM Jan	SSCM Aug	Fin Mgmt Jan	Fin Mgmt Aug

1	MBAZ601-T1 MBAZ602-T1 MBUS601-T1	MBAZ601-T3 MBAZ602-T3 MBUS650-T3	MBAZ602-T1 MBUS601-T1 MBUS644-T1	MBAZ601-T3 MBAZ602-T3 MBAZ605-T3	MBUS601-T1 MBUS643-T1 MBUS644-T1	MBAZ601-T3 MBAZ602-T3 MBAZ603-T3	MBAZ601-T1 MBAZ602-T1 MBAZ603-T1	MBAZ601-T3 MBAZ602-T3 MPAC603-T3
2	MBAZ604-T2 MBUS602-T2 MBUS603-T2	MBUS601-T1 MBAZ603-T1 MBAZ605-T1	MBAZ604-T2 MBUS626-T2 MBUS627-T2	MBUS601-T1 MBAZ603-T1 MBUS644-T1	MBAZ604-T2 MBUS645-T2 MBUS646-T2	MBUS601-T1 MBUS643-T1 MBUS644-T1	MBAZ604-T2 MFIN601-T2 MFIN602-T2 MFIN603-T2	MBAZ605-T1 MBAZ603-T1
3	MBAZ603-T3 MBAZ605-T3 MBUS650-T3	MBAZ604-T2 MBUS602-T2 MBUS603-T2	MBAZ601-T3 MBAZ603-T3 MBAZ605-T3	MBAZ604-T2 MBUS626-T2 MBUS627-T2	MBAZ601-T3 MBAZ602-T3 MBAZ603-T3	MBAZ604-T2 MBUS645-T2 MBUS646-T2	MPAC603-T3 MBAZ605-T3	MBAZ604-T2 MFIN601-T2 MFIN602-T2 MFIN603-T2
4	MBAZ680/1-A	MBAZ680/1-A	MBAZ680/1-A	MBAZ680/1-A	MBAZ680/1-A	MBAZ680/1-A	MBAZ680/1-A	MBAZ680/1-A

(Key: core, major, project)

Sample Plan for students taking MBAZ67X courses

Term	Management Jan	Management Aug	Marketing Jan	Marketing Aug	SSCM Jan	SSCM Aug	Fin Mgmt Jan	Fin Mgmt Aug
1	MBAZ601-T1 MBAZ602-T1 MBUS601-T1	MBAZ601-T3 MBAZ602-T3 MBUS650-T3	MBAZ602-T1 MBUS601-T1 MBUS644-T1	MBAZ601-T3 MBAZ602-T3 MBAZ605-T3	MBUS601-T1 MBUS643-T1 MBUS644-T1	MBAZ601-T3 MBAZ602-T3 MBAZ603-T3	MBAZ601-T1 MBAZ602-T1 MBAZ603-T1	MBAZ601-T3 MBAZ602-T3
2	MBAZ604-T2 MBUS602-T2 MBUS603-T2	MBUS601-T1 MBAZ603-T1 MBAZ605-T1	MBAZ604-T2 MBUS626-T2 MBUS627-T2	MBUS601-T1 MBAZ603-T1 MBUS644-T1	MBAZ604-T2 MBUS645-T2 MBUS646-T2	MBUS601-T1 MBUS643-T1 MBUS644-T1	MBAZ604-T2 MFIN601-T2 MFIN602-T2 MFIN603-T2	MBAZ605-T1 MBAZ603-T1
3	MBUS650-T3 MBAZ672-T3	MBAZ604-T2 MBUS602-T2 MBUS603-T2	MBAZ605-T3 MBAZ671-T3	MBAZ604-T2 MBUS626-T2 MBUS627-T2	MBAZ601-T1 MBAZ676-T3	MBAZ604-T2 MBUS645-T2 MBUS646-T2	MPAC603-T3 MFIN671-T3 MFIN673-T3	MBAZ604-T2 MFIN601-T2 MFIN602-T2 MFIN603-T2
4	MBAZ603-T1 MBAZ605-T1 MBAZ674-T1	MBAZ672-T3 MBAZ673-T3	MBAZ601-T3 MBAZ603-T3 MBAZ674-T1	MBAZ671-T3 MBAZ673-T3	MBAZ602-T1 MBAZ603-T1 MBAZ674-T1	MBAZ676-T3 MBAZ673-T3	MBAZ605-T1 MFIN672-T1	MPAC603-T3 MFIN671-T3 MFIN673-T3 MBAZ673-T3

(Key: core, major, project)

Prescriptions for courses

MBUS 643 Supply Chain Fundamentals (15 points)

This course provides foundational supply chain concepts, basis analysis tools and decision-making models used in the design and operations of manufacturing and distribution systems across integrated supply chain systems. In addition to functional concepts across procurement, operations and logistics/distribution, students will be introduced to concepts of supply chain dynamics, risk and resilience, as well as relational management.
P: Subject to the approval of the Programme Director

MBUS 644 Principles of Sustainability (15 points)

Concurrent to supply chain fundamentals, this course provides foundational concepts for understanding sustainability from a business perspective. Systems concepts, incorporating both ecological and social domains are integrated into the dominant logics of business so as to create a conceptual framework for students moving forward in the supply chain degree. All subsequent courses will build on the sustainability foundation established in this course.
P: Subject to the approval of the Programme Director

MBUS 645 Supply Chain Analytics (15 points)

Supply chains consist of multiple firms, often geographically dispersed, that exchange goods/services, information and which have various sustainability impacts. Analytical tools and techniques are fundamental to supply chain management in order to manage supply networks efficiently and in a sustainable manner. This course focuses on fundamental analytical methods and tools in supply chain management from a practical perspective as well as from sustainability perspective.

P: MBUS643, MBUS644

MBUS 646 Strategic Supply Chain Management for Sustainability (15 points)

In today's business environment, organisations need to identify their competitive advantages and develop their operations and supply chain management capabilities accordingly, particularly with respect to organisational sustainability impacts. This course focuses on the understanding of broader concepts of supply chain management and strategy from perspectives important to supply chain management such as capacity, IT, collaboration, new product development and performance management. Sustainability is woven in throughout the course through cases, readings and discussion.

P: MBUS643, MBUS644

MBAZ 676 Evidence Based Sustainable Supply Chain Management (30 points)

We examine the practice of Evidence-based management within the context of contemporary issues in sustainable supply chain management such as the impact of sustainable supply chain practices on business performance, key general principles managing sustainable supply chain initiatives, and managing for sustainability in dynamic and complex situations that are typical in today's global business environment. The SCOR model will form the conceptual framework for applying and evaluating supply chain management practices beyond financial performance to also include environmental, social and cultural performance issue.

P: MBUS 645, MBUS 646

MBUS 626 Digital Marketing

This course offers an advanced examination of marketing practices on the Internet. MBUS626 draws specific attention to the role of online, mobile, and social media marketing techniques on contemporary business practices. The course prepares students for using digital marketing platforms and decision making in the modern workplace.   The course uses a combination of theoretical learning through traditional lecturing and hands on experience with online tools, such as Google Analytics. Concepts will be drawn from a variety of sources to help understand how the Internet can be used as not only a communication tool, but also a medium of exchange and engagement. Theories and concepts will be drawn from a variety of sources to aid in students' understanding of the role the Internet plays in organisations' marketing endeavours. The course extends the existing marketing offerings by going into far greater depth with online and digital media.

P: MBUS 601

MBUS 627 Event Marketing and Management

This course provides concepts and skills for planning, organizing and marketing of events. The business of events is global and includes the notion of MICE (Meetings, Incentives, Conferences and Events).This course will specifically focus on understanding the event life cycle, beginning with the idea or theme of the event, up to assessing feasibility, bidding campaign, event and meeting planning, event and meeting management, event branding, use of media technologies for events and meetings, facility management, event sustainability and event legacy. This course has also a focus on the practice of organizing and hosting a meeting or event, and therefore has a strong applied component.

P: MBUS 601

Proposed new regulations

2019 UC Calendar page number 253. The following regulations are adapted from the existing Master of Business Management regulations.

The Degree of Master of Business (MBUS - 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 2021.

(b) This degree will replace the Master of Business Management which was first offered in 2014 and the Master of Financial Management which was first offered in 2017.

2. Variations

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

3. The structure of the qualification

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

i. be credited with a minimum of 180 points towards the qualification; and

ii. be credited with the courses listed in Schedule C to these regulations; and

iii. satisfy the requirements for a major as listed in Schedule S to these regulations.

4. Admission to the qualification

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

(a) either

i. qualified for a New Zealand university degree with at least a B Grade Point Average in 300-level courses or equivalent, or

ii. been admitted with Academic Equivalent Standing as the holder of such a degree; and

(b) demonstrated a high proficiency in English.

i. A student who speaks English as a second language will be required to produce evidence that their English ability meets the standard specified in the General Regulations for the University, and

(c) been approved as a student for the degree by the Dean of Business.

5. Subjects

The degree of Master of Business may be awarded in the following majors: Financial Management; Management; Marketing; Sustainable Supply Chain Management.

6. Time limits

The time limits for this qualification is 48 months (part-time or full-time).

7. Transfers of credit, substitutions and cross-credits

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

following stipulation:

A student, on the basis of previous studies, may be exempt from courses in the Schedule to the Regulations for the Degree of Master of Business and will replace these courses with other appropriate postgraduate courses as approved by the Programme Coordinator.

8. Progression

This qualification adheres to the General Regulations for the University, with the stipulations that a student will be withdrawn from the degree if they fail more than 30 points.

9. Honours, Distinction and Merit

The qualification adheres to the General Regulations for the University and may be awarded with Distinction and Merit with the following stipulation:

The Dean of Business will determine if time extensions preclude a student from receiving Merit or Distinction.

10. Pathways to other qualifications

(a) There is no advancing qualification for this degree.

(b) A student for the degree who has not met the requirements for the Master of Business Management but who has satisfied all requirements for the Postgraduate Diploma in Business or Postgraduate Certificate in Business may apply to withdraw from the degree and be awarded the alternate qualification.

Schedule C – Compulsory Courses for the Degree of Master of Business

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

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
MBAZ 601	Management Accounting	15	T1, T3	P: Subject to the approval of the Programme Director R: MBUS 611, MBAD 601
MBAZ 602	Business Economics	15	T1, T3	P: Subject to the approval of the Programme Director R: MBAD 604, MBUS 614
MBAZ 603	Managerial Finance	15	T1, T3	P: Subject to the approval of the Programme Director R: MBUS 621, MBAD 611
MBAZ 604	Business Research Methods	15	T2	P: Subject to the approval of the Programme Director R: MBUS 642, MBAD 679

Schedule S – Subject Courses for the Degree of Master of Business

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

Financial Management

A student intending to complete the MBus majoring in Financial Management must be credited with the following:

    i.   MBAZ 605

    ii.   MFIN 601

    iii.   MFIN 602

    iv.   MFIN 603

    v.   MPAC 603

    vi.   45 points from Schedule E, including at least one of MBAZ680, MBAZ681, or (MFIN671 and 15 points from MFIN673 or MFIN674)

Management

A student intending to complete the MBus majoring in Management must be credited with the following:

   i.   MBAZ 605

    ii. MBUS 601

    iii. MBUS 602

  iv.   MBUS 603

   v.   One of

        MBUS 650 or

        MBUS 651 or

        MBUS 644

  vi.   45 points from Schedule E, including at least one of MBAZ680, MBAZ681, or MBAZ672

Marketing

A student intending to complete the MBus majoring in Marketing must be credited with the following:

   i.   MBAZ 605

  ii.   MBUS 601

  iii.   MBUS 644

  iv.   MBUS 626

   v.   MBUS 627

  vi.   45 points from Schedule E, including at least one of MBAZ680, MBAZ681 or MBAZ671

Sustainable Supply Chain Management

A student intending to complete the MBus majoring in Sustainable Supply Chain Management must be credited with the following:

   i.   MBUS 601

  ii.   MBUS 643

  iii.   MBUS 644

  iv.   MBUS 645

   v.   MBUS 646

  vi.   45 points from Schedule E, including at least one of MBAZ680, MBAZ681 or MBAZ676

Schedule E – Elective Courses for the Degree of Master of Business

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
MBAZ 671	Applied marketing	30	T3	P: MBUS601
MBAZ 672	Evidence Based Human Resource Management	30	T3	P: MBUS603
MBAZ 673	Innovation	15	T3	P: 60 points from MBAZ, MBUS, MPAC, MBIS, MFIN
MBAZ 674	Critical Thinking and Problem Solving	15	T1	P: 60 points from MBAZ, MBUS, MPAC, MBIS, MFIN
MBAZ 675	Special Topic	15		P: Subject to approval of the Programme Director
MBAZ 676	Evidence Based Sustainable Supply Chain Management	30	T3	P: MBUS 645, MBUS 646

MBAZ 680	Research Project	45	A	P: Subject to approval of the Programme Director
MBAZ 681	Internship	45	A	P: Subject to approval of the Programme Director
MFIN671	Business in NZ	15	T3	P: 60 points from MBAZ, MBUS, MPAC, MBIS, MFIN
MFIN 672	Cases in Financial and Management Accounting	15	T1	P: MPAC 603 R: FIEC675, MFIN670
MFIN673	Portfolio Management	15	T1	P: MFIN601, MFIN602
MFIN674	Financial Decision Making	15	T3	P: MFIN601, MFIN602

Students may substitute up to 15 points with 15 points from Schedule E Elective Courses in the schedule of the MPA or Schedule C Group 2 courses from the schedule of the MBIS.

Schedule V – Valid Courses for the Degree of Master of Business

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
MBAZ 601	Management Accounting	15	T1, T3	P: Subject to the approval of the Programme Director R: MBUS 611, MBAD 601
MBAZ 602	Business Economics	15	T1, T3	P: Subject to the approval of the Programme Director R: MBAD 604, MBUS 614
MBAZ 603	Managerial Finance	15	T1, T3	P: Subject to the approval of the Programme Director R: MBUS 621, MBAD 611
MBAZ 604	Business Research Methods	15	T2	P: Subject to the approval of the Programme Director R: MBUS 642, MBAD 679
MBAZ 605	Business Law	15	T1, T3	P: Subject to the approval of the Programme Director R: MBUS 634, MBAD 658
MBUS 601	Marketing	15	T1	P: Subject to the approval of the Programme Director R: MBUS 623, MBAD 606
MBUS 602	Leadership	15	T2	P: Subject to the approval of the Programme Director R: MBUS 613, MBAD 615, MBAD 642
MBUS 603	Managing People and Performance	15	T2	P: Subject to the approval of the Programme Director R: MBAD 605, MBUS 625, MBUS 615
MBUS 626	Digital Marketing	15	T2	P: MBUS 601
MBUS 627	Event Marketing and Management	15	T2	P: MBUS 601
MBUS 643	Supply Chain Fundamentals	15	T1	P: Subject to the approval of the Programme Director
MBUS 644	Principles of Sustainability	15	T1	P: Subject to the approval of the Programme Director
MBUS 645	Supply Chain Analytics	15	T2	P: MBUS 643, MBUS 644
MBUS 646	Strategic Supply Chain Management for Sustainability	15	T2	P: MBUS 643, MBUS 644

| MBUS 650 | Business Strategy | 15 | T3 | P: Subject to the approval of the Programme Director
R: MBUS 624, MBAD 631, MBAD 632 |
| MBUS 651 | Business Development and Entrepreneurship | 15 | T2 | P: Subject to the approval of the Programme Director
R: MBUS 635, MBAD 654 |

MBM Regulations

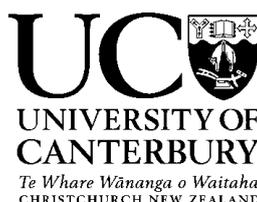Page 256 2020 Calendar

The Degree of Master of Business Management*

* Not open for new enrolments in 2021. See Master of Business.

MFM Regulations

Page 261 2020 Calendar

Master of Financial Management

* Not open for new enrolments in 2021. See Master of Business.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Postgraduate Diploma in Teaching and Learning
Master of Teaching and Learning
Postgraduate Diploma in Education and Learning
Pg XX of the 2020 UC Calendar
Academic Quality inserts URL

CUAP Criterion 6.1.1

SECTION A

Purpose of the proposal

The proposal is to review and redevelop the existing Master of Teaching and Learning (MTchgLn) endorsed in Early Childhood, Primary and Secondary, as part of a wider review of graduate and postgraduate initial teacher education (ITE) qualifications at UC. Specifically, the intentions are to:

- Restructure the existing MTchgLn (180-pt professional Masters) to introduce a 150 point Postgraduate Diploma in Teaching and Learning with endorsements (Primary, Secondary) and with the ability to enrol in a further 30-pt course to achieve the Master of Teaching and Learning qualification;
- To introduce a Postgraduate Diploma in Education and Learning as an exit qualification.
- Achieve strategic alignment between the postgraduate and graduate diploma pathways in ITE.

EXECUTIVE SUMMARY

A changing national policy context relating to initial teacher education (ITE) programme approval and funding for postgraduate ITE programmes necessitates the review of the existing Master in Teaching and Learning (MTchgLn), as part of a wider review and redevelopment of graduate and postgraduate ITE qualifications at UC. This review is aimed at ensuring a sustainable postgraduate ITE pathway.

Specifically, it is proposed to recognise a Postgraduate Diploma in Teaching and Learning (PGDipTchgLn) (150-pts) with endorsements (Primary, Secondary) with the ability to enrol in a further 30-pt course to achieve the Master of Teaching and Learning (MTchgLn) (180-pts) qualification. The purpose of the MTchgLn remains the same – to provide a postgraduate pathway to teaching. The overall curriculum content of the qualification is not radically different to the existing content of the MTchgLn and the overall points remain the same, at 180 points. Hence, the proposal is for a change to the existing MTchgLn qualification, achieved through the reconfiguration of the programme into a PGDipTchgLn with an additional 30-pt course.

The Postgraduate Diploma in Education and Learning (PGDipEdLn) (120-pts of coursework) is an exit qualification for students who do not meet the practice requirements for the PGDipTchgLn or who decide not to continue with the 150-pt teaching qualification. The PGDipEdLn is not a teaching qualification and does not lead to teacher registration.

The programme redevelopment will meet the UC strategic requirement to Challenge by supporting participation of students in postgraduate teacher education, through a reconfigured postgraduate ITE pathway. It will Concentrate on quality teacher education, to ensure the quality of UC teacher graduates and increase numbers in the postgraduate ITE pathways by providing flexibility to exit with a postgraduate diploma or continue on to complete a Masters qualification. Also, it will Connect with stakeholders in education, including the Ngāi Tahu Rūnanga Education and Health Advisory Group and schools, in the review and redevelopment of postgraduate ITE qualifications and in respect of the educational aspirations of communities and needs of schools for culturally responsive, committed, skilled and knowledgeable

teachers. More broadly, the UC postgraduate ITE pathway will add value to society by producing an educated and skilled teacher workforce with critical thinking skills and adaptive expertise. Teacher graduates will be equipped with the skills and qualifications needed to teach for equity, be a force for innovation in schools, and enable learner success.

There is proven demand for a postgraduate ITE pathway. In the five years that the MTchgLn has been offered, enrolments have ranged from 20 to 31 students. Graduate and postgraduate ITE at UC also attract a number of students who are new to study at UC. From data relating to Graduate Diploma and Masters ITE enrolments at UC (for 2016-2018) and where the previous tertiary institution is known, 31 percent of students were new to UC; that is, their recently gained previous university qualifications were not from UC. The flexibility and endorsements built into the proposed pathway will likely support an increase in enrolments in postgraduate ITE qualifications and students who are new to UC. There is also a current shortage of teachers and the increased likelihood of graduates being able to secure positions, along with recently confirmed salary increases, should support recruitment.

Programme Overview

The Postgraduate Diploma and Masters qualifications are designed to be completed in an extended academic year. Students (pre-service teachers) in the postgraduate pathway will complete the 150 points for the Postgraduate Diploma in semesters 1 and 2 and the 30 additional points for the Masters in the following summer school semester (November-January). Students undertake two professional practice experiences (internships), each in a different school. One professional practice experience is undertaken in semester 1 and the other in semester 2.

Programme structure

Postgraduate Diploma in Teaching and Learning (PGDipTchgLn) and Master of Teaching and Learning (MTchgLn): Structure

	Semester 1		Semester 2	
	Understanding	Enacting	Deepening	Refining
Progression				
Social justice oriented teacher professionals Focus on developing teacher knowledge, dispositions and skills; providing particular support for practice	**TEPI 413: Professional Learning and Inquiry 1** Level 8, 15pts	**TEPP 413: Teaching Professional Practice 1** Level 8, 15pts	**TEPI 614: Professional Learning and Inquiry 2** Level 9, 15pts	**TEPP 414: Teaching Professional Practice 2** Level 8, 15pts
Understanding learners Focus on Māori and diverse learners, learners as members of communities, learner development and needs	**TEPI 415: Understanding Every Learner: Intercultural and Inclusive Education** Level 8, 15pts			
	TEPI 416: Tō tātou reo, ā tātou tikanga Level 8, 15pts			
Primary Endorsement Curriculum, pedagogy and assessment in support of diverse learners Focus on curriculum-based teaching and learning	**TECP 423: Literacy and Mathematics for Primary School Teaching** Level 8, 15pts			
	TECP 424: Teaching and Learning in, through and about Health and Physical Education and The Arts Level 8, 15pts			
	TECP 425: Exploring Science and Technology through Collaborative Design Level 8, 15pts		**TECP 426: Learning Languages and Social Sciences in Diverse School and Community Settings** Level 8, 15pts	

Secondary Endorsement Curriculum, pedagogy and assessment in support of diverse learners Focus on curriculum-based teaching and learning	**TECS 433: Curriculum, Pedagogy and Assessment 1: Teaching subject for junior secondary** Level 7, 15pts	**TECS 434: Curriculum, Pedagogy and Assessment 2: Teaching subject for senior secondary** Level 7, 15pts
	TECS 435: Curriculum, Pedagogy and Assessment 3: Contemporary developments in secondary education (15pts) Level 7, 15pts	
	EITHER TECS 436: Curriculum, Pedagogy and Assessment 4: Additional teaching subject for junior secondary **OR TECS 437: Curriculum, Pedagogy and Assessment 5: Additional teaching subject for senior secondary** **OR course from schedule for Primary Education endorsement** **OR an approved level 8 course from a schedule elsewhere in UC** Level 5 to 7, 15pts	

Masters Additional course	**TEPI615 Reseaerch for Teaching** Level 9, 30pts Taught in summer school

Postgraduate Diploma in Teaching and Learning Courses
Schedule of courses

Course Code	Title	Semester	NZQA level	Points
All students take the following courses				
TEPI413	Professional Learning and Inquiry 1	1	8	15
TEPI614	Professional Learning and Inquiry 2	2	9	15
TEPP413	Teaching Professional Practice 1	1	8	15
TEPP414	Teaching Professional Practice 2	2	8	15
TEPI415	Understanding Every Learner: Intercultural and Inclusive Education	1 and 2	8	15
TEPI416	Tō tātou reo, ā tātou tikanga	1 and 2	8	15
Students in the **Primary Education Endorsement** take the following courses.				
TECP423	Literacy and Mathematics for Primary School Teaching	1 and 2	8	15
TECP424	Teaching and Learning in, through and about Health and Physical Education and The Arts	2 and 2	8	15
TECP425	Exploring Science and Technology through Collaborative Design	1	8	15
TECP426	Learning Languages and Social Sciences in Diverse School and Community Settings	2	8	15
Students in the **Secondary Education Endorsement** take the following courses.				
TECS433	Curriculum, Pedagogy and Assessment 1: Teaching subject for junior secondary	1	8	15
TECS434	Curriculum, Pedagogy and Assessment 2: Teaching subject for senior secondary	2	8	15
TECS435	Curriculum, Pedagogy and Assessment 3: Contemporary developments in secondary education	1 and 2	8	15
TECS436, or	Curriculum, Pedagogy and Assessment 4: Additional teaching subject for junior secondary	1	8	15
TECS437, or	OR	2	8	15

	Curriculum, Pedagogy and Assessment 5: Additional teaching subject for senior secondary			
TECP423, or TECP424, or TECP425, or TECP426	OR A course from the PGDipTchgLn schedule for the Primary Education endorsement	1 or/and 2	8	15
	OR A level 8 or 9 course from other UC schedules of courses that complement the programme of study in secondary teacher education. The selected course might: • Deepen subject matter knowledge • Broaden subject matter knowledge • Deepen knowledge of learners and learning • Support a wider contribution to schools • Build cultural competency	1 or/and 2	8 or 9	15

Primary Education Endorsement (90pts)
Courses specific to the primary education endorsement are: TEPP413 (primary context), TEPP414 (primary context), TECP423, TECP424, TECP425, and TECP426.

Secondary Education Endorsement (90 pts)
Courses specific to the secondary education endorsement are: TEPP413 (secondary context), TEPP414 (secondary context), TECS433, TECS434, TECS435, and TECS436 or TECS437 or a Level 8 curriculum course from Primary Education endorsement or a course from a schedule of UC Level 8 courses that are related to secondary teaching.

Master of Teaching and Learning Additional Course
Courses in the MTchgLn include all those from the PGDipTchgLn, plus the 30-pt additional course TEPI615.

Course Code	Title	Semester	NZQA level	Points
All students take the following courses				
TEPI615	Research for Teaching	summer	9	30

Endorsements in Primary Education or Secondary Education are awarded based on the courses undertaken in the PGDipTchgLn.

Prescriptions for courses
Professional Inquiry (PI) courses
TEPI413: Professional Learning and Inquiry 1
This course supports the development of foundational professional and pedagogical understandings for teaching and learning in schools in Aotearoa/ New Zealand. Students will critically engage with the sociocultural context of schooling, Ministry of Education documents, professional frameworks and research that will support the development of positive, inclusive learning-focussed professional practices and environments in diverse school settings. Students complete a Treaty of Waitangi workshop within the course. The course will prepare students for the associated Professional Practice course and also complement learning in other courses in the Post-Graduate Diploma of Teaching and Learning.

TEPI415: Understanding Every Learner: Intercultural and Inclusive Education

Every learner is unique. This course will support student teachers to increase their understanding of the variety of unique characteristics that learners bring with them into school and learning settings while also providing them with frameworks for understanding each learner as a whole person. Intercultural understandings will be addressed by challenging ideas of normality; inclusiveness will be addressed through an abilities-based approach and tangata whenuatanga; and behaviour will be viewed as a medium of communication. From a practice perspective, the course will focus on what teachers can do to change and adapt their practices to meet the needs of every learner.

TEPI416: Tō tātou reo, ā tātou tikanga

This course will support student teachers to extend their personal proficiency in te reo Māori through a communicative approach to language learning. Emphasis will be placed on student teachers learning how the use te reo Māori in their planning for teaching and in their everyday school practices as a teacher. It will also assist student teachers to understand their role in the revitalisation process of te reo Māori. Tikanga Māori and tikanga ā iwi will be incorporated in this course through place-based pedagogies and socio-cultural understandings of knowledge. The course will draw explicitly from the core competencies of Tātaiako (Ministry of Education, 2011) which will be enhanced by including the value of kaitiakitanga.

TEPI614: Professional Learning and Inquiry 2

This course builds upon TEPI413 Professional Learning and Inquiry 1 and TEPP413 Professional Practice 1. It provides an opportunity for students to deepen understandings of professional and pedagogical aspects of teaching. Students will synthesise research-informed and experience-based knowledge in critical examination of their own and others' professional and pedagogical practices. Students will engage critically with contemporary educational issues and practice challenges including pedagogies for diverse learners and learning environments, and digital leadership. There is an emphasis on becoming an inquiring and critically reflective teacher, using 'teaching as inquiry' and evidence-based approaches to enhance learning. The course will prepare students for the associated Professional Practice course and also complement learning in other courses in the Postgraduate Diploma of Teaching and Learning.

TEPI615: Research for Teaching

Students in this course will examine contemporary educational issues that teachers face in practice in classrooms, schools, and communities. Students will unpack problems of practice using multiple theoretical and practice-based lenses. Issues of social justice, equity, diversity, tangata whenuatanga, and the ecological and cultural aspects of schools and schooling will be the central focus of the course, with student-directed topics also being explored. Positioning the teacher as researcher will allow students to explore varying approaches to educational research.

Professional Practice (PP) courses
TEPP413: Teaching Professional Practice 1

This course and first teaching practice experience provides opportunities for pre-service teachers to enact learning and critically reflect on teaching and demonstrate professional skills, knowledge and dispositions. Pre-service teachers develop practice competence in school contexts, with professional support. Practice experience is focused on understanding and responding to learners, design for learning, establishing a learning-focused culture, fostering professional relationships, enacting principles relating to Te Tiriti o Waitangi, and engaging in professional learning. The course and teaching practice experience are closely linked to other courses in the PGDipTchgLn programme, through which opportunities are provided for examination of practice-related challenges and contributions to assignment requirements across the programme.

TEPP414: Teaching Professional Practice 2

This course and second teaching practice experience provides opportunties for pre-service teachers to deepen their learning and critical reflection on teaching and demonstrate professional skills, knowledge and dispositions. Pre-service teachers deepen practice competence in school contexts, with professional support. Practice experience is focused on understanding and responding to learners, design for learning, establishing a learning-focused culture, fostering professional relationships, enacting principles relating to

Te Tiriti o Waitangi, and engaging in professional learning. The course and teaching practice experience are closely linked to other courses in the PGDipTchgLn programme, through which opportunities are provided for examination of practice-related challenges and contributions to assignment requirements across the programme.

Curriculum Primary (CP) courses

TECP423: Literacy and Mathematics for Primary School Teaching

This course provides an introduction to teaching literacy and mathematics from year 0 to 8. There is a specific focus on teaching beginning literacy and number in mathematics. The course builds students own pedagogical content knowledge and the use of evidence-based pedagogical approaches in the classroom.

TECP424: Teaching and learning in, through and about Health and Physical Education and The Arts

This course explores content, pedagogy and practices associated with teaching and learning in, through and about PE, Health and The Arts in the New Zealand Curriculum (2007). Students will engage with content that will support the design of effective, inclusive classroom programmes and environments that maximise learners' physical, social, cultural and emotional safety in Primary and Intermediate school settings. The course will complement learning in other courses in the Graduate Diploma of Teaching and Learning.

TECP425: Exploring Science and Technology through Collaborative Design

This course supports pre-service teacher development of curriculum knowledge and pedagogy of teaching Science and Technology in schools in Aotearoa/ New Zealand. Using research, future-focussed themes and issues that integrate Science and Technology, pre-service teachers critically examine and explore the Nature of Science and Technology through engagement in authentic contexts. Through the acquisition of knowledge, skills and attitudes, pre-service teachers will be better informed to successfully plan, resource, implement, assess and evaluate these learning areas. The course will complement learning in other courses in the Postgraduate Diploma of Teaching and Learning (Primary), including Professional Practice.

TECP426: Learning Languages and Social Sciences in Diverse School and Community Settings

This course introduces pre-service teachers to contemporary thinking related to Learning Languages and Social Sciences education in primary schools in Aotearoa/New Zealand. Students will critically engage with theoretical and practical frameworks for responsive teaching in Social Sciences and Learning Languages (including English as an additional language, New Zealand Sign Language, te reo Māori and other languages) that take account of learners' diverse backgrounds and draw on local contexts. Students will critically examine pedagogical strategies, assessment activities and resources to deepen their development of the knowledge, skills, and dispositions to facilitate effective learning opportunities in these two learning areas. The course will complement learning in other courses in the Graduate Diploma of Teaching and Learning (Primary), including Professional Practice.

Curriculum Secondary (CS) courses

TECS433: Curriculum, Pedagogy and Assessment 1: Teaching subject for junior secondary

This course introduces students to curriculum, pedagogy and assessment and supports the development of pedagogical content knowledge for secondary teaching in particular subject contexts at junior secondary level. Students critically examine the New Zealand Curriculum (NZC), associated curriculum and assessment support materials, contemporary pedagogical developments and associated practice challenges, within the context of a junior secondary subject. There is a particular focus on knowledge foundations of subjects, culturally responsive and sustaining pedagogies that support learning for all, relevant subject-specific literacies, and design for learning within students' junior secondary subjects.

TECS434: Curriculum, Pedagogy and Assessment 2: Teaching subject for senior secondary

In this course, students deepen their understanding of curriculum, pedagogy and assessment and they develop pedagogical content knowledge for secondary teaching in particular subject contexts at senior secondary level. Students critically examine curriculum and assessment frameworks and materials, including the New Zealand Curriculum (NZC) and New Zealand Certificate of Educational Achievement (NCEA), contemporary pedagogical developments and associated practice challenges within the context of a specialist senior secondary subject. There is a particular focus on knowledge foundations, assessment

practices, culturally responsive and sustaining pedagogies that support learning for all, relevant subject-specific literacies and design for learning within students' specialist senior secondary subjects.

TECS435: Curriculum, Pedagogy and Assessment 3: Contemporary developments in secondary education

This course provides a foundation for critical engagement with curriculum, pedagogy and assessment issues for secondary teaching in complex and shifting secondary schooling environments. Students examine curriculum and assessment frameworks, including the New Zealand Curriculum (NZC] and the National Certificate of Educational Achievement (NCEA), different schooling contexts, contemporary pedagogical developments and issues and associated practice dilemmas. They engage with questions about knowledge and whose knowledge counts in secondary education. There is a particular focus on pedagogies that support learning across subjects, such as assessment for learning, culturally responsive and sustaining pedagogy, literacies across the curriculum, future-focused and personalised learning, integrated curriculum and design for learning. Students collaborate with peers to explore integrated teaching and learning opportunities.

TECS436: Curriculum, Pedagogy and Assessment 4: Additional teaching subject for junior secondary

This course is for students who wish to develop understanding of teaching and learning in relation to an additional junior secondary teaching subject. Students are introduced to curriculum, pedagogy and assessment in their additional junior secondary subject and develop pedagogical content knowledge to support teaching and learning in that subject. They critically examine the New Zealand Curriculum (NZC), associated curriculum and assessment support materials, contemporary pedagogical developments and associated practice challenges in relation to their additional junior secondary subject. There is a particular focus on knowledge foundations, culturally responsive and sustaining pedagogies that support learning for all, relevant subject-specific literacies, and design for learning within subject context.

TECS437: Curriculum, Pedagogy and Assessment 5: Additional teaching subject for senior secondary

This course is for students who wish to develop understanding of teaching and learning in relation to an additional senior secondary teaching subject. Students gain understanding of curriculum, pedagogy and assessment and they develop pedagogical content knowledge for secondary teaching in relation to their additional senior secondary subject. They critically examine curriculum and assessment frameworks and materials, including the New Zealand Curriculum (NZC) and New Zealand Certificate of Educational Achievement (NCEA), contemporary pedagogical developments and associated practice challenges within the context of their additional senior secondary subject. There is a particular focus on knowledge foundations, assessment practices, culturally responsive and sustaining pedagogies that support learning for all, relevant subject-specific literacies and design for learning within subject context.

Proposed new regulations

2021 UC Calendar page number XXX

Postgraduate Diploma in Teaching and Learning (PGDipTchgLn - 150 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 2021.

(b) This diploma was first offered in 2021.

2. Variations

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

3. The structure of the qualification

To qualify for the Postgraduate Diploma in Teaching and Learning a student must:

(a) be credited with a minimum of 150 points towards the qualification; and

(b) be credited with a minimum of 90 points from Schedule C to these Regulations; and

(c) for primary students:

      i.   be credited with a minimum of 60 points from Schedule S: Group 1 to these Regulations; or

(d) for secondary students:

      i.   be credited with a minimum of 45 points from Schedule S: Group 2 to these Regulations; and

ii.   be credited with a minimum of 15 points from Schedule E to these Regulations.

4. Admission to the qualification

To be selected into the Postgraduate Diploma in Teaching and Learning a student must have:

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

(b) either:

  i.   for students in the Primary Education endorsement;

  a. qualified for a New Zealand bachelor's degree at level 7 on the New Zealand Qualifications Framework with a B average at 300-level, or

  b. been admitted with Academic Equivalent Standing; or

  ii. for students enrolled in the Secondary Education endorsement;

  a. qualified for a New Zealand bachelor's degree at level 7 on the New Zealand Qualifications Framework with a B average at 300-level, or

  b. been admitted with Academic Equivalent Standing; and

  c. have a body of knowledge from Levels 5 to 7 in a subject area relevant to the secondary school curriculum; and

(c) satisfied English language competency requirements as determined by the Teaching Council of Aotearoa New Zealand; and

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

(e) Completed an interview with a Selection Committee and other selection requirements; and

(f) Been approved as a student by the Dean of Education and Health Sciences.

5. Subjects

The Degree of Postgraduate Diploma in Teaching and Learning may be awarded endorsed in either Primary Education or Secondary Education.

6. Time limits

The time limit for this qualification is 36 months.

7. Transfers of credit, substitutions and cross-credits

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

(a) Any credit transfer must meet Teaching Council requirements for meeting professional standards and be approved by the Dean of Education and Health Sciences.

(b) In exceptional circumstances the Dean of Education and Health Sciences may grant recognition of prior learning for course work only.

(c) Recognition of prior learning is not granted for Professional Practice courses.

8. Progression

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

(a) A student may not fail more than 30 points in this qualification.

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

(c) Any course may only be attempted twice.

(d) Students must maintain good character throughout the programme, including time in university-based study and professional practice in schools. They must act in ways consistent with the UC Student Code of Conduct and the Code of Professional Responsibility for teachers; otherwise the student may be required to undergo a reassessment for suitability to remain in the programme.

(e) Special consideration is only applicable with regards to late discontinuation applications.

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 Teaching and Learning but has not yet graduated, may apply to the Dean of Education and Health Sciences to be admitted to the Master of Teaching and Learning and have credits transferred.

(b) A student who has graduated with the Postgraduate Diploma in Teaching and Learning from the University of Canterbury, may apply to the Dean of Education and Health Sciences to be admitted to the Master of Teaching and Learning and have their Diploma subsumed in accordance with the General Regulations to the University.

(c) Admissions to the Master of Teaching and Learning will be based on having met the relevant requirements of entry.

(d) A student for the Postgraduate Diploma in Teaching and Learning who has not met the requirements for the degree for who wishes to transfer to the Postgraduate Diploma in Education and Learning, may apply to the Dean of Education and Health Sciences to withdraw from the degree and be awarded the Diploma.

11. Disclosure of charges and convictions

A student in the Postgraduate Diploma in Teaching and Learning is required to inform the Dean of Education and Health Sciences within three working days if they are charged or convicted of an offence while participating in the programme and of any other incidents

or matters that may compromise their fitness to teach.

Schedule C: Compulsory Courses for the Postgraduate Diploma in Teaching and Learning

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

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
TEPI413	Professional Learning and Inquiry 1	15	1	R: TEPI313
TEPI614	Professional Learning and Inquiry 2	15	2	P: TEPI413 R: TEPI314
TEPP413	Teaching Professional Practice 1	15	1	C: TEPI413 R: TEPP313
TEPP414	Teaching Professional Practice 2	15	2	P: TEPP413 C: TEPI614 R: TEPP314
TEPI415	Understanding Every Learner: Intercultural and Inclusive Education	15	1 and 2	R: TEPI315
TEPI416	Tō tātou reo, ā tātou tikanga	15	1 and 2	R: TEPI316

Schedule S: Subject Courses for the Postgraduate Diploma in Teaching and Learning
Group 1: Primary endorsement

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

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
TECP423	Literacy and Mathematics for Primary School Teaching	15	1 and 2	R: TECP323
TECP424	Teaching and Learning in, through and about Health and Physical Education and the Arts	15	1 and 2	R: TECP324
TECP425	Exploring Science and Technology through Collaborative Design	15	1	R: TECP325
TECP426	Learning Languages and Social Sciences in Diverse School and Community Settings	15	2	R: TECP326

Group 2: Secondary endorsement

Students in the Secondary endorsement must also select a course from Schedule E.

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
TECS433	Curriculum, Pedagogy and Assessment 1: Teaching subject for junior secondary	15	1	R: TECS333
TECS434	Curriculum, Pedagogy and Assessment 2: Teaching subject for senior secondary	15	2	P: TECS433 R: TECS334
TECS435	Curriculum, Pedagogy and Assessment 3: Contemporary developments in secondary education	15	1 and 2	R: TECS335

Schedule E: Elective Courses for the Postgraduate Diploma in Teaching and Learning
A student with an appropriate additional teaching subject at junior or senior level will select either TECS436 or TECS437 as applicable. A student without the appropriate additional teaching subject may select a TECP (primary level) course from the following table; or another postgraduate course at NZQA Level 8 or 9 that supports teaching, with approval from the Head of School.

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
TECS436	Curriculum, Pedagogy and Assessment 4: Additional teaching subject for junior secondary	15	1	R: TECS336
TECS437	Curriculum, Pedagogy and Assessment 5: Additional teaching subject for senior secondary	15	2	R: TECS337
TECP423	Literacy and Mathematics for Primary School Teaching	15	1 and 2	R: TECP323
TECP424	Teaching and Learning in, through and about Physical Education, Health and the Arts	15	1 and 2	R: TECP324
TECP425	Exploring Science and Technology through Collaborative Design	15	1	R: TECP325
TECP426	Learning Languages and Social Sciences in Diverse School and Community Settings	15	2	R: TECP326

Master of Teaching and Learning (MTchgLn - 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 2021.

(b) This degree was first offered in 2021.

2. **Variations**

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

3. **The structure of the qualification**

To qualify for the Master of Teaching and Learning a student must:

be credited with a minimum of 180 points towards the qualification, comprising:

(a) be credited with a minimum or 180 points towards the qualification, which includes:

    i. Part I: 150 points of coursework as specified in the Postgraduate Diploma in Teaching and Learning Schedules (endorsed in either Primary or Secondary); and

    ii. Part II: 30 points of coursework as specified in Schedule C to these Regulations; and

(b) have completed Part I before commencing Part II; and

(c) have achieved a B average or better in Part I, in order to proceed to Part II.

4. **Admission to the qualification**

To be admitted to the Master of Teaching and Learning a student must have:

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

(b) qualified for a degree in a disciplinary field appropriate to teaching and learning from a New Zealand tertiary educational organisation, and have either:

    i. a 360 or 480 point bachelor's degree (NZQA level 7 or 8) with a B average or better; or

    ii. a 180 or 240 point master's degree (NZQA level 9) with a B- average or better; or

    iii. successful prior academic performance that demonstrates ability to function at postgraduate level study, with the approval of the Dean of Education and Health Sciences: or

    iv. been admitted with Academic Equivalent Standing; and

(c) if seeking the Secondary endorsement, have a body of knowledge from NZQA levels 5 to 7 or higher appropriate to the New Zealand secondary school curriculum. Otherwise, the student must complete a qualifying programme of study approved by the Dean of Education and Health Sciences to a standard of study equivalent to at least 300-level in a subject appropriate to the New Zealand secondary school curriculum; and

(d) satisfied English language competency requirements as determined by the Teaching Council of Aotearoa New Zealand; and

(e) met the requirements stipulated in the Children's Act 2014 prior to gaining entry into the programme; and

(f) completed an interview with a Selection Committee and other selection requirements; and

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

5. Subjects

The Degree of Master of Teaching and Learning may be awarded endorsed in either Primary Education or Secondary Education.

6. Time limits

The time limit for this qualification is 36 months.

7. Transfers of credit, substitutions and cross-credits

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

(a) Any credit transfer must meet Teaching Council requirements for meeting professional standards and be approved by the Dean of Education and Health Sciences.

(b) In exceptional circumstances the Dean of Education and Health Sciences may grant recognition of prior learning for course work only.

(c) Recognition of prior learning is not granted for Professional Practice courses.

8. Progression

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

(a) A student may not fail more than 30 points in this qualification.

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

(b) Any course may only be attempted twice.

(c) Students must maintain good character throughout the programme, including time in university-based study and professional practice in schools. They must act in ways consistent with the UC Student Code of Conduct and the Code of Professional Responsibility for teachers; otherwise the student may be required to undergo a reassessment for suitability to remain in the programme.

(d) Special consideration is only applicable with regards to late discontinuation applications.

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 for the Master of Teaching and Learning who has not met the requirements but who has satisfied all requirements

for the Postgraduate Diploma in Teaching and Learning, or the Postgraduate Diploma in Education and Learning may apply to the Dean of Education and Health Sciences to withdraw from the Master of Teaching and Learning and be awarded the Diploma.

(b) Admissions to the Postgraduate Diploma qualifications are subject to meeting relevant requirements of entry and with approval of the relevant Dean.

11. Disclosure of charges and convictions

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

Schedule C: Compulsory Courses for the Master of Teaching and Learning

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

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
TEPI615	Research for Teaching	30	Summer	P: Subject to approval of Head of School

Postgraduate Diploma in Education and Learning (PGDipEdLn - 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 2021.

(b) This diploma was first offered in 2021.

2. Variations

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

3. The structure of the qualification

To qualify for the Postgraduate Diploma in Education and Learning a student must:

(a) be credited with a minimum of 120 points towards the qualification; and

(b) be credited with a minimum of 60 points of coursework only from Schedule C to the Regulations of the Postgraduate Diploma in Teaching and Learning; and

(c) either:

    i.   be credited with a minimum of 60 points from Schedule S: Group 1 to the Regulations of the Postgraduate Diploma in Teaching and Learning; or

    ii.   be credited with:

        1.   a minimum of 45 points from Schedule S: Group 2 to the Regulations of the Postgraduate Diploma in Teaching and Learning, and

        2.   a minimum of 15 points from Schedule E to the Regulations of the Postgraduate Diploma in Teaching and Learning

4. Admission to the qualification

To be selected into the Postgraduate Diploma in Education and Learning a student must have:

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

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

5. Subjects

There are no majors or minors for this qualification.

6. Time limits

The time limit for this qualification is 36 months.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations.

8. Progression

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

(a) A student may not fail more than 30 points in this qualification.

(b) Any course may only be attempted twice.

9. Honours, Distinction and Merit

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

10. Pathways to other qualifications

There are no advancing or exit qualifications for this Diploma.
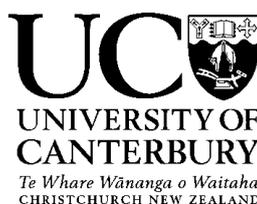
Graduate Diploma in Teaching and Learning
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Academic Quality inserts URL

CUAP Criterion 6.1.1

SECTION A

Purpose of the proposal

The proposal is to create a single Graduate Diploma in Teaching and Learning (GradDipTchgLn) endorsed in Primary Education or Secondary Education and to signal the discontinuation of the existing GradDipTchLn (Primary) and GradDipTchLn (Secondary) qualifications, as part of a wider review of graduate and postgraduate initial teacher education (ITE) qualifications at UC.

Specifically, the intentions are to:

- Create a 150-pt Graduate Diploma of Teaching and Learning with endorsements (Primary Education, Secondary Education);
- Achieve strategic alignment between the graduate and postgraduate diploma pathways in ITE.

Executive Summary

A changing national policy context relating to initial teacher education (ITE) programme approval and funding for postgraduate ITE programmes necessitates the review of the existing Graduate Diploma in Teaching and Learning (Primary) and Graduate Diploma in Teaching and Learning (Secondary) qualifications, as part of a wider review and redevelopment of graduate and postgraduate ITE qualifications at UC. This review is aimed at ensuring a sustainable postgraduate ITE pathway. Specifically, it is proposed to create a single Graduate Diploma in Teaching and Learning (GradDipTchgLn) (150-pt) with endorsements (Primary Education, Secondary Education) and discontinue the existing primary and secondary Graduate Diploma qualifications.

The programme redevelopment will meet the UC strategic requirement to Challenge by supporting participation of students in postgraduate teacher education, through a reconfigured postgraduate ITE pathway. It will Concentrate on quality teacher education, to ensure the quality of UC teacher graduates and increase numbers ITE by providing flexible ITE pathways. Also, it will Connect with stakeholders in education, including the Ngāi Tahu Rūnanga Education and Health Advisory Group and schools, in the review and redevelopment of graduate ITE qualifications and in respect of the educational aspirations of communities and needs of schools for culturally responsive, committed, skilled and knowledgeable teachers. More broadly, the UC graduate ITE pathway will add value to society by producing an educated and skilled teacher workforce with knowledge of teaching and learning, analytical thinking skills and adaptive expertise. Teacher graduates will be equipped with the skills and qualifications needed to teach for equity, be a force for innovation in schools, and enable learner success.

There is proven demand for a graduate ITE pathway. Both the GradDipTchLn (Primary) and GradDipTchLn (Secondary) are long established and well supported qualifications. Graduate ITE programmes at UC also attract a number of students who are new to study at UC. From data relating to Graduate Diploma and Masters ITE enrolments at UC (for 2016-2018) and where the previous tertiary institution is known, 31 percent of students were new to UC; that is, their recently gained previous university qualifications were not from UC. The flexibility and endorsements built into the proposed pathway will likely support an increase in enrolments in postgraduate ITE qualifications and students who are new to UC. There is also a current shortage of teachers and the increased likelihood of graduates being able to secure positions, along with recently confirmed salary increases, should support recruitment.

Programme Overview

The Graduate Diploma qualification is designed to be completed in an academic year. Students (pre-service teachers) in the Graduate Diploma pathway will complete 150 points of study in semesters 1 and 2. Students undertake two professional practice experiences (internships), each in a different school. One professional practice experience is undertaken in semester 1 and the other in semester 2.

Programme structure

Graduate Diploma in Teaching and Learning (GradDipTchgLn): Structure

	Semester 1		Semester 2	
	Understanding	Enacting	Deepening	Refining
Progression				
Social justice oriented teacher professionals Focus on developing teacher knowledge, dispositions and skills; providing particular support for practice	**TEPI 313: Professional Learning and Inquiry 1** Level 7, 15pts	**TEPP 313: Teaching Professional Practice 1** Level 7, 15pts	**TEPI 314: Professional Learning and Inquiry 2** Level 7, 15pts	**TEPP 314: Teaching Professional Practice 2** Level 7, 15pts
Understanding learners Focus on Māori and diverse learners, learners as members of communities, learner development and needs	**TEPI 315: Understanding Every Learner: Intercultural and Inclusive Education** Level 7, 15pts			
	TEPI 316: Tō tātou reo, ā tātou tikanga Level 7, 15pts			
Primary Endorsement Curriculum, pedagogy and assessment in support of diverse learners Focus on curriculum-based teaching and learning	**TECP 323: Literacy and Mathematics for Primary School Teaching** Level 7, 15pts			
	TECP 324: Teaching and learning in, through and about Health and Physical Education and The Arts Level 7, 15pts			
	TECP 325: Exploring Science and Technology through Collaborative Design Level 7, 15pts		**TECP 326: Learning Languages and Social Sciences in Diverse School and Community Settings** Level 7, 15pts	
Secondary Endorsement Curriculum, pedagogy and assessment in	**TECS 333: Curriculum, Pedagogy and Assessment 1: Teaching subject for junior secondary** Level 7, 15pts		**TECS 334: Curriculum, Pedagogy and Assessment 2: Teaching subject for senior secondary** Level 7, 15pts	
	TECS 335: Curriculum, Pedagogy and Assessment 3: Contemporary developments in secondary education (15pts)			

support of diverse learners	Level 7, 15pts
Focus on curriculum-based teaching and learning	**EITHER** TECS 336: Curriculum, Pedagogy and Assessment 4: Additional teaching subject for junior secondary **OR** TECS 337: Curriculum, Pedagogy and Assessment 5: Additional teaching subject for senior secondary **OR** course from schedule for Primary Education endorsement **OR** an approved level 5, 6 or 7 level course from a schedule elsewhere in UC Level 5 to 7, 15pts

Graduate Diploma in Teaching and Learning Courses
Schedule of courses

Course Code	Title	Semester	NZQF level	Points
All students take the following courses				
TEPI313	Professional Learning and Inquiry 1	1	7	15
TEPI314	Professional Learning and Inquiry 2	2	7	15
TEPP313	Teaching Professional Practice 1	1	7	15
TEPP314	Teaching Professional Practice 2	2	7	15
TEPI315	Understanding Every Learner: Intercultural and Inclusive Education	1 and 2	7	15
TEPI316	Tō tātou reo, ā tātou tikanga	1 and 2	7	15
Students in the **Primary Education Endorsement** take the following courses.				
TECP323	Literacy and Mathematics for Primary School Teaching	1 and 2	7	15
TECP324	Teaching and Learning in, through and about Health and Physical Education and The Arts	2 and 2	7	15
TECP325	Exploring Science and Technology through Collaborative Design	1	7	15
TECP326	Learning Languages and Social Sciences in Diverse School and Community Settings	2	7	15
Students in the **Secondary Education Endorsement** take the following courses.				
TECS333	Curriculum, Pedagogy and Assessment 1: Teaching subject for junior secondary	1	7	15
TECS334	Curriculum, Pedagogy and Assessment 2: Teaching subject for senior secondary	2	7	15
TECS335	Curriculum, Pedagogy and Assessment 3: Contemporary developments in secondary education	1 and 2	7	15
TECS336, or	Curriculum, Pedagogy and Assessment 4: Additional teaching subject for junior secondary OR	1	7	15
TECS337 or	Curriculum, Pedagogy and Assessment 5: Additional teaching subject for senior secondary	2	7	15
TECP323, or TECP324, or TECP325, or TECP326	OR A course from the GradDipTchgLn schedule for the Primary Education endorsement	1 and/or 2	7	15
	OR A level 100, 200 or 300 course from other UC schedules of courses that complement the programme of study in secondary teacher education with approval from the Head of School. The selected course might: • Deepen subject matter knowledge • Broaden subject matter knowledge	1 and/or 2	5-7	15

	• Deepen knowledge of learners and learning • Support a wider contribution to schools • Build cultural competency			

Primary Education Endorsement (90pts)

Courses specific to the primary education endorsement are: TEPP313 (primary context), TEPP314 (primary context), TECP323, TECP324, TECP325, and TECP326.

Secondary Education Endorsement (90 pts)

Courses specific to the secondary education endorsement are: TEPP313 (secondary context), TEPP314 (secondary context), TECS333, TECS334, TECS335, and TECS336 or TECS337 or a Level 7 curriculum course from Primary Education endorsement or a course from a schedule of UC Level 5 to 7 courses that are related to secondary teaching.

Prescriptions for courses

Professional Inquiry (PI) courses

TEPI313: Professional Learning and Inquiry 1

This course supports the development of foundational professional and pedagogical understandings for teaching and learning in schools in Aotearoa/New Zealand. Students will engage with the sociocultural context of schooling, Ministry of Education documents, professional frameworks and research that will support the development of positive, inclusive, learning-focussed professional practices and environments in diverse school settings. Students complete a Treaty of Waitangi workshop within the course. The course will prepare students for the associated Professional Practice course and also complement learning in other courses in the Graduate Diploma of Teaching and Learning.

TEPI314: Professional Learning and Inquiry 2

This course builds upon TEPI313 Professional Learning and Inquiry 1 and TEPP313 Professional Practice 1. It provides an opportunity for students to deepen understandings of professional and pedagogical aspects of teaching. Students will engage with contemporary educational issues and practice challenges including pedagogies for diverse learners and learning environments, and digital leadership. There is an emphasis on becoming an inquiring and reflective teacher, using 'teaching as inquiry' and evidence-based approaches to enhance learning. The course will prepare students for the associated Professional Practice course and also complement learning in other courses in the Graduate Diploma of Teaching and Learning.

TEPI315: Understanding Every Learner: Intercultural and Inclusive Education

Every learner is unique. This course will support student teachers to increase their understanding of the variety of unique characteristics that learners bring with them into school and learning settings while also providing them with frameworks for understanding each learner as a whole person. Intercultural understandings will be addressed by challenging ideas of normality; inclusiveness will be addressed through an abilities-based approach and tangata whenuatanga; and behaviour will be viewed as a medium of communication. From a practice perspective, the course will focus on what teachers can do to change and adapt their practices to meet the needs of every learner.

TEPI316: Tō tātou reo, ā tātou tikanga

This course will support student teachers to extend their personal proficiency in te reo Māori through a communicative approach to language learning. Emphasis will be placed on student teachers learning how the use te reo Māori in their planning for teaching and in their everyday school practices as a teacher. It will also assist student teachers to understand their role in the revitalisation process of te reo Māori. Tikanga Māori and tikanga ā iwi will be incorporated in this course through place-based pedagogies and socio-cultural understandings of knowledge. The course will draw explicitly from the core competencies of Tātaiako (Ministry of Education, 2011) which will be enhanced by including the value of kaitiakitanga.

Professional Practice (PP) courses

TEPP313: Teaching Professional Practice 1

This course and first teaching practice experience provides opportunities for pre-service teachers to enact learning about teaching and demonstrate professional skills, knowledge and dispositions. Pre-service teachers develop practice competence in school contexts, with professional support. Practice experience is focused on understanding and responding to learners, design for learning, establishing a learning-focused culture, fostering professional relationships, enacting principles relating to Te Tiriti o Waitangi, and engaging in professional learning. The course and teaching practice experience are closely linked to other courses in the GradDipTchgLn programme, through which opportunities are provided for examination of practice-related challenges and contributions to assignment requirements across the programme.

TEPP314: Teaching Professional Practice 2
This course and second teaching practice experience provides opportunties for pre-service teachers to deepen their learning and reflection on teaching and demonstrate professional skills, knowledge and dispositions. Pre-service teachers deepen practice competence in school contexts, with professional support. Practice experience is focused on understanding and responding to learners, design for learning, establishing a learning-focused culture, fostering professional relationships, enacting principles relating to Te Tiriti o Waitangi, and engaging in professional learning. The course and teaching practice experience are closely linked to other courses in the GradDipTchgLn programme, through which opportunities are provided for examination of practice-related challenges and contributions to assignment requirements across the programme.

Curriculum Primary (CP) courses
TECP323: Literacy and Mathematics for Primary School Teaching
This course provides an introduction to teaching literacy and mathematics from year 0 to 8. There is a specific focus on teaching beginning literacy and number in mathematics. The course builds students' own pedagogical content knowledge and the use of evidence-based pedagogical approaches in the classroom.

TECP324: Teaching and Learning in, through and about Health and Physical Education and The Arts
This course explores content, pedagogy and practices associated with teaching and learning in, through and about PE, Health and The Arts in the New Zealand Curriculum (2007). Students will engage with content that will support the design of effective, inclusive classroom programmes and environments that maximise learners' physical, social, cultural and emotional safety in Primary and Intermediate school settings. The course will complement learning in other courses in the Graduate Diploma of Teaching and Learning.

TECP325: Exploring Science and Technology through Collaborative Design
This course supports pre-service teacher development of curriculum knowledge and pedagogy of teaching Science and Technology in schools in Aotearoa/New Zealand. Using future-focussed themes and issues that integrate Science and Technology, pre-service teachers explore the Nature of Science and Technology through engagement in authentic contexts. Through the acquisition of knowledge, skills and attitudes, pre-service teachers will be better informed to successfully plan, resource, implement, assess and evaluate these learning areas. The course will complement learning in other courses in the Graduate Diploma of Teaching and Learning (Primary), including Professional Practice.

TECP326: Learning Languages and Social Sciences in Diverse School and Community Settings
This course introduces pre-service teachers to contemporary thinking related to Learning Languages and Social Sciences education in primary schools in Aotearoa/New Zealand. Students will engage with theoretical and practical frameworks for responsive teaching in Social Sciences and Learning Languages (including English as an additional language, New Zealand Sign Language, te reo Māori and other languages) that take account of learners' diverse backgrounds and draw on local contexts. Students will examine pedagogical strategies, assessment activities and resources to support their development of the knowledge, skills, and dispositions to facilitate effective learning opportunities in these two learning areas. The course will complement learning in other courses in the Graduate Diploma of Teaching and Learning (Primary), including Professional Practice.

Curriculum Secondary (CS) courses

TECS333: Curriculum, Pedagogy and Assessment 1: Teaching subject for junior secondary
This course introduces students to curriculum, pedagogy and assessment and supports the development of pedagogical content knowledge for secondary teaching in particular subject contexts at junior secondary level. Students examine the New Zealand Curriculum (NZC), associated curriculum and assessment support materials, contemporary pedagogical developments and associated practice challenges, within the context of a junior secondary subject. There is a particular focus on knowledge foundations of subjects, culturally responsive and sustaining pedagogies that support learning for all, relevant subject-specific literacies, and design for learning within students' junior secondary subjects.

TECS334: Curriculum, Pedagogy and Assessment 2: Teaching subject for senior secondary
In this course, students deepen their understanding of curriculum, pedagogy and assessment and they develop pedagogical content knowledge for secondary teaching in particular subject contexts at senior secondary level. Students examine curriculum and assessment frameworks and materials, including the New Zealand Curriculum (NZC) and New Zealand Certificate of Educational Achievement (NCEA), contemporary pedagogical developments and associated practice challenges within the context of a specialist senior secondary subject. There is a particular focus on knowledge foundations, assessment practices, culturally responsive and sustaining pedagogies that support learning for all, relevant subject-specific literacies and design for learning within students' specialist senior secondary subjects.

TECS335: Curriculum, Pedagogy and Assessment 3: Contemporary developments in secondary education
This course provides a foundation for understanding curriculum, pedagogy and assessment for secondary teaching in complex and shifting secondary schooling environments. Students examine curriculum and assessment frameworks, including the New Zealand Curriculum (NZC) and the National Certificate of Educational Achievement (NCEA), different schooling contexts, contemporary pedagogical developments and associated practice challenges. They engage with questions about knowledge and whose knowledge counts in secondary education. There is a particular focus on integrated curriculum, pedagogies that support learning across subjects, assessment for learning, culturally responsive and sustaining pedagogy, literacies across the curriculum, future-focused and personalised learning, and integrated design for learning. Students collaborate with peers to explore integrated teaching and learning opportunities.

TECS336: Curriculum, Pedagogy and Assessment 4: Additional teaching subject for junior secondary
This course is for students who wish to develop understanding of teaching and learning in relation to an additional junior secondary teaching subject. Students are introduced to curriculum, pedagogy and assessment in their additional junior secondary subject and develop pedagogical content knowledge to support teaching and learning in that subject. They examine the New Zealand Curriculum (NZC), associated curriculum and assessment support materials, contemporary pedagogical developments and associated practice challenges in relation to their additional junior secondary subject. There is a particular focus on knowledge foundations, culturally responsive and sustaining pedagogies that support learning for all, relevant subject-specific literacies, and design for learning within subject context.

TECS337: Curriculum, Pedagogy and Assessment 5: Additional teaching subject for senior secondary
This course is for students who wish to develop understanding of teaching and learning in relation to an additional senior secondary teaching subject. Students gain understanding of curriculum, pedagogy and assessment and they develop pedagogical content knowledge for secondary teaching in relation to their additional senior secondary subject. They examine curriculum and assessment frameworks and materials, including the New Zealand Curriculum (NZC) and New Zealand Certificate of Educational Achievement (NCEA), contemporary pedagogical developments and associated practice challenges within the context of their additional senior secondary subject. There is a particular focus on knowledge foundations, assessment practices, culturally responsive and sustaining pedagogies that support learning for all, relevant subject-specific literacies and design for learning within subject context.

Proposed new regulations
2021 UC Calendar page number XXX

Graduate Diploma in Teaching and Learning (GradDipTchgLn - 150 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 2021.

(b) This diploma was first offered in 2021.

2. Variations

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

3. The structure of the qualification

To qualify for the Graduate Diploma in Teaching and Learning a student must:

(a) be credited with a minimum of 150 points towards the qualification; and

(b) be credited with a minimum of 90 points from Schedule C to these Regulations; and

(c) for primary students:

    i.   be credited with a minimum of 60 points from Schedule S: Group 1 to these Regulations; or

(d) for secondary students:

    i.   be credited with a minimum of 45 points from Schedule S: Group 2 to these Regulations; and

    ii.   be credited with a minimum of 15 points from Schedule E to these Regulations.

4. Admission to the qualification

To be admitted to the Graduate Diploma in Teaching and Learning a student must have:

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

(b) either:

    i.   for students enrolled in the Primary Education endorsement;

        a.   qualified for a New Zealand bachelor's degree at level 7 on the New Zealand Qualifications Framework, or

        b.   been admitted with Academic Equivalent Standing; or

    ii.   for students enrolled in the Secondary Education endorsement;

        a.   qualified for a New Zealand bachelor's degree at level 7 on the New Zealand Qualifications Framework, or

        b.   been admitted with Academic Equivalent Standing; and

        c.   have a body of knowledge from Levels 5 to 7 in a subject area relevant to the secondary school curriculum;

    and

(c) satisfied English language competency requirements as determined by the Teaching Council of Aotearoa New Zealand; and

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

(e) Completed an interview with a Selection Committee and other selection requirements; and

(f) Been approved as a student by the Dean of Education and Health Sciences.

(g)

5. Subjects

The Degree of Graduate Diploma in Teaching and Learning may be awarded endorsed in either Primary Education or Secondary Education.

6. Time limits

The time limit for this qualification is 36 months.

7. Transfers of credit, substitutions and cross-credits

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

(a) Any credit transfer must meet Teaching Council requirements for meeting professional standards and be approved by the Dean of Education and Health Sciences.

(b) In exceptional circumstances the Dean of Education and Health Sciences may grant recognition of prior learning for course work only.

(c) Recognition of prior learning is not granted for professional practice courses.

(d)

8. Progression

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

(a) A student may not fail more than 30 points in this qualification.

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

(c) Any course may only be attempted twice.

(d) Students must maintain good character throughout the programme, including time in university-based study and professional practice in schools. They must act in ways consistent with the UC Student Code of Conduct and the Code of Professional Responsibility for teachers; otherwise the student may be required to undergo a reassessment for suitability to remain in the programme.

(e) Special consideration is only applicable with regards to late discontinuation applications.

9. Honours, Distinction and Merit

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

10. Pathways to other qualifications

(a) A student who either has not met the requirements for the Graduate Diploma in Teaching and Learning or who wishes to, may apply to the Dean of Education and Health Sciences to withdraw from the qualification and transfer to the Graduate Diploma in Education and Learning.

(b) Admission will be based on meeting the requirements for entry.

11. Disclosure of charges and convictions

A student in the Graduate Diploma in Teaching and Learning is required to inform the Dean of Education and Health Sciences within three working days if they are charged or convicted of an offence while participating in the programme and of any other incidents or matters that may compromise their fitness to teach.

Schedule C: Compulsory Courses for the Graduate Diploma in Teaching and Learning

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

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
TEPI313	Professional Learning and Inquiry 1	15	1	R: TEPI413
TEPI314	Professional Learning and Inquiry 2	15	2	P: TEPI313 R: TEPI614
TEPP313	Teaching Professional Practice 1	15	1	C: TEPI313 R: TEPP413
TEPP314	Teaching Professional Practice 2	15	2	P: TEPP313 C: TEPI314 R: TEPP414
TEPI315	Understanding Every Learner: Intercultural and Inclusive Education	15	1 and 2	R: TEPI415
TEPI316	Tō tātou reo, ā tātou tikanga	15	1 and 2	R: TEPI416

Schedule S: Subject Courses for the Graduate Diploma in Teaching and Learning
Group 1: Primary endorsement

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

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
TECP323	Literacy and Mathematics for Primary School Teaching	15	1 and 2	R: TECP423
TECP324	Teaching and learning in, through and about Health and Physical Education and the Arts	15	1 and 2	R: TECP424
TECP325	Exploring Science and Technology through collaborative design	15	1	R: TECP424
TECP326	Learning Languages and Social Sciences in Diverse School and Community Settings	15	2	R: TECP426

Group 2: Secondary endorsement

Students in the Secondary endorsement must also select a course from Schedule E.

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
TECS333	Curriculum, Pedagogy and Assessment 1: Teaching subject for junior secondary	15	1	R: TECS433
TECS334	Curriculum, Pedagogy and Assessment 2: Teaching subject for senior secondary	15	2	P: TECS333 R: TECS434
TECS335	Curriculum, Pedagogy and Assessment 3: Contemporary developments in secondary education	15	1 and 2	R: TECS435

Schedule E: Elective Courses for the Graduate Diploma in Teaching and Learning
Students seeking an additional teaching subject at junior or senior level need to select either TECS336 or
TECS337 as applicable. Otherwise, students may select a TECP (primary level) course from the following
table; or another course at 100 to 300 level that supports teaching, with approval from the Head of School.

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
TECS336	Curriculum, Pedagogy and Assessment 4: Additional teaching subject for junior secondary	15	1	R: TECS436
TECS337	Curriculum, Pedagogy and Assessment 5: Additional teaching subject for senior secondary	15	2	R: TECS437
TECP323	Literacy and Mathematics for Primary School Teaching	15	1 and 2	R: TECP423
TECP324	Teaching and Learning in, through and about Health and Physical Education and the Arts	15	1 and 2	R: TECP424
TECP325	Exploring Science and Technology through Collaborative Design	15	1	R: TECP424
TECP326	Learning Languages and Social Sciences in Diverse School and Community Settings	15	2	R: TECP426

202 Calendar pages 296 and 298

Add to the entries for the Graduate Diploma in Teaching and Learning (Primary) and Graduate Diploma in
Teaching and Learning (Secondary)
*Not open to New enrolments in 2021.
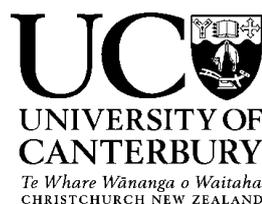
Graduate Diploma in Māori Language and Pedagogies:
Aumiri Pounamu

Certificate in Māori Language and Pedagogies: Aumiri
Pounamu

Pg XX of the 2020 UC Calendar

Academic Quality inserts URL

CUAP Criterion 6.1.1

Purpose of the proposal

The proposed diploma will offer an innovative suite of courses to teachers and educators to develop their knowledge of te reo Māori, tikanga Māori, Māori pedagogies and culturally responsive practice. The name Aumiri Pounamu makes reference to the beauty of te reo Māori and the teacher's role in supporting and guiding their students in their learning. It also reflects the unique Te Waipounamu location in which Te Whare Wānanga o Waitaha is located in the metaphor of smoothing and refining pounamu (we are refining and developing our kaiako). This initiative comes from a response to community need, the need to offer quality Māori education to tamariki and whānau, the want to strengthen our national indigenous language and knowledge of culture and government initiatives to build competent te reo Māori speaking kaiako. The Diploma will support teachers by strengthening confidence and competence in te reo Māori me ōna tikanga (Māori Language and Pedagogies) through a grounding in kaupapa Māori pedagogical knowledge.

This proposal is to develop a standalone graduate diploma qualification. Seven courses will be offered as a Diploma over two years. Year one courses are currently being offered in 2020 as a pilot called "special topics". Current students (presently enrolled in a Certificate of Proficiency) will be able to continue their study in 2021 and graduate with the Graduate Diploma qualification. This programme is unique in that it is partnering with Mātauraka Mahaanui (a Ngāi Tahu mandated organisation encompassing three of the local rūnanga) who will deliver the content in one of the courses.

The Certificate in Māori Language and Pedagogies: Aumiri Pounamu is also being proposed.

Executive summary

The Graduate Diploma in Māori Language and Pedagogies: Aumiri Pounamu and Certificate in Māori Language and Pedagogies proposal aims to strengthen competence and confidence in te reo Māori, tikanga Māori and Māori pedagogies with a specifically Kāi Tahu perspective threaded through the courses. Both qualifications aim programme to provide development opportunities for qualified early childhood, primary or secondary kaiako, as well as tertiary educators who hold an adult certificate in teaching in additional to a bachelor's qualification. Kaiako will study courses part-time, over two years- during term time. The aspiration is to ensure enrolment numbers in the courses are kept low so that the cohort can work as a whānau and succeed as a whānau. It will be a safe space to gain a better grounding in te ao Māori and mana whenua knowledge whilst also being supported as a fellow-teacher, colleague and whānau, he waka eke noa tātou (we are all in the waka together).

The courses offer flexible delivery options to suit working teachers and involve noho marae experiences, day wānanga and night classes. In the Graduate Diploma qualification seven courses will be offered, including three 15-point courses and one 30-point course in year one with a further three 15-point courses in the second year. The Certificate in Māori Language and Pedagogies will include courses totalling 60pts. The government has begun delivering on its plan to integrate te reo Māori across the education system with more support for Māori medium education, and a focus on te reo Māori in a teacher supply package.

At Te Whare Wānanga O Waitaha (University of Canterbury [UC]) we have a commitment to work towards educational equity and social justice in initial teacher education (ITE). Within the Waitaha region and nationally the number of whānau making the decision to send their children to Māori medium environments is growing. *"We know Māori students do much better when education reflects and values their identity, language and culture"* (Ka Hikitia –Accelerating Success 2013).

Currently the University of Canterbury offers both undergraduate and postgraduate initial teacher education programmes, these programmes prepare students for English Medium settings within Aotearoa. Also on offer are specialist teaching programmes and study aimed at industry professionals who want to develop their skills. In reference to Māori medium education, the university offers Hōaka Pounamu, a Bilingual and Immersion Teaching endorsement at postgraduate level for experienced and registered teachers.

The proposal for the Graduate Diploma in Māori Language and Pedagogies and Certificate in Māori Language and Pedagogies emerges from a response to the growing need and interest in teacher education pathways that ready our future kaiako with
- a greater level of te reo Māori competency,
- knowledge of tikanga Māori,
- a commitment to a Te Tiriti o Waitangi partnership
- a commitment to tangata whenuatanga (knowledge of place)
- effective culturally responsive practice

Programme Overview

The programme overview is outlined in the full proposal, however it will be a 2 year part time programme consisting of day wānanga, noho marae and night classes. 75pts will be collated in the first year, during four courses, and three courses of 45 points in the second year.

An entry assessment to ascertain the level of te reo Māori fluency will occur, however this is not to put anyone off or rule any potential kaiako out, it is just to gauge reo capacity (this can be discussed with the programme coordinator). The first course Whakapiki i te reo aims to strengthen te reo Māori capability, making it an ideal starter for interested teachers.

Prescriptions for courses

EDMI311 Whakapiki i te Reo   15pts

Whakapiki i te Reo aims to increase the fluency of kaiako in te reo Māori and will provide a wide range of conversational and contextual opportunities to engage in te reo Māori. Kaiako will be able to demonstrate an understanding of te reo Māori me ngā tikanga-a-iwi applicable to a variety of learning contexts, and informal contacts with whānau and community.

The aim of the course is to increase the depth of knowledge and skill in the delivery of Māori language and also teaching of Māori language. Students will have a greater understanding of mātauranga Māori and tikanga Māori through the teaching and learning of te reo Māori. Knowledge of dialect and mātauranga of the mana whenua will be threaded into this course. This course continues the study of the structure of the language and extends speaking skills and confidence. This will be a bilingually delivered class.

EDMI 312 Mātauraka Māori   15pts

This course will be taught bilingually: in te reo Māori and English. It will critically examine Mātauraka Māori: Māori ways of knowing and engaging with the environment in traditional and contemporary contexts as a means of developing a Kaupapa Māori based curriculum.

Māori knowledge systems are valued and central to curriculum development. Students will also compare and contrast other indigenous epistemologies as frameworks for curriculum development in educational settings. The emphasis will be on Ngāi Tahu contexts and content.

EDMI313 Te Marau ā-iwi   15pts

This course will be taught bilingually: in te reo Māori and English. Te Marau ā-iwi is delivered in a bilingual setting under the mana of Ngāi Tahu. It will focus on developing the curriculum knowledge of kaupapa Māori education documents such as Te Marautanga o Aotearoa, Te Aho Matua, Te Whāriki, Te Whatu Pōkēka and others. This course seeks to develop a deeper understanding of kaupapa Māori theories, pedagogies through the use of kaupapa Māori educational frameworks.

EDMI314 Te Pātaka Reo o Tahu   30pts

Te Pātaka Reo o Tahu aims to develop a working knowledge of Mātauraka Kāi Tahu (pūrākau, mahika kai, noho marae, waiata, place-based pedagogy) and a higher level of proficiency in te reo Māori. This an innovative te reo Māori opportunity to support teachers to enable Māori students to succeed as Māori.

EDMI315 Whakapiki i te Reo 2   15pts

Whakapiki i te reo 2 aims to increase the level of proficiency of kaiako in te reo Māori and will provide a wide range of conversational, contextual and academic language opportunities. Kaiako will be able to demonstrate an advanced understanding of te reo Māori me ngā tikanga-a-iwi applicable to a variety of learning contexts, and informal contacts with whānau and community.

The aim of the course is to increase the depth of knowledge and skill in spoken Māori language and also communicative teaching of Māori language. Students will have a greater understanding of mātauranga Māori and tikanga Māori through the teaching and learning of te reo Māori. Knowledge of dialect and mātauranga of the mana whenua will be threaded into this course. This course continues the study of the structure of the language and extends speaking skills and confidence. This will be taught predominantly in te reo Māori.

EDMI316 Kaupapa Māori Pedagogies   15pts

Kaupapa Māori pedagogies will explore indigenous ways of being, doing, thinking and transferring knowledge. This course will aid in understanding traditional Māori pedagogies, pūrākau and histories in order to appropriately embed aspects of these traditional methods in our contemporary teaching and learning programmes. This will be a bilingually delivered class.

EDMI317 Rangahau Māori   15pts

(Special Interest Research Course)

1.   Demonstrate and reflect upon Māori pedagogies, Māori education, Māori educational research, or another area as discussed with the Course Coordinator or HoS.
2.   Develop an awareness of a range of literature pertaining to te ao Māori, Māori pedagogies and Māori research methodologies in creating their research essay.

Proposed new regulations

2021 UC Calendar page number XXX

Certificate in Māori Language and Pedagogies: Aumiri Pounamu (CertMLP – 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 2021.

    (b) This Certificate was first offered in 2021.

2. **Variations**

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

3. **The structure of the qualification**

To qualify for the Certificate in Māori Language and Pedagogies: Aumiri Pounamu a student must:

    (a) Be credited with a minimum of 60 points towards the qualification; and

    (b) Be credited with 15 points from Schedule C of these Regulations; and

    (c) Be credited with a minimum of 45 points from the courses listed in Schedule E of these Regulations.

4. **Admission to the qualification**

To be admitted to the Certificate in Māori Language and Pedagogies: Aumiri Pounamu a student must have:

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

(b) Either:

    i. Qualified for a New Zealand teacher education degree; or

    ii. Qualified for a recognised three year degree in early childhood, primary, or secondary teaching in New Zealand; or

    iii. Been admitted with Academic Equivalent Standing; and

(c) Completed a hui with the Programme Coordinator (or Selection Committee) and completed selection requirements, including Te reo Māori language competency; and

(d) Been approved as a student by the Dean of Education and Health Sciences.

5. **Subjects**

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

6. **Time Limits**

The time limit for this qualification is 24 months.

7. **Transfer of credit, substitutions and cross-credits**

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

    (a) A student may, with the approval of the Dean of Education and Health Sciences, credit the equivalent of 15 points in courses from within the University or from another university or tertiary institute/

    (b) Assessment of prior learning (APL) for up to 15 points may be considered and approved by the Dean of Education and Health Sciences.

8. **Progression**

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

    (a) A student may not fail more than 30 points in this qualification.

    (b) Any course may only be attempted twice.

9. **Honours, Distinction and Merit**

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

10. **Pathways to other qualifications**

    (a) A student who has completed the requirements for the Certificate in Māori Language and Pedagogies: Aumiri Pounamu, but has not yet graduated, may apply to the Dean of Education and

Health Sciences to be admitted to the Graduate Diploma in Māori Language and Pedagogies: Aumiri Pounamu and have credits transferred.

(b) A student who has graduated with the Certificate in Māori Language and Pedagogies: Aumiri Pounamu from the University of Canterbury, may apply to the Dean of Education and Health Sciences to be admitted to the Graduate Diploma in Māori Language and Pedagogies: Aumiri Pounamu and have their Certificate subsumed according to the General Regulations to the University.

Schedule C: Compulsory Courses for the Certificate in Māori Language and Pedagogies: Aumiri Pounamu

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

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
EDMI311	Whakapiki te Reo	15	T1	Subject to approval of the Heal of School

Schedule E: Elective Courses for the Certificate in Māori Language and Pedagogies: Aumiri Pounamu

Students must select a minimum of 45 points from below:

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
EDMI312	Mātauraka Māori	15	T2	P EDMI311
EDMI313	Te Marau ā-iwi	15	T3	P EDMI311
EDMI314	Te Pātaka Reo o Tahu	30	T4	P 1) EDMI311; and 2) EDMI312 or EDMI313
EDMI315	Kaupapa Māori Pedagogies	15	S1	P EDMI311
EDMI316	Whakapiki te Reo 2	15	S1	P EDMI311
EDMI317	Rangahau Māori	15	S2	P EDMI311

Graduate Diploma in Māori Language and Pedagogies: Aumiri Pounamu (GradDipMLP – 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 2021.
   (b) This Diploma was first offered in 2021.

2. **Variations**

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

3. **The structure of the qualification**

To qualify for the Graduate Diploma in Māori Language and Pedagogies: Aumiri Pounamu a student must:

   (a) Be credited with a minimum of 120 points towards the qualification; and
   (b) Be credited with the courses listed in Schedule C of these Regulations.

4. **Admission to the qualification**

To be admitted to the Graduate Diploma in Māori Language and Pedagogies: Aumiri Pounamu a student must have:

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

(b) Either:
   iv. Qualified for a New Zealand teacher education degree; or
   v. Qualified for a recognised three year diploma in early childhood, primary, or secondary teaching in New Zealand; or
   vi. Been admitted with Academic Equivalent Standing; and

(c) Completed a hui with the Programme Coordinator (or Selection Committee) and completed selection requirements, including Te reo Māori language competency; and

(d) Been approved as a student by the Dean of Education and Health Sciences.

5. Subjects

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

6. Time Limits

The time limit for this qualification is 48 months.

7. Transfer of credit, substitutions and cross-credits

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

  (a) A student may, with the approval of the Dean of Education and Health Sciences, credit the equivalent of 30 points in courses from within the University or from another university or tertiary institute/ other.

  (b) Assessment of prior learning (APL) for up to 30 points may be considered and approved by the Dean of Education and Health Sciences.

8. Progression

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

  (a) A student may not fail more than 30 points in this qualification.

  (b) Any course may only be attempted twice.

9. Honours, Distinction and Merit

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

10. Pathways to other qualifications

  (a) A student who either has not met the requirements for the Graduate Diploma in Māori Language and Pedagogies: Amuiri Pounamu or who wishes to, may apply to the Dean of Education and Health Sciences to withdraw from the qualification and transfer to the Certificate in Māori Languages and Pedagogies: Aumiri Pounamu.

  (b) Admission to the Certificate will be based on meeting the requirements for entry.

Schedule C: Compulsory Courses for the Graduate Diploma in Māori Language and Pedagogies: Amuiri Pounamu

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

Course Code	Course Title	Pts	2021	P/C/R/RP/EQ
EDMI311	Whakapiki te Reo	15	T1	Subject to approval of the Heal of School
EDMI312	Mātauraka Māori	15	T2	P EDMI311
EDMI313	Te Marau ā-iwi	15	T3	P EDMI311
EDMI314	Te Pātaka Reo 0 Tahu	30	T4	P 1) EDMI311; and 2) EDMI312 or EDMI313
EDMI315	Kaupapa Māori Pedagogies	15	S1	P EDMI312 and/ or EDMI313
EDMI316	Whakapiki te Reo 2	15	S1	P EDMI311
EDMI317	Rangahau Māori	15	S2	P EDMI311
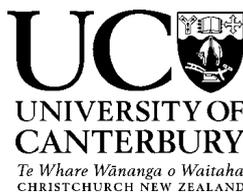
Report to CUAP-Discontinuations only

(Criterion 6.2.5)

Department or School	School of Health Sciences		
College	College of Education, Health and Human Development		
Contact person	Chris North	**Phone number**	93436

1.   Name of Qualification(s)

Bachelor of Education (Physical Education)

2.   CUAP Unique Identifier UC/20 BEd(Physical Education)

3.   Rationale

The Bachelor of Education (Physical Education) has not been offered to new enrolments since 2016. Compulsory courses were systematically discontinued since 2016 and no longer exist. All students have either graduated with this qualification, or transferred to another qualification.

4.   Impact on Tertiary Sector

As the qualification has been phased out over the last few years, there is minimal impact. Students who wish to become a Physical Education teacher are able to progress through relevant undergraduate study into the Graduate Diploma in Teaching and Learning (endorsed in Primary or Secondary).

5.   Will the qualification/subject be available at another NZ University?

There are comparable degrees offered at other universities.

6.   Calendar changes

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Remove entry for the Degree of Bachelor of Education (Physical Education)
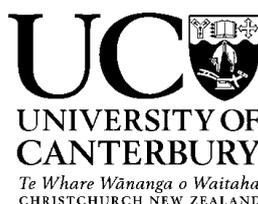
Endorsements in the Master of Civil of Engineering

Academic Quality inserts URL

(CUAP criterion 6.1.4)

Purpose of the proposal

The purpose of this proposal is to introduce endorsements under the Master of Civil Engineering in Smart Infrastructure, Structural Engineering, Structural Fire Engineering, Geotechnical Engineering, Digital Civil Engineering, and Water Engineering.

EXECUTIVE SUMMARY

The Department of Civil and Natural Resources Engineering will create six endorsements under the Master of Civil Engineering (MCE) in Smart Infrastructure, Structural Engineering, Structural Fire Engineering, Geotechnical Engineering, Digital Civil Engineering and Water Engineering. These new endorsements complement existing MCE endorsements in Transportation Engineering, Renewable Energy, Construction Management and Earthquake Engineering. An unendorsed Master of Civil Engineering will remain available for students seeking a broader postgraduate formation in civil engineering. Postgraduate certificates (endorsed and unendorsed) also remain to provide options for a more focussed (shorter period) of study.

The creation of the proposed endorsements are based on a signalling of pathways considering the wide range of existing courses under the MCivilEng degree, requiring no additional resources and the Department of Civil and Natural Resources Engineering is expected to retain and eventually grow its current postgraduate intake (150 students per annum) under this proposal. More specifically, while international student numbers may drop due to COVID19 in the coming year, it is expected that this will be balanced by increased enrolments from NZ graduates. We would expect a minimum of 10 students in each of the new endorsements (noting that the Smart Infrastructure endorsement is not to be offered until 2022) with larger numbers in existing endorsements.

Programme Overview

The structure of the Master of Civil Engineering (MCE) and associated Postgraduate Certificate in Civil Engineering remain unchanged and details are provided in existing regulations (see Section 17 of this document). Details of the course requirements for the proposed new endorsement are given in Tables 1 and 2. Part I courses listed in Table 1 support all available endorsements under the MCE. Part II courses listed in Table 2 develop advanced knowledge and skills in specialist areas relevant to design, analysis and management of civil infrastructure systems. Progression details are provided in the existing regulations (see Section 17 of this document). Those students admitted to an endorsement are required to complete at least four approved courses within that endorsement at 600-level. This is the default minimum

requirement for an endorsement; however, these requirements can be increased for specific endorsements. The new endorsements require the following:

- Structural Fire Engineering (requires 4 approved courses at 600 level)
- Structural Engineering (requires 4 approved courses at 600 level)
- Geotechnical Engineering (requires 4 approved courses at 600 level)
- Digital Civil Engineering (requires 4 approved courses at 600 level)
- Smart Infrastructure (requires 4 approved courses at 600 level)
- Water Engineering (requires 4 approved courses at 600 level)

Table 1: Courses offered for Part 1 of the new MCE endorsements. Enrolment in these courses is administered by the Director of the MCE programme.

PART I –endorsed programmes	
Structural Fire Engineering	• ENGR403 Fire Engineering • ENCI436 Behaviour and Design of Structures II • ENEQ623 Finite Element Analysis of Structures • ENFE601 Structural Fire Engineering • ENFE602 Fire Dynamics
Structural Engineering	• ENCI436 Behaviour and Design of Structures II • ENEQ623 Finite Element Analysis of Structures • ENEQ624 Nonlinear Structural Analysis and Dynamics • ENEQ641 Nonlinear Concrete Mechanics and Modelling Techniques
Geotechnical Engineering	• ENEQ610 Engineering Seismology • ENCN454 Introduction to Geotechnical Earthquake Engineering
Digital Civil Engineering	• ENCI630 Predictive Analytics for Civil and Natural Systems (Special Topic) • ENCI670 Civil Engineering Systems Modelling and Simulation (Special Topic)
Smart Infrastructure	• ENCN 665 Time series analysis and signal processing in civil engineering • ENCN669 Energy and resource harvesting in modern cities
Water Engineering	• ENCI 634 Engineering Chemistry for Water Systems • ENCI 644 Water Demand and Supply

Table 2. Course offered for Part II of the new MCE endorsements. Enrolment in the endorsed courses is administered by the endorsement Director of Studies. Not all courses will be offered in any one year, but at least 3 elective courses will be offered for each endorsement in a given year.

PART II –endorsed programme	
Structural Fire Engineering	• ENEQ 624 Nonlinear Structural Analysis and Dynamics • ENEQ 641 Nonlinear Concrete Mechanics and Modelling Techniques • ENFE 610 Advanced Fire Dynamics • ENFE 612 Advanced Structural Fire Engineering
Structural Engineering	• ENEQ633 Advanced Timber Structures • ENEQ650 Advanced Steel and Composite Structures • ENCI621 Concrete Materials and Practice • ENCI670 Special Topic: Blast Engineering and Progressive Collapse • ENAE603 Structural Design Practice • ENAE604 Structural Assessment and Retrofit
Geotechnical Engineering	• ENEQ620 Advanced Geotechnical Earthquake Engineering • ENEQ629 Seismic Soil Structure Interaction • ENEQ682 Ground Improvement Techniques
Digital Civil Engineering	• ENAE606 Building Modelling and Integrated Design • ENCN623 Energy Systems Modelling and Analysis • ENCN625 Wind Resource Modelling

	• ENEQ623 Finite Element Analysis of Structures • ENEQ624 Nonlinear Structural Analysis and Dynamics • ENTR615 Advanced Traffic Flow Theory and Simulation • ENTR619 Quantitative Techniques for Transport Engineering and Planning
Smart Infrastructure	• ENCN666 Smart Water Infrastructure • ENCN667 Circular Design: Smart Materials, Novel Forms & Construction Techniques • ENCN668 Smart Transportation Networks
Water Engineering	• ENCI638 Environmental Fluid Mechanics • ENCI645 Advanced Wastewater Treatment • ENCI646 Flood Analysis, Modelling, and Management

All students are required to complete the Indigenous Consultation and Engagement workshop as part of the MCE (Learning outcomes for the existing workshop are listed in Table 3 for reference). This workshop has been established as a non-academic requirement for the MCE. Students that have satisfied the requirements of the University of Canterbury Bicultural Competence and Confidence attribute can be exempt from elements of this workshop. This workshop has been developed in collaboration with the Office of the Assistant Vice-Chancellor Māori and will be developed further with input from the Pasifika Development Team.

Table 3. Workshop incorporating the Bicultural Competence and Confidence Attribute (kaupapa)

Workshop	LEARNING OUTCOMES

Indigenous Consultation and Engagement	• Understand concepts that influence the development of civil infrastructures systems, including resilience, sustainability and cultural perspectives.
	• Understand the effects of the history, values, culture, language, roles and objectives of different stakeholders, including indigenous groups (tangata whenua) relevant to the development of civil infrastructure systems.
	• Understand Māori perspectives and methods for design and research, and the processes for effective engagement with mana whenua and for developing engineering solutions collaboratively with indigenous groups.
	• Cultural context and communication:
	  1. Understand the importance of historical perspectives -including an understanding of the Treaty of Waitangi and the history of Māori peoples in New Zealand.
	  2. Understand the significance of language and customs – including developing some comfort with Māori customs and te reo Māori.
	  3. Understand the nature of challenges faced by indigenous groups – including those faced by Māori and relevant strategies for improvement.

Academic Pathways

Academic pathways through the Master of Civil Engineering remain unchanged and are detailed in the existing regulations.

Prescriptions for courses

The proposed endorsements are largely based on existing courses, but the following new courses are being introduced to support these new endorsements:

ENFE612 Advanced Structural Fire Engineering

This course employs advanced calculation methods for the analysis and design of structures under fire conditions. It covers fire modelling and thermo-mechanical analysis of structures

ENCI644 Water Demand and Supply (currently offered as ENCI648 Special Topic: Water Demand and Supply)

Optimisation approaches applied to water demand and supply. Linear and non-linear methods; deterministic and stochastic methods; uncertainty and risk considerations; fundamentals and problem-based applications.

ENCI670 Civil Engineering Systems Modelling and Simulation (to be offered as ENCI670 special topic in 2021)

Students will learn to develop, verify and use agent-based and systems dynamics models to simulate complex engineering systems. Models with hierarchical and other structures will be examined, and applications will cover the simulation of buildings and infrastructure.

ENCI645 Advanced Wastewater Treatment

Biological processes and complementary physical/chemical processes. Assessment and design of suspended growth, biofilm, and membrane technologies. Modelling approaches and advanced laboratory procedures.

ENCN665 Time series analysis and signal processing in civil engineering
This course provides specialist training in the processing of time series data relevant to the design and operation of civil infrastructure. The paper will cover time series as well as spectral analysis techniques to extract valuable information from data obtained from real time/regular measurements of material strain, pressure, water flow, traffic flow, rain fall and other measurements relevant to civil engineering.

ENCN666 Smart Water Infrastructure (to be offered in 2022)
This course will provide specialist training in the current challenges facing water infrastructure and the solutions that can be implemented through the use of interconnected sensors and decision making algorithms. In particular the course will use flood prediction, modelling and response as well as condition diagnostic of buried assets as examples where this paradigm can be applied in water infrastructure. Students of this course will be introduced to some of the cutting edge research in this field and the future direction of technological development.

ENCN667 Circular Design: Smart Materials, Novel Forms & Construction Techniques (offered as Special Topic 2021)
This course will provide specialist training in the current challenges facing modern vertical and horizontal infrastructures that can be implemented through the design of novel structures that integrate materials, forms and digital construction with circularity concepts. Students of this course will design and possibly build small scale prototype structures that will be carbon neutral or carbon negative.

ENCN668 Smart Transportation Networks
This course will provide specialist training in the current challenges facing transportation systems and the solutions that can be implemented through the use of interconnected sensors and decision making algorithms. In particular the course will use smart traffic control as an example of where this paradigm can be applied in transportation systems. Students of this course will be introduced to some of the cutting edge research in this field and the future direction of technological development.

ENCN669 Energy Generation and Energy Harvesting in Civil Infrastructures
This course will provide specialist training in energy and resource reuse technologies in modern cities. In particular, life cycle analyses and methods of extracting electrical power from vibration and temporal fluctuations in the operation of vertical and horizontal infrastructure are introduced. Examples of technologies that can be developed by using energy harvesting to power sensor networks are provided across different disciplines.

Proposed new regulations

The Degree of Master of Civil Engineering (MCivilEng – 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 2021.
(b) This degree was first offered in 2019.

2. Variations
In exceptional circumstances the College of Engineering Dean (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 Civil Engineering a student must:
(a) be credited with a minimum of 120 points towards the qualification; and
(b) be credited with an approved workshop covering topics relevant to indigenous consultation and engagement; and
(c) either completed with an endorsement in a single subject with:
i. a minimum of 15 points at 600-level from Part I in the subject in Schedule S to these Regulations; and
ii. a minimum of 45 points at 600-level from Part II in the subject in Schedule S to these Regulations; and
iii. The remaining courses from the courses listed in Schedule E to these Regulations; or
(d) completed unendorsed with courses listed in Schedule E to these Regulations.

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

5. Subjects
The qualification may be awarded with and endorsement in the following subjects: Construction Management, Earthquake Engineering, Renewable Engineering, Transportation Engineering, in Smart Infrastructure, Structural Engineering, Structural Fire Engineering, Geotechnical Engineering, Digital Civil Engineering, Water Engineering.

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

7. Transfers of credit, substitutions and cross-credits
This qualification adheres to the Credit Recognition and Transfer Regulations, with no additional stipulations.

8. Progression
(a) This qualification adheres to the General Regulations for the University with the following stipulation:

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

ii. A student who fails more than 30 points will be withdrawn from the qualification.

(b) Before seeking progression to an endorsement in the qualification a student must either:

i. have completed 60 points of the qualification, including a minimum of 30 points of courses in the subject specified in Schedule S to these Regulations, with a GPA of 6.0 or more; or

ii. have completed the Postgraduate Certificate in Civil Engineering, including courses in the subject specified in Schedule S to these Regulations, with a GPA of 6.0 or more; or

iii. been otherwise approved by the College of Engineering Dean (Academic).

9. Honours, Distinction and Merit

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

10. Pathways to other qualifications

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

Schedule S: Subject Courses for the Degree of Master of Civil Engineering: Endorsements

For full course information, go to www.canterbury.ac.nz/courses. Enrolment in all courses listed in Schedule S is subject to approval of the Director of Studies of the Master of Civil Engineering.

Construction Management
Part I:
ENCI601 Risk Management
ENCM620 Construction Procurement and Contract Administration
Part II:
ENCM610 Construction Management
ENCM630 Project Management, Planning and Control Techniques
ENCM640 Strategic Management in Construction
ENCM650 Cost Engineering
ENCM671 Special Topic in Construction Management
ENCM676 Construction Equipment and Heavy Construction Methods
ENCM678 Special Topic: Principles of Contact Negotiations
ENCM682 Research Project

Digital Civil Engineering
Part I:
ENCI630 Predictive Analytics for Civil and Natural Systems (Special Topic)
ENCI670 Civil Engineering Systems Modelling and Simulation (Special Topic)
Part II:
ENAE606 Building Modelling and Integrated Design
ENCN623 Energy Systems Modelling and Analysis
ENCN625 Wind Resource Modelling

ENTR615 Advanced Traffic Flow Theory and Simulation

ENTR619 Quantitative Techniques for Transport Engineering and Planning

Earthquake Engineering:

Part I:

ENCI438   Introduction to Structural Earthquake Engineering

ENEQ610   Engineering Seismology

ENEQ624   Nonlinear Structural Analysis and Dynamics

Part II:

ENEQ620   Advanced Geotechnical Earthquake Engineering

ENEQ633   Advanced Timber Structures

ENEQ640   Displacement-based Design of Low Damage Structures

ENEQ642   Seismic Assessment and Retrofit Strategies for Existing Reinforced Concrete Buildings

ENEQ650   Advanced Steel and Composite Structures

ENEQ670   Seismic Bridge Engineering

ENEQ680   Seismic Performance and Loss Estimation

ENEQ621   Special Topic: (in 2020 is Dynamics of Structures)

ENEQ629   Special Topic: (in 2020 is Seismic Soil Structure Interaction)

Geotechnical Engineering

Part I:

ENCN452 Advanced Geotechnical Engineering

ENCN454 Introduction to Geotechnical Earthquake Engineering

ENEQ610 Engineering Seismology

ENGE412 rock mechanics and rock engineering

GEOL479 active tectonics and geomorphology

Part II:

ENEQ620 Advanced Geotechnical Earthquake Engineering

ENEQ682 Ground Improvement Techniques

ENEQ629 Special Topic: (in 2020 is Seismic Soil Structure Interaction)

Renewable Energy

Part I:

ENCI 601 Risk Management

ENGR 621 Energy, Technology and Society

ENNR 423 Sustainable Energy Systems

Part II:

ENCN 623 Energy Systems - Modelling & Analysis

ENCN 625 Wind Resource Modelling

ENEL 667 Renewable Electricity System Design

Smart Infrastructure

Part I:

ENCN665 Time series analysis and signal processing in civil engineering

ENCN669 Energy Generation and Energy Harvesting in Civil Infrastructures

Part II:

ENCN666 Smart Water Infrastructure

ENCN667 Circular Design: Smart Materials, Novel Forms & Construction Techniques

ENCN668 Smart Transportation Networks

Structural Engineering:

Part I:

ENCI436   Behaviour and Design of Structures II

ENEQ623 Finite Element Analysis of Structures

ENEQ641 Nonlinear Concrete Mechanics and Modelling Techniques

ENEQ624 Nonlinear Structural Analysis and Dynamics

Part II:

ENEQ633   Advanced Timber Structures

ENEQ650   Advanced Steel and Composite Structures

ENCI621   Concrete Materials and Practice

ENCI670   Special Topic: Blast Engineering and Progressive Collapse

ENAE603   Structural Design Practice

ENAE604   Structural Assessment and Retrofit

Structural Fire Engineering

Part I:

ENGR403 Fire Engineering

ENCI436   Behaviour and Design of Structures II

ENEQ623 Finite Element Analysis of Structures

ENFE601   Structural Fire Engineering

ENFE602   Fire Dynamics

Part II:

ENEQ624 Nonlinear Structural Analysis and Dynamics

ENEQ641 Nonlinear Concrete Mechanics and Modelling Techniques

ENFE610 Advanced Fire Dynamics

ENFE618 Advanced Structural Fire Engineering

Transportation Engineering

Part I:

ENTR 401 Fundamentals of Transportation Engineering

ENTR 603 Advanced Pavement Design

ENTR 604 Road Asset Management

ENTR 617 Traffic Network Modelling and Optimisation

ENTR 619 Special Topic: Quantitative Techniques for Transport Engineering and Planning

Part II:

ENTR 602 Accident Reduction and Prevention

ENTR 608 Special Topic in Transport Engineering

ENTR 612 Transport Policy and System Management

ENTR 613 Highway Geometric Design

ENTR 614 Planning and Design of Sustainable Transport

ENTR 615 Advanced Traffic Flow Theory and Simulation

ENTR 616 Transport Planning and Modelling

ENTR 618 Transport and Freight Logistics

Water Engineering

Part I:

ENCI 634 Engineering Chemistry for Water Systems

ENCI 644 Water Demand and Supply

Part II:

ENCI638 Environmental Fluid Mechanics

ENCI645 Advanced Wastewater Treatment

ENCI646 Flood Analysis, Modelling, and Management

Schedule E: Elective Courses for the Degree of Master of Civil Engineering: General Courses

For full course information, go to www.canterbury.ac.nz/courses. Enrolment in all courses listed in Schedule E is subject to approval of the Director of Studies of the Master of Civil Engineering.

ENAE601 Whole Building Behaviour and Performance

ENAE602 Collaborative Design Studio

ENAE603 Structural Design Practice

ENAE604 Structural Assessment and Retrofit

ENAE605 Sustainable Building Design Practice

ENAE606 Building Modelling and Integrated Design

ENCI601 Risk Management

ENCM620 Construction Procurement and Contract Administration

ENCI670 Special Topic: Civil Engineering Systems Modelling and Simulation

ENCI630 Predictive Analytics for Civil and Natural Systems

ENCI438 Introduction to Structural Earthquake Engineering

ENEQ610 Engineering Seismology

ENEQ624 Nonlinear Structural Analysis and Dynamics

ENCN454 Introduction to Geotechnical Earthquake Engineering

ENEQ610 Engineering Seismology

ENCI 601 Risk Management

ENGR 621 Energy, Technology and Society

ENNR 423 Sustainable Energy Systems

ENCN665 Time series analysis and signal processing in civil engineering

ENCN669 Energy Generation and Energy Harvesting in Civil Infrastructures

ENCI436   Behaviour and Design of Structures II

ENEQ623 Finite Element Analysis of Structures

ENEQ641 Nonlinear Concrete Mechanics and Modelling Techniques

ENEQ624 Nonlinear Structural Analysis and Dynamics

ENGR403 Fire Engineering

ENCI436   Behaviour and Design of Structures II

ENEQ623 Finite Element Analysis of Structures

ENFE601   Structural Fire Engineering

ENFE602   Fire Dynamics

ENTR 401 Fundamentals of Transportation Engineering

ENTR 603 Advanced Pavement Design

ENTR 604 Road Asset Management

ENTR 617 Traffic Network Modelling and Optimisation

ENTR 619 Special Topic: Quantitative Techniques for Transport Engineering and Planning
ENCI 634 Engineering Chemistry for Water Systems
ENCI 644 Water Demand and Supply

Postgraduate Certificate in Civil Engineering
(PGCertCivilEng – 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 2021.
(b) This qualification was first offered in 2019.

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

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

4. Admission to the qualification
To be admitted to the Postgraduate Certificate in Civil Engineering a student must have:
(a) qualified for the Degree of Bachelor of Engineering with Honours in an appropriate subject; or
(b) qualified for the Degree of Bachelor of Science with Honours in an appropriate subjects; or
(c) been admitted with Academic Equivalent Standing for the Postgraduate Certificate in Civil Engineering; and
(d) been approved as a candidate for the Certificate by the College of Engineering Dean (Academic).

5. Subjects
The qualification may be awarded with and endorsement in the following subjects:
Construction Management, Earthquake Engineering, Renewable Engineering, Transportation Engineering, in Smart Infrastructure, Structural Engineering, Structural Fire Engineering, Geotechnical Engineering, Digital Civil Engineering, Water Engineering.

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

7. Transfers of credit, substitutions and cross-credits
This qualification adheres to the Credit Recognition and Transfer Regulations, with no additional stipulations.

8. Progression
(a) This qualification adheres to the General Regulations for the University with the following stipulation:

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

ii. A student who fails more than 30 points will be withdrawn from the qualification.

(b) Before seeking progression to an endorsement in the qualification a student must either:

i. have completed a minimum of 30 points of courses in the subject specified in Schedule A to these Regulations, with a GPA of 6.0 or more; or

ii. been otherwise approved by the College of Engineering Dean (Academic).

9. Honours, Distinction and Merit

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 at least 45 points towards the qualification, with a GPA of 5.0 or more, may apply to the College of Engineering Dean (Academic) to be admitted to either:

i. the Master of Civil Engineering (MCivilEng); or the Master of Engineering (ME); or the Master of Engineering in Fire Engineering (MEFE); or the Master of Engineering in Transportation (MET); provided

ii. they meet the admission requirements of the advancing qualification; and

iii. they are approved by the College of Engineering Dean (Academic).

(b) A student who has graduated with a Postgraduate Certificate in Civil Engineering may apply to the College of Engineering Dean (Academic) to be admitted to a qualification in Regulation 10(a)(i) and have their Postgraduate Certificate in Civil Engineering subsumed in accordance with the General Regulations to the University.

(c) There is no exit qualification for this qualification.

Bachelor of Engineering with Honours [BE(Hons)]:
Chemical and Process Engineering
Page 399-400 of 2020 UC Calendar
Academic Quality inserts URL

(CUAP criterion 6.1.3)

DETAILS	
Title of qualification(s)	BE(Hons) Chemical and Process Engineering (Minor in Environmental Process Engineering)
Year of introduction	2021

Purpose of the proposal

To create a Minor in Environmental Process Engineering as part of the BE(Hons) Chemical & Process Engineering degree.

EXECUTIVE SUMMARY

Chemical and Process Engineering (CAPE) will create a Minor in Environmental Process Engineering as part of the BE(Hons) Chemical & Process Engineering degree. To be eligible for this Minor, the students need to complete relevant courses with a total of 75 points at 300 and 400 levels, including both taught-courses and a process design (ENCH 494) or a research project (ENCH 495) that focuses on Environmental Process.

Justification

This minor is being put forward as part of a longer term plan to increase Chemical & Process Engineering's suite of minors within the core Chemical & Process Engineering degree. We currently offer two minors, Bioprocess Engineering and Energy Processing Technologies and at a departmental strategic planning session in 2019, additional minors were identified as a way to market poorly understood aspects of the core degree to high school students and their parents. The Environmental Process Engineering minor is the first one that we are proposing and potential others include minors in Chemistry and Materials Engineering, but these will require more planning and coordination with other relevant departments and could include new courses. The Environmental Process Engineering minor will not require any new courses.

Minors allow graduates to specialise in given areas to improve their job opportunities upon graduation and potentially to attract them to postgraduate degree options. All of CAPE's current and future minors align with the research strengths of current staff and represent industry areas that employ CAPE graduates. The Environmental Process Engineering minor aligns with a longer-term strategy of building on the core degree as compared to creating new degrees such as a BE in Bioprocess Engineering or Environmental Process Engineering. We feel these types of degrees overly specialise the graduates and can lead to supply and demand mismatches in the NZ job market. The core BE (Hons) in Chemical & Process Engineering degree remains a very flexible, well recognised degree and minors offer an enhancement as compared to overly

specialising for a specific job market.

This proposal supports the Strategic Vision 2020-2030 through its "environmentally sustainable" goal by
1. Educating chemical engineering students on how to identify and solve environmental problems that impact on society's (and the University's) desire to become more sustainable.
2. Raise the profile of the importance of the environment in the suite of degrees offered at Canterbury.

This proposal aligns with industry requirements as many CAPE graduates are hired in Environmental Process Engineering roles with NZ consulting firms such as BECA, Jacobs and Golder and local councils. This minor will enhance a graduate's ability to obtain relevant jobs by allowing them to differentiate their CVs from other similar graduates without the minor.

We are proposing that enrolment in the minor will start with ~5 - 10 students in 2021 but this will not represent "new to UC" students as they will come from existing students in Year 3 CAPE. We expect the programme to climb to 25-30 students by 2025 of which 10-15 will be "new to UC" based on attracting new students into CAPE who might not have studied engineering or studied engineering elsewhere.

Programme Overview

Chemical & Process Engineering with Environmental Process Engineering Minor
3rd Year Engineering - CAPE

1) ENCH 390 - Process Engineering Design 1
2) One of the following courses
   a) ENGR 407 - Bioprocess Engineering 1
   b) ENCN 375 - Sustainable Engineering for a Changing Climate

4th Year Engineering - CAPE

3) ENGR 405 - Industrial Pollution Control
4) ENCH 494* - Process Engineering Design 3
5) ENCH 495* - Research Project

*Note: ENCH 494 Process Engineering Design 3 or ENCH 495 Research Project must be taken with an approved Environmental Process Engineering focus as approved by the Director of Studies.

Prescriptions for courses

The minor consists of existing courses.

Proposed new regulations
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15. Third Professional Examination

(1) ENCH 494 Process Engineering Design 3

(2) ENCH 495 Research Project

(3) ENCH 496 Advanced Separation

(4) ENCH 497 Process Management

(5) One course selected from Schedule B listed below

(6) One course selected from either Schedule A or B listed below or any 400-level 15 point Engineering course

Schedule A

(1) ENGR 404 Renewable Energy Technologies and Management

(2) ENCN 375 Sustainable Engineering for a Changing Climate

(2) ~~ENGR 405 Industrial Pollution Control~~

(3) ENGR 407 Bioprocess Engineering 1

(4) ENCH 486 Special Topic in Chemical and Process Engineering

(5) ENNR 405 Ecological and Bioresources Engineering

Schedule B

(1) ENGR 401 Computational Fluid Dynamics

(2) ENGR 405 Industrial Pollution Control

(3) ENCH 482 Bioprocess Engineering 2

(4) ENCH 483 Advanced Energy Processing Technologies and Systems

(5) ENCH 487 Special Topic in Chemical and Process Engineering

(6) ENCH 484 Advanced Modelling and Simulation

(7) Any 400-level Engineering course approved by the Director of Studies

16. Minor in Bioprocess Engineering

(1) ENCH 281 Principles of Biology for Engineers

(2) ENGR 407 Bioprocess Engineering 1

(3) ENCH 482 Bioprocess Engineering 2

(4) ENCH 494 Process Engineering Design 3**

(5) ENCH 495 Research Project**

** Note: ENCH 494 Process Engineering Design 3 or ENCH 495 Research Project must be taken with an approved bioprocess engineering focus as approved by the Director of Studies. The Minor will only be awarded upon completion of all other normal requirement of BE(Hons) Chemical and Process Engineering.

17. Minor in Energy Processing Technologies

(1) ENCH 392 Thermodynamics and Chemical Reaction Engineering

(2) ENGR 404 Emerging Energy Technologies and Management

(3) ENCH 483 Advanced Energy Processing Technologies and Systems

(4) ENCH 494 Process Engineering Design 3** OR ENCH 495 Research Project**

** Note: ENCH 494 Process Engineering Design 3 and ENCH 495 Research Project must be taken with an approved energy processing technologies focus as approved by the Director of Studies. The Minor will only be awarded upon completion of all other normal requirement of BE(Hons) Chemical and Process Engineering.

18. Minor in Environmental Process Engineering

(1) ENCH 390 - Process Engineering Design 1

(2) One of the following courses

    a)   ENGR 407 - Bioprocess Engineering 1
    b)   ENCN 375 - Sustainable Engineering for a Changing Climate

(3) ENGR 405 - Industrial Pollution Control

(4) ENCH 494[*] - Process Engineering Design 3

(5) ENCH 495[*] - Research Project

*Note: ENCH 494 Process Engineering Design 3 or ENCH 495 Research Project must be taken with an approved Environmental Process Engineering focus as approved by the Director of Studies. The Minor will only be awarded upon completion of all other normal requirement of BE(Hons) Chemical and Process Engineering.

Bachelor of Product Design
Pages 444 and 446 in 2020 Calendar

1.   Purpose of the proposal

To change the name of the existing "Chemical, Natural & Healthcare Product Formulation" major in the BProdDesign, BProdDesign/BSc and BProdDesign/BCom degrees to "Chemical Formulation Design".

2.   Justification

The current name of the major ("Chemical, Natural and Healthcare Product Formulation") was devised early in the development of the Bachelor of Product Design degree. The chosen name was an attempt to reflect the versatile nature of the major, which covers the application of formulation science, product design and business to a wide variety of applications. There was no similar degree major in existence on which to base the name and so the existing name resulted from an intention to be inclusive. With hindsight, it seems now that the name is considered too long, somewhat clumsy and has the opposite effect on achieving inclusiveness. Students report that it causes confusion when they attempt to explain the content of their degree to others, including peers, family members and prospective employers. Staff have found it difficult to describe the degree major because the name is distracting, difficult for an audience to retain and rather than being inclusive, its perception is (erroneously) that the discipline is related mainly to cosmetics and personal care applications. The reality is that the degree prepares students to work also in areas as diverse as food and nutritional formulations, paints, adhesives, fuels, and agricultural products such as fertilizers, pesticides and herbicides.

This change is expected to support recruitment and retention of students in the Chemical, Natural and Healthcare Product Formulation major, to use its existing name, of the BProdDesign and associated conjoint degree programmes. In particular, the major currently attracts virtually a 100% female cohort of students (53 out of 54 students). We expect the new name to better reflect the wide range of applicability of the discipline and, in addition to its current female cohort, it is expected to be more appealing to male potential students. The name "Chemical Formulation Design" is more descriptive to potential employers and better reflects the wide range of application areas of formulation science and design for which the graduates are prepared. The new name is also more consistent in format with the other two majors in the degree, "Industrial Product Design" and "Applied Immersive Game Design".

3.   Proposed new regulations

2020 UC Calendar

Change to the regulations for the Bachelor of Product Design:

page 444

Regulation 5 (c) Replace the name of the major "Chemical, Natural and Healthcare Product Formulation" with "Chemical Formulation Design".

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Schedule S Replace the name "Chemical, Natural and Healthcare Product Formulation" with "Chemical Formulation Design".

(There are no changes required for the conjoint BProdDesign/BCom or the BProdDesign/BSc degree regulations, as the names of the majors are addressed entirely within the component degrees.)

Memorandum | Pukapuka

To:	Ki:	Council
From:	Nā:	Keith Longden
Date:	Rā:	15 April 2020
Subject:	Kaupapa:	**Philanthropic Bond – Deed of Termination**

Recommendation:

That the deed be executed by Council and the University seal applied. Two copies are required.

Purpose:

To present the Deed of Termination closing out the University's obligations under the Philanthropic Bond Trust Deed.

Executive Summary:

When the Philanthropic Bond was launched on the NZX, the University was required to have a Trust Deed for its obligations to bondholders and the NZX. The University appointed Trustee Executors Limited (TEL) as Trustee.

The University has delisted from the NZX but as a final act we are required to complete a Deed of Termination with TEL. This Deed is attached.

It has been prepared by Simpson Grierson for TEL and reviewed by Chapman Tripp for the University. Chapman Tripp draw our attention to the following:

• Survival of indemnities: Clause 2.2 of the deed cross-references clause 57.10 of the trust deed. Under clause 57.10 any indemnities given by UC in favour of TEL under the trust deed survive the termination of the trust deed. This is a conventional approach, and Chapman Tripp advise that they do not expect the indemnity is likely to be called on given the bonds have been repaid in full.

• Costs: Under clause 3.5 of the deed, UC is responsible for meeting TEL's reasonable costs (including legal costs) relating to the termination of the trust deed. TEL's lawyers have provided an invoice of their costs.

Total legal costs in this matter are fairly minimal (expected to be less than $6,000).

Key Points/Strategic fit:

This is a compliance task that must be completed.

Financial implications:

None.

Attachments:

Deed of Termination
Trust Deed Indemnity Clauses

Documents on SharePoint for information:

N/A

Paper Progress:

To:	Date:	Decision:
PFRC	April 2020	To FPRC
FPRC	April 2020	N/A – to Council
Council	April 2020	

Trust Deed Extract

57.10 Survival of indemnities - The indemnities given in this Deed will survive the repayment of all the Bonds and the termination of this Deed.

Indemnities mentioned in Trust Deed

2.4 Indemnity for Supervisor - Notwithstanding rule 2.2, the Supervisor shall not be obliged to convene a meeting of Bondholders until it has been indemnified to its satisfaction against all costs and expenses to be incurred in relation to that meeting.

…

10.7 Indemnity for tax - If, in relation to a Bond or any payment made by the University or Supervisor to the Bondholder in respect of that Bond, the University or the Supervisor has any liability to make any payment to any Governmental Agency, the University or the Supervisor shall, subject to any agreement by it to the contrary with the Bondholder, be indemnified by such Bondholder together with their executors and administrators for such liability. Any moneys paid by the University or the Supervisor in respect of any such liability may, notwithstanding any other provision of this Deed, be offset against any Bond Moneys payable to the Bondholder or may be recovered by action against such Bondholder or their executors or administrators as a debt due to the University or the Supervisor as the case may be. Nothing in this clause 10.7 will prejudice or limit any right or remedy conferred by law on the University as between the University, the Supervisor and that Bondholder together with their executors and administrators.

…

38.2 Payment of Supervisor's costs - The University must pay all reasonable costs, charges and expenses, including reasonable legal costs on a full indemnity basis (but not including remuneration payable to the Supervisor's employees and other costs, charges and expenses incurred in the internal administration of its business all of which must be borne by the Supervisor) and any other amount reasonably and properly payable

…

39. Indemnity

39.1 Indemnity by University - Without prejudice to the right of indemnity by law given to Supervisors, but subject to clause 39.3, the Supervisor shall be indemnified by the University for all expenses, losses and liabilities reasonably sustained or incurred in carrying out the Supervisor Powers or otherwise for any action taken, or omitted to be taken, in accordance with the provisions of this Deed, other than a claim arising out of a wilful default, gross negligence or wilful breach of trust.

39.2 Indemnity by Bondholders - The Supervisor is not required to take any action or exercise any Supervisor Power or comply with any request or direction pursuant to this Deed unless it has first been indemnified to its satisfaction against all reasonable expenses, losses and liabilities it may sustain or incur by so doing.

39.3 Limits on indemnity: Notwithstanding any other provision of this Deed, the Supervisor is only entitled to be indemnified in relation to the performance of the Supervisor's licensee obligations (as that term is defined in the FMSA) in relation to the proper performance of its duties under clause 32.4.1 and 32.5.

39.4 Payments - All amounts payable to the Supervisor under clauses 38.1 and 38.2 must be paid by the University to the Supervisor at the time and in the manner agreed by them or, in the absence of such agreement, on written demand being made by the Supervisor to the University.

…

52.1.1 Payments due to Supervisor - First, subject to any direction made by any court, in payment of all amounts due to the Supervisor under this Deed (including all remuneration payable to the Supervisor and any amount to which the Supervisor is entitled by way of indemnity under any Transaction Document, including any interest payable on any of those amounts).

DEED OF TERMINATION

UNIVERSITY OF CANTERBURY

and

TRUSTEES EXECUTORS LIMITED

PARTIES

1.   **UNIVERSITY OF CANTERBURY**   **(University)**

2.   **TRUSTEES EXECUTORS LIMITED**   **(Supervisor)**

BACKGROUND

A.   The University and the Supervisor are parties to a trust deed for the issue of bonds dated 29 November 2012, as amended on or about 30 November 2016 (**MTD**), which amended and replaced a prior trust deed dated 5 October 2009.

B.   All bonds issued by the University under the MTD have been repaid.

C.   University and the Supervisor wish to terminate the MTD and are entering into this deed to record the terms of that termination.

THIS DEED RECORDS THAT:

1.   **INTERPRETATION**

In this deed, unless the context indicates otherwise:

1.1   **Defined Terms:** expressions defined in this deed, including its background, have the defined meanings throughout this deed;

1.2   **Headings:** clause and other headings are for ease of reference only and will not affect this deed's interpretation;

1.3   **Plural and Singular:** references to the singular include the plural and vice versa;

1.4   **Inclusive Expressions:**   the term **includes** or **including** (or any similar expression) is deemed to be followed by the words **without limitation**;

1.5   **Documents:** references to any document (however described) are references to that document as modified, novated, supplemented, varied or replaced from time to time and in any form, whether on paper or in an electronic form; and

1.6   **Clauses:** references to clauses are to clauses in this deed.

2.   **TERMINATION AND SURVIVAL**

2.1   **Termination:** University and the Supervisor agree that, with effect from the date of this deed and subject to clause 2.2 below, the MTD is terminated and that their respective rights and obligations under the MTD cease.

2.2   **Survival of indemnities:** University and the Supervisor refer to clause 57.10 of the MTD and acknowledge and agree that, notwithstanding clause 2.1 above, clause 57.10 of the MTD and the indemnities referred to in that clause survive the termination of the MTD.

3.   GENERAL

3.1   Further Assurances: Each party will do all things and execute all documents reasonably required in order to give effect to the provisions and intent of this deed.

3.2   Counterparts: This deed may be signed in counterparts. All executed counterparts will together constitute one document.

3.3   Governing law: This deed is governed by and will be construed in accordance with the laws of New Zealand.

3.4   Delivery: For the purposes of section 9 of the Property Law Act 2007, and without limiting any other mode of delivery, this deed will be delivered by each party immediately on the earlier of:

(a)   physical delivery of an original of this deed (or a counterpart of it), executed by that party, into the custody of the other party or the other party's solicitors; and

(b)   transmission by that party or its solicitors (or any other person authorised in writing by that party) of a facsimile, photocopied or scanned copy of an original of this deed (or a counterpart of it), executed by that party, to the other party or the other party's solicitors.

3.5   Costs: University will pay on demand the reasonable costs and expenses (including reasonable legal expenses on a solicitor and own client basis and any goods and services and similar taxes thereon) of the Supervisor in relation to termination of the MTD.

EXECUTED AND DELIVERED AS A DEED

SIGNED for and on behalf of **UNIVERSITY OF CANTERBURY** by:

Authorised Signatory	Authorised Signatory
Name of Authorised Signatory	Name of Authorised Signatory
Witness:	**Witness:**
Signature of witness	Signature of witness
Full name of witness	Full name of witness
Occupation of witness	Occupation of witness
Address of witness	Address of witness

SIGNED for and on behalf of **TRUSTEES EXECUTORS LIMITED** by:

_____   _____
Authorised Signatory   Authorised Signatory

_____   _____
Name of Authorised Signatory   Name of Authorised Signatory

Witness: **Witness:**

_____   _____
Signature of witness   Signature of witness

_____   _____
Full name of witness   Full name of witness

_____   _____
Occupation of witness   Occupation of witness

_____   _____
Address of witness   Address of witness

TAX INVOICE

Trustees Executors Limited
P O Box 10519
WELLINGTON 6143

January 31, 2020
Account Reference **630468-2474329**
Tax Invoice No. **699666**
G.S.T. Reg No. 48-371-809
Format: MAIN
Ref. MZG/AQW

For: Roger Dixon

University of Canterbury - MTD termination

To be paid by University of Canterbury

	Net	GST	
OUR FEE			2,325.00
Document production, delivery and telephone calls	50.00	7.50	
			50.00
			2,375.00
GST on above			356.25
TOTAL			**$2,731.25**

This account is now due for payment with all amounts in NZD unless stated otherwise