COUNCIL
Public Meeting Agenda

Te Kaunihera o Te Whare Wānanga o Waitaha

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Agenda

DATE Wednesday 2 November 2022

TIME 11.00am

VENUE Council Chamber, Matariki

Refer to Page No.

KARAKIA (opening meeting)

Kia hora te marino	*May peace be widespread*
Kia whakapapa pounamu te moana	*May the sea be like greenstone*
Hei huarahi mā tātou i te rangi nei	*A pathway for us all this day*
Aroha atu, aroha mai	*Let us show respect for each other,*
Tātou i a tātou katoa	*for one another*
Hui e! Tāiki e!	*Bind us all together!*

1. APOLOGIES

2. REGISTER OF INTERESTS 5-7

3. CONFLICTS OF INTEREST
Every Council Member has an obligation to declare any actual, potential or perceived conflicts of interest with any University of Canterbury activities and to ensure that such conflicts of interest are noted and managed appropriately.

4. MINUTES
   4.1. Confirming minutes of meeting held on 5 October 2022 8-13

5. MATTERS ARISING

6. FROM THE CHANCELLOR
   6.1. Degrees Conferred in Absentia -
   6.2. Delegation of authority to Executive Committee (3 Nov 2022 to 7 Feb 2023) 14
   6.3. Delegation of authority to Chancellor & Chair ARC to approve Audit Engagement Letter 15
   6.4. Meeting Schedule 2023 16

7. FROM THE VICE-CHANCELLOR
   7.1. Vice-Chancellor's Monthly Report 17-32

8. ACADEMIC BOARD
   8.1. Academic Board Report 33-80
   (Professor Matthew Turnbull, Deputy Chair of Academic Board)

9. PUBLIC EXCLUDED MEETING 81-83

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 4.1	**Minutes of the meeting** Confirm minutes of the meeting held on 5 October 2022 - held with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	**Matters Arising**	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)
6.0 6.1	**UC 150th Anniversary Update** UC 150th Anniversary Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
7.0	**Council Only Time #1**	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)
8.0 8.1	**From the Chancellor** Committee Attendance	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	Council Work Plan 2022 and 2023 - Updated	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
8.3	December Graduation Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
8.4	Warren Poh – Recommended Extension of Term	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.5	Committee Member Elections	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6	Strategy Day 24 August 2022 – Resultant Notes & Actions	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)
9.0 9.1	**From the Vice-Chancellor** Vice-Chancellor's Monthly 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)

9.2	Academic Board Minutes for 9 September 2022	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)
9.3	Emeritus Professor Nomination	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)
9.4	Canterbury Museum Trust Board – Reappointment of 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)
10.0	**Academic**		
10.1	Testamur Design Approval	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
11.0	**Budget**		
11.1	Final Budget 2023	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)
12.0	**Strategy & Planning**		
12.1	UC KPIs 2023	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)
13.0	**Digital Screen Campus (DSC)**		
13.1	Monthly Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.2	DSC Establishment Board Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.3	PwC Report on DSC Business Case	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.4	DSC Package One	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
14.0	**People, Culture and Campus Life**		
14.1	Health Safety & Wellbeing Monthly 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)
15.0	**Finance and IT**		
15.1	UC Trust Funds Portfolio Recommendation	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
15.2	31 October 2022 Financial Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
15.3	30 September 2022 – University Actuals vs Budget Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
15.4	30 September 2022 – Summary Consolidated Financial Accounts	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
16.0	**From the Audit & Risk Committee**		
16.1	Audit & Risk Committee meeting held 17 October 2022	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)
16.2	Internal Audit Plan 2023-2024	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)
16.3	Revised Protected Disclosures Policy	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
17.0	**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)
18.0	**Council Only Time #2**	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 Chairperson 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 MEETINGS
    - Council Meeting - Wednesday 7 December 2022 at 11.00am (only if required)
    - Council Meeting - Wednesday 8 February 2023 at 11.00am

KARAKIA (closing meeting)

Kua mutu tātou i te mahi tahi o te rā	*We have come to the end of our collaborative work for the day.*
Kia tau tou rangimārie kei mātou	*May peace be with us all*
Hui e Tāiki e	*Let it be done*

UC COUNCIL

Register of Interests

2 November 2022

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
Amy ADAMS (Chancellor)	2021	AMDON Farms Limited	Director and Shareholder
	2021	AMDON Investments Limited	Director and Shareholder
	2022	Canterbury Museum Trust Board	Trustee
	2021	Hampton Downs Trust	Trustee and Beneficiary
	2021	Te Whatu Ora - Health New Zealand	Director
	2021	Melanoma NZ	Director
	2021	Montford Trust	Trustee and Beneficiary
	2021	St John	Volunteer Ambulance Officer
	2022	Tokona Te Raki (Māori Futures Academy)	Trustee
	2021	University of Canterbury	Graduate and mother of enrolled student
	2022	University of Canterbury Foundation	Trustee
Peter BALLANTYNE	2021	Canterbury Education and Research Trust for the Health of Older Persons	Trustee
	2019	Canterbury Scientific Limited	Shareholder via Hawkins Family Trust
	2012	Deloitte	Consultant
Liz BOND	2019	Tertiary Education Union	Member
	2019	University of Canterbury	Employee
Pierce CROWLEY	2022	University of Canterbury	Student
	2022	University of Canterbury Students' Association (UCSA)	President
Cheryl DE LA REY (Vice-Chancellor)	2021	Academic Quality Assurance Board	Board Member
	2020	Association of Commonwealth Universities	Council Member
	2020	New Zealand Qualifications Authority	Board Member
	2019	Universities New Zealand	Member
	2019	University of Canterbury Foundation	Trustee (Ex-officio)
	2019	University of Canterbury Trust Funds	Vice-Chancellor
Roger GRAY	2022	Business Leaders' Health and Safety Forum	Member
	2022	Ports of Auckland Limited	CEO

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
Jack HEINEMANN	2021	Tertiary Education Union	Member
	2021	University of Canterbury	Employee
Keiran HORNE	2019	AJ & MJ Horne Family Trust	Trustee and Discretionary Beneficiary
	2019	CEC Charitable Trust	Trustee and Treasurer
	2019	Conductive Education Canterbury	Treasurer
	2019	Hamilton City Council	Chair, Audit Risk Committees
	2019	Horne Wildbore Family Trust	Trustee and Discretionary Beneficiary
	2019	New Zealand Lotteries Commission	Chair Audit Risk Committee, Commissioner
	2019	Quayside Holdings Ltd	Director, Chair Audit Risk Committee
	2019	Quayside Properties Ltd	Director
	2019	Quayside Securities Ltd	Director
	2019	ScreenSouth Ltd	Chair
	2021	Son	Student at UC
	2019	Spey Downs Ltd	Shareholder
	2020	Television New Zealand Ltd	Director, Chair Audit Risk Committee
	2019	Timaru District Council	Member, Audit and Risk Committee
Warren POH	2020	Christchurch Netball Centre	Board Member
	2017	E&S Hop Holdings Limited	Director
	2021	FAN Advisory Board	Member/Independent advisor
	2022	Fire Research Group Limited	Consulting contract
	2022	Fireshield Limited	Consulting contract
	2022	First Principles Constructors Limited	Consulting contract
	2018	GHD Limited	Shareholder
	2017	M & W Nominees Limited	Director and Shareholder
	2021	Netsal Sports Centre Limited	Director
	2020	NOSSLO Group Limited	Director
	2017	Ofwarren Limited	Director and Shareholder
	2018	Olsson Fire and Risk New Zealand Ltd	Director and Shareholder
	2022	Rubix Limited	Consulting contract
	2020	University of Canterbury	Husband of enrolled student

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
Rachel ROBILLIARD	2022	Canterbury Aoraki Conservation Board	Board member / Te Rūnanga o Ngāi Tahu appointee
	2022	Chapman Tripp	Employee
	2022	Mahaanui Kurataiao Ltd	Kaitaiki representative for Te Taumutu Rūnanga
	2022	Te Taumutu Rūnanga	Kaitiakitanga portfolio member
	2022	Te Taura Tāngata Trust	Trustee
	2022	University of Canterbury	Aunty is Amokapua Pākākano Tuarua, Deputy Assistant Vice-Chancellor Māori
Gillian SIMPSON	2019	Christ's College Canterbury	Board member
	2019	Ministry of Education Statutory Services Provider	Independent contractor
	2019	New Zealand Education Scholarship Trust	Trustee
	2022	Sport New Zealand Governance Services	Independent Consultant
Shayne TE AIKA (Pro-Chancellor)	2022	GHD Limited	Employee
	2020	Rannerdale Home Care Limited	Director
	2020	Rannerdale War Veterans Home Ltd	Director
	2020	The Karshay Group Ltd	Director and Shareholder
Adela KARDOS (General Counsel | Registrar)	2020	University of Canterbury	Employee

COUNCIL
Public Meeting Minutes

Te Kaunihera o Te Whare Wānanga o Waitaha

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DATE	Wednesday 5 October 2022
TIME	11:00am
VENUE	Council Chamber, Level 6, Matariki
PRESENT	Ms Amy Adams (Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Mr Pierce Crowley, Mr Roger Gray, Professor Jack Heinemann, Ms Keiran Horne - via Zoom, Mr Warren Poh, Ms Rachel Robilliard
IN ATTENDANCE	Mr Keith Longden, (Executive Director Planning, Finance & Digital Services) Professor Ian Wright (Deputy Vice-Chancellor (Research)) Ms Maria Gracie (Governance Co-ordinator) Mr Grantley Judge (Governance and Compliance Manager) Ms Izzie Oosthuizen (Personal Assistant, Vice-Chancellor's Office)
APOLOGIES	Mr Shayne Te Aika (Pro-Chancellor) and Ms Gillian Simpson.
WELCOME	The Chancellor extended a warm welcome to Ms Rachel Robilliard who had recently been appointed to the UC Council by the Minister of Education.
REGISTER OF INTERESTS	The Chair requested that the Registrar be advised of any amendments to the Register of Interests.
CONFLICTS OF INTEREST	No conflicts of interest were advised.
MINUTES OF THE PREVIOUS MEETING	**Confirming the Minutes of the meeting held on 7 September 2022** Moved: *That the minutes of the meeting held on 7 September 2022 be accepted as a true and correct record.* Carried
MATTERS ARISING	There were no matters arising.

FROM THE CHANCELLOR

Degrees Conferred in Absentia

The Chancellor advised Council of the schedule of degrees to be awarded in absentia. The names of the graduates would be entered into the public record.

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

Carried

UC Celebrating Excellence

A Celebrating Excellence | Pō Whakamanawa event, to which all Council members were invited, would be held directly after the November Council meeting.

Council end of year gathering

The Chancellor requested members' views in relation to an end of year function. A potential date for the function would be 7 December.

FROM THE VICE-CHANCELLOR

Vice-Chancellor's Monthly Report

The Vice-Chancellor highlighted the following items:

- The resumption of in-person events on campus was continuing with good attendance.
- The UCSA Staff Awards ceremony was held recently. The event was a highlight for staff who appreciated the thought and efforts that students put into hosting the occasion.
- Student recruitment for the 2023 academic year was well underway.
- Feedback received from MOE and TEC in regard to UC hosting Te Whitia (Student Success Symposium) was positive. UC has demonstrated significant innovation and versatility accompanied by support from the University's digital transformation work.
- Covid numbers on campus remained very low and the focus was now on ways to support students and address mental health.

Noted in discussion

- Mr Michael Oulsnam and his team's planning for the digital transformation was now coming to fruition. Council noted it was pleasing to see all of the digital initiatives being realised.
- Discussion with the Digital Services and HR teams were underway in relation to the new business improvement process. One of the objectives was to take technology as far as we can.
- A group of staff were working on a strategy for health and improving child poverty in conjunction with Hāpai Te Hauora.

Moved:
That Council notes the Vice-Chancellor's monthly report.

Carried

ACADEMIC BOARD **Academic Board Report**

Professor Matthew Turnbull joined the meeting and spoke to the report.

Noted in discussion

- A proposal to introduce a Graduate Certificate in Māori Language and Pedagogie | Aumiri Pounamu would be forwarded to CUAP.
- Council advised it would be useful to have an estimate of student enrolments when a recommendation was made to introduce a new qualification.

Moved:
That Council:

1. *notes the report of the Academic Board;*
2. *receives the new curriculum development which has been endorsed by the Academic Board and will be reported to CUAP and TEC - to introduce a Graduate Certificate in Māori Language and Pedagogies | Aumiri Pounamu; and*
3. *requests that future proposals for any new proposed qualifications includes information on forecast student numbers.*

Carried

Professor Turnbull left the meeting.

PUBLIC EXCLUDED MEETING

Moved:
That the public be excluded from the following parts of this meeting, pursuant to section 48 of the Local Government Official Information and Meetings Act 1987:

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 4.1	**Minutes of the meeting** Confirm minutes of the meeting held on 7 September 2022 - held with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	**Matters Arising**	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)
6.0 6.1	**From the Chancellor** Council Work Plan 2022 - Updated	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)
6.2	Council Work Plan 2023 – Draft for discussion	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 7.1	**From the Vice-Chancellor** Vice-Chancellor's Monthly 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	Academic Board Recommendation – Magna Charta Universitatum 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)
7.3	Academic Board Minutes for 12 August 2022	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)
7.4	UC Research Committee – Innovation Medal Recommendations	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)
7.5	Teaching Awards Committee – Teaching Medal Recommendations	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)
8.0	**Academic**		
8.1	Testamur Draft Design Options – Presentation	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	Update on Graduation Process Review	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.0	**Strategy & Planning**		
9.1	UC KPIs 2023	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)
10.0	**Health, Safety & Wellbeing (HSW)**		
10.1	HSW Monthly 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)
10.2	H&S Visits & Observations Plan 2023	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)
11.0	**Facilities & Sustainability**		
11.1	Name Change for the Engineering Core Building	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)
11.2	Ilam Boiler & Ground Source Heat Pump Projects – Budget Reset	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
12.0	**Digital Screen Campus**		
12.1	Monthly Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
12.2	DSC Ōtakaro Cost Approval	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.0	**Finance**		
13.1	30 September 2022 Financial Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.2	31 August 2022 Monthly Financial Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.3	Insurance Renewal 2023 – For Approval	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.4	UCF & UCTF Draft Budget 2023	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
14.0	**Other**		
14.1	Council Committees – Revised Terms of Reference	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)
14.2	Committee Memberships – Vacancies Outlined	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)
15.0	**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)
16.0	**Council Only Time**	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

GENERAL BUSINESS No matters of General Business were raised.

NEXT MEETING The next meeting is scheduled for 11:00am on Wednesday, 2 November 2022 in the Council Chamber.

MEETING CLOSED The public meeting closed at 3.27pm.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

UNIVERSITY COUNCIL MEETING

Action List from the meeting held

Wednesday 5 October 2022

	Topic	**By Whom**	**Action required / Date**
1.	Inform Academic Board, via the Board Secretary, that future proposals for any new proposed qualifications are to include information on forecast student numbers.	Mr Judge	October 2022

Memorandum/Pukapuka

To:	Ki:	Council
From:	Nā:	Adela Kardos, General Counsel | Registrar
Date:	Rā:	2 November 2022
Subject:	Kaupapa:	Delegation of Authority – Executive Committee over Recess

Recommendation:

That Council delegates authority to the Council Executive Committee to make decisions, on behalf of Council, during the holiday recess. This delegation of authority would apply from 3 November 2022 to 7 February 2023 inclusive.

Purpose:

The purpose of providing delegated authority, to the Council Executive Committee over the holiday recess, is to ensure that, when necessary, timely decisions can be made on behalf of the Council. Council will be notified of such decisions, asap or at the next Council meeting on 8 February 2023, as appropriate.

The membership of the Council Executive Committee is the Chancellor, Pro-Chancellor, Vice-Chancellor and Peter Ballantyne (until 2 November 2022). Mr Ballantyne was added as a member of the Executive Committee, until the next Council Committee elections (on 2 November 2022), in order to cover the Pro-Chancellor vacancy at the time.

Attachments:

Not applicable

Paper Progress:

To:	Date:	Decision:
PFRC/RAC		
SLT		
ARC		
COUNCIL	2 November 2022	For approval

Memorandum/Pukapuka

To:	Ki:	Council
From:	Nā:	Adela Kardos, General Counsel | Registrar
Date:	Rā:	2 November 2022
Subject:	Kaupapa:	Delegation of Authority – Chancellor & ARC Chair to Approve the Audit NZ Audit 2022 Engagement Letter

Recommendation:

That Council delegates authority to the Chancellor and the Chair of the Audit and Risk Committee, to approve the Audit New Zealand Audit 2022 Engagement and Fee Letter, and for the Chancellor to then sign the Fee Letter.

Purpose:

This delegation of authority has been requested since the Audit New Zealand Audit 2022 Engagement and Fee Letter was not available for the Audit and Risk Committee, on 17 October 2022, or this Council meeting on 2 November 2022. This engagement letter needs to be signed before the end of 2023, in which time there are no further Council or Audit and Risk Committee meetings.

Attachments:

Not applicable

Paper Progress:

To:	Date:	Decision:
PFRC/RAC		
SLT		
ARC		
COUNCIL	2 November 2022	For approval

UC Council Meeting Schedule – 2023

Updated 27 October 2022

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Statutory and University Holidays			
6 February - Waitangi Day	7 April - 10 April - Easter 11 April – University closed	25 April - ANZAC Day	5 June - King's Birthday
14 July - Matariki	23 October - Labour Day	17 November - Show Day	22 December 2023 to 2 January 2024 (inclusive) – University closed

Graduation Ceremonies - TBC (Venue - Christchurch Arena unless stated otherwise)		
April	TBC	Faculty of Science
April	TBC	School of Business & Faculty of Law
April	TBC	Pasifika Graduation (TBC: Venue - Engineering Core, UC)
April	TBC	Faculties of Arts, Education and Health
April	TBC	Faculty of Engineering, and Bachelor of Forestry Science
April	TBC	Māori Graduation (TBC: Venue - Engineering Core, UC)
December	TBC	Pasifika Graduation (TBC: Venue - Engineering Core, UC)
December	TBC	TBC
December	TBC	TBC
December	TBC	Māori Graduation

Council Meetings

- **Second Wednesday** of the month, 11:00am – 4:00pm, Council Chamber, Level 6, Matariki.
- Workshop / Briefing 9.00am OR 9:30am – 10:30am on Council day (unless otherwise specified).
- **Papers required by** 12noon the Monday the week prior to the meeting. If that Monday is a public holiday, the deadline reverts to the previous Friday 12noon.
- **Agendas distributed** the Thursday prior to meeting.

	8 February	8 March
12 April	10 May	14 June
12 July	9 August	13 September
11 October	8 November	13 December (if required)

Audit and Risk Committee Meetings

- **Third Monday** of the month, 3:00pm (unless otherwise specified), Council Chamber, Level 6, Matariki.
- **Papers required by** 12noon on the Friday 10 days prior to the meeting. If the Friday is a public holiday, then the deadline reverts to Thursday 12noon 11 days prior to the meeting.
- **Agendas distributed** the Wednesday prior to the meeting.

Standard Meeting	Audit Sign Off Only (Zoom or in person TBC)		Standard Meeting		
20 February	13 March	27 March	22 May	21 August	20 November

Other Council Days	
Fundraising Gala Dinner (hosted by Chancellor)	27 April 2023
Council Strategy Day	28 June 2023

Vice-Chancellor's Report to Council

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

October 2022

Introduction

The 2022 academic year is drawing to a close, with all teaching ending in the third week of October. At this time students are preparing for examinations and assessments. Typical as the end of the year approaches this report covers the past month and also reflects on the past year.

The University of Canterbury began the 2022 academic year during a time of COVID-19 restrictions. Understanding that there would be no definitive switch to a post-pandemic environment but also knowing we had a vaccine policy in place, we made the bold decision to begin the academic year with a fully open campus, offering blended teaching and learning that included on-campus teaching. For the most of the year, the University community had to navigate changing risk levels and the restrictions associated with the nationwide 'Traffic Light' system. It was only in the final term that most national and regional restrictions were lifted and campus life resumed in full with events such as conferences, student festivities and in-person meetings.

As I reflect on the past year, I see many achievements to be acknowledged and I wish to express my heartfelt gratitude for the cooperation, commitment and support of staff and students. During the period of border closure when the numbers of international students declined, it has been pleasing that we have received the largest-ever enrolments of domestic students from our local community and the rest of Aotearoa New Zealand.

Notable too is the significant progress in UC's strategic objective to offer accessible, flexible and future-focused education that includes pastoral support to foster student achievement and success. The Kia Angitu team convened a national symposium (called Tūwhitia) to share best practice in Aotearoa New Zealand; opened the new central student hub, Te Pātaka; and continued to develop the Analytics for Course Engagement (ACE) learning analytics programme. The programme to improve student success runs over six years and some good results are beginning to emerge.

Another UC venture has been to offer 23 massive open online courses, which as of about now have reached about 100,000 students worldwide. We have also innovated with micro-credentials – short courses delivered online, face to face or in hybrid mode, usually earning credits of about five points. In 2021 UC enrolled 1,129 students into micro-credentials, equating to 28.4 equivalent full-time students (EFTS). In 2022, to the end of September, we have enrolled 2,922 students (97.2 EFTS).

UC, along with many other universities in the country, has had mixed results in its global university rankings. With a ranking of 284, UC remains in the top 300 in the 2023 Quacquarelli Symonds (QS) World University rankings. UC improved citations per faculty by about 10%, but the global mean improved by a greater percentage, resulting in a relative decrease in UC's ranking. There was also a drop in the Times

Higher Education (THE) institutional ranking again mainly attributable to citations relative to other universities. However, UC is still in the top 3% of universities globally.

UC has shown a more positive trend in the Impact Rankings. In the THE Impact Rankings, the University achieved first in the world for action on the United Nations Sustainable Development Goal (SDG) 12: Responsible Consumption and Production. We also achieved 50th in our Impact Ranking in the world overall and second in Aotearoa New Zealand. In October the inaugural QS Sustainability ranking was published placing UC as 95th globally, and third in New Zealand. Auckland and Otago were ranked globally at 10th and 47th, respectively, with Victoria University in Wellington and Massey ranked at 116th and 125th. It assessed a mix of research impact, reputational surveys, institutional policies, and sustainability operations across three environmental scores and five social scores,

These recent results from the two major international institutional ranking scheme run by QS and THE, places UC ranks 2nd, 3rd, 4th and 7th within the New Zealand Universities. Both the QS and THE will be changing their respective methodologies for the 2024 institutional rankings to be released next year.

Engagement – UC as an Engaged University

The establishment of the Office of Treaty Partnership Kā Waimaero has given greater impetus to our partnership with mana whenua.

The first objective has been to prepare a document that outlines the guiding principles and expectations of what constitutes a Treaty relationship within the University. That document is currently in draft. It will outline the expectations of Ngāi Tahu (represented by Ngāi Tūāhuriri – the hapū and papatipu rūnanga within Christchurch) as Treaty partner, the way Ngāi Tahu can contribute to the competitive advantage of the University, and the importance of the values of debate, knowledge and mātauranga Māori. It is not a strategic plan, but is designed to be read alongside:

- the University of Canterbury *Strategic Vision 2020–2030* and related documents
- the Tertiary Education Commission's *Tertiary Education Strategy* and *Learner Success Framework for Aotearoa New Zealand*.

Alongside Te Rūnanga o Ngāi Tahu, UC was the Principal Partner of the WORD Christchurch festival in August this year. The Secondary Schools Programme was run at our Ilam Campus where over 400 secondary school students spent time with six different writers.

On 30 June and 1 July 2022, UC hosted the two-day regional Ngā Manu Kōrero speech competitions, regarded as the most significant annual event on the Māori education calendar – both regionally and nationally. All secondary schools were invited to participate in the competition, which focuses on nurturing the bilingual oratory skills of taiohi Māori and encourages bilingualism and fluency in te reo Māori. This was the first time that UC has been the host in the Waitaha regional competition's 57-year history and our involvement this year signals the beginning of a potentially long-term partnership with the competition. The competition typically attracts up to 2,000 people.

The UC Faculty of Law continues its preparatory work to give effect to the resolution of its professional body, the Council for Legal Education (CLE), that Māori tikanga be taught in all New Zealand law degrees. The Faculty is proud to have made three important appointments to create a Māori academic lecture team: two recent appointees, Rachel Evans and Liam Grant, and a valued existing staff member, Adrienne Paul.

Adrian Paul is a contributor and co-author of the Borrin Foundation's report on 'Inspiring National Indigenous Legal Education for Aotearoa | New Zealand's LLB degree' which is working separately but in parallel with the CLE.

With the lifting of COVID-19 restrictions, Te Pae Rakahau | Knowledge Commons regained momentum when UC signed a Memorandum of Understanding with the Police earlier this month. In addition, UC staff and students have been deeply engaged in supporting initiatives of the regional economic development agency led by ChristchurchNZ. This agency has four main economic development clusters: Aerospace and Future Transport; Food, Fibre and Agritech; Health Tech and Resilient Communities; and High-Tech Services.

UC staff and students were prominent at New Zealand's Aerospace Summit and UC was also a sponsor of the recent Christchurch Aerospace Challenge to support new innovations and potential commercialisation in aerial imaging for local and regional disaster and natural hazards planning. Associate Professor Wolfgang Rack (Gateway Antarctica) was a finalist in the challenge with a proposed innovation for remote and autonomous snow-depth mapping.

Throughout the year, current and former UC staff have continued to have an impact on local, national and international policy making.

As part of a large body of work contributing to the success of the national and global COVID-19 response, a range of UC academics published research into the pandemic and key academics lead national discourse and modelling of the progress of the pandemic. Notable academic contributors have been Professors Alex James and Michael Plank as key members of the national team of scientists at award-winning research centre Te Pūnaha Matatini, which provided a series of mathematical models informing the Government's efforts to combat COVID-19.

There are several other UC contributors. The latest special issue of the *New Zealand Geographer*, edited by UC's Associate Professor Malcolm Campbell and Professor Robin Kearns (University of Auckland), takes a look at the pandemic geographies in Aotearoa New Zealand. The special issue features contributions from several School of Earth and Environment geographers (and their UC colleagues) with expertise in the geography of health and wellbeing.

As part of a report in the *New Zealand Medical Journal*, postdoctoral research fellow Dr Leighton Watson published the probability of Omicron infection based on the different vaccination statuses of the infecting and infected individuals. His study shows unvaccinated people are 3.1 times more likely to infect others and 2.4 times more likely to be infected than boosted people.

The work of Professor Mark Jermy and Dr Joe Chen from Mechanical Engineering on "Infection Risk Model of Airborne Transmission to Facilitate Decisions about Personal Protective Equipment, Ventilation and Isolation in Shared Indoor Spaces" was mentioned in the report *New Zealand's COVID-19 Research Response*.

The Faculty of Health and the School of Psychology, Speech and Hearing were awarded a contract by the Ministry of Health to deliver talking therapy courses to the mental health and addictions workforce. Associate Dean (Research) Pavel Castka presented to the New Zealand Food Safety Science and Research Centre on the use of technology for remote auditing. The Energy Efficiency and Conservation Authority contracted the EPECentre to study the efficiency and network interoperability of electric vehicle chargers. Adrienne Paul (Ngāti Awa, Ngāti Tuwharetoa ki Kawerau, Tūhoe me Te Arawa ki Maketu) has been working on a national project to strengthen the ability for Māori law to become a firm foundational component of a legal education in Aotearoa New Zealand.

Professor Ann Brower's research report from 16 years ago and her ongoing work on high-country land tenure were influential in the passing of the third reading of the Crown Pastoral Land Reform Bill in May 2022. Dr Jarrod Gilbert continued to have an impact through his work such as a major research project funded by the Law Foundation titled "Making Gang Laws in a Panic". He also carried out an evaluation of He Kete, a women's residential drug and alcohol treatment programme, which was funded by the Department of Corrections.

A nationwide study led by Public Health Senior Lecturer Dr Matt Hobbs shows that living in areas that have 'health constraining' features, such as fast-food outlets, dairies and liquor stores, is associated with poorer physical and mental health outcomes for residents. It is also linked to higher rates of vaping and tobacco smoking. The geospatial study was published in *Social Science and Medicine*.

Associate Professor Sara Tolbert, School of Teacher Education, has been deeply engaged in the national curriculum refresh work in 2022. Dr Annabel Ahuriri-Driscoll (Ngāti Porou, Rangitāne, Ngāti Kahungunu, Ngāti Kauwhata) was the lead writer of the literature review of the following Anti-Racism Kaupapa, recently published by the Ministry of Health. As a public health advisor at Te Whatu Ora in New Plymouth, Health Sciences graduate Sophie Thrupp is responsible for implementing evidence-based public health action with the goal of reducing inequities.

On the international stage, a number of staff have been involved in providing analysis and advice to the Intergovernmental Panel on Climate Change (IPCC). Professor Bronwyn Hayward, who has been involved with the IPCC for some years, was a co-author of a *Nature* commentary that highlighted the current state of gender diversity in IPCC processes and proposed actions of increasing it. Professor Jack Heinemann contributed to chapter 5, about the future of sustainable farming, of the latest IPCC Sixth Assessment Report (AR6) (see also the 'Environmentally sustainable' section below).

UC hosted the Canterbury Mayoral Forum to introduce the mayors of our region to UC and to explore areas of mutual benefit. Kaiārahi rangahau facilitated a blessing ceremony held for the Edward Percival Field Station in Kaikōura with Te Rūnanga o Kaikōura, before the site was vacated ready for demolition. The event was attended by current and former staff as well as family of Professor George Knox, who was instrumental in establishing the research wing. Ngāti Kurī led the ceremony, while Head of the School of Biological Sciences Professor Matthew Turnbull spoke on behalf of the many UC manuhiri and kaimahi in attendance.

The overall winners and grand prize recipients of the 2022 Food, Fibre and Agritech Supernode Challenge were Associate Professor Ken Morison and student Mahnaz Shahverdi, Chemical and Process Engineering, for SuperPro – a highly soluble and nutritional pea protein for the expanding plant-based foods market. The runners-up for the Research Award were student Daniel Mak, Professor Renwick Dobson, Biological Sciences, and Associate Professor Volker Nock, Electrical and Electronic Engineering, for Winealyse – a tool to analyse wine quality quickly and cost-effectively.

UC's objective to support the social sustainability of our locality and region is manifested in both local and national initiatives that have impact in our region. UC sponsors the Young New Zealander of the Year Award | Te Mātātahi o te Tau, which this year went to Ezra Hirawani for his work to set up his own power company, Nau Mai Rā, a purpose-built, kaupapa Māori energy retailer delivering affordable, 'always on' power after discovering how many families lived in power poverty. The winner of another UC-sponsored award, for the Tupuānuku – Education category in the Matariki Awards, was Marcus Akuhata-Brown, an experienced educator who has focused his efforts on addressing the learning and development needs of youth at risk and young offenders.

Te Kaupeka Oranga | Faculty of Health was a sponsor of the 2022 Sport Canterbury Coaches of the Year Award. The winners of the 2022 award were Sebastián González Moreno (Volley Blacks and Volley Ferns coach) and Alex Nilov (New Zealand Olympic Gymnastics coach) for creating a positive culture, encouraging fair play and showing great commitment.

The Future of Health Challenge is a weekend event run by UC Centre for Entrepreneurship in partnership with Te Papa Hauora and supported by Pegasus Health. The three areas of focus for the 2022 challenge were health workforce, health equity, and health and wellbeing. Two teams from Te Kaupeka Oranga were placed first equal.

UC academics are leading important research into the health impacts of sport, particularly contact sports. Professor Nick Draper aims to gain a better understanding of collisions in junior rugby through research funded by the Canterbury Medical Research Foundation and the Neurological Foundation. In addition, Associate Professor Sarah-Kate Millar has been successful in gaining a research grant from Netball NZ to investigate its netball smart, injury prevention programme. This research commenced at the 2022 South Island Secondary Schools tournament.

UC has a range of digital platforms to store and retrieve material and data for the community. One such site is the new Digital Voyages site, Historical Christchurch, created to support SOCI255: Sociology of the City. A number of resources about the printed history of Ōtautahi Christchurch from the heritage collections in Macmillan Brown have been digitised and made available online. Topics include Industry and Commerce, Workers and Unions, The Built Environment and Christchurch as a Peace City.

Supporting the fast-growing game development industry, UC sponsored the New Zealand Game Developers Association's Kiwi Game Starter Competition. Professor Andy Phelps, Programme Director of UC's Digital Screen Campus programme, was one of the three judges tasked with identifying the finalists from an exceptional pool of entrants. The winner was Rare Parrot Games, an Auckland-based team whose game combined a unique idea and a great artistic style.

Te Mātāpuna Mātātahi | Children's University jointly led by UC and Lincoln University aims to raise young people's aspirations for higher education and encourage lifelong learning. This year Professor Donald Matheson worked with undergraduate students to run four sessions for school students aged 7–11 years, aimed at developing their critical media skills. Children's University was on campus on 8 September for a session on geological sciences with Dr Kate Pedley, Professor Ben Kennedy and Chris Grimshaw.

2022 again saw University staff engage with thousands of secondary school students from throughout Aotearoa New Zealand. UC Māori and UC Pasifika staff visited 35+ schools across Christchurch, Auckland and Wellington to engage over 600 Māori and Pasifika students. Outreach programmes to support secondary curriculum content ranged from kitchen chemistry to cryptography to geography to Spanish and the Product Design Dragon's Den.

In a somewhat playful approach to supporting transdisciplinary collaboration, the Faculties of Science and Arts ran a national competition The Art of Science. The competition attracted close to 100 entries from students from Years 5 to 13. Entries took a variety of formats, such as video, music, poetry and illustrations, and showed a wide range of skills, interests and artistic media.

The School of Earth and Environment held its first Whakatane Kura Taiao – Geohazards Science Camp at Wairaka Marae with Te Kura o Paroa. Scientists from GNS Science, UC and Auckland University worked together with teachers and the local community to deliver a camp steeped in mātauranga Māori and volcano, coastal and geothermal science.

Over 4,000 aspiring university students and their whānau from across Aotearoa attended UC's Rā Tōmene | Open Day on Friday 9 September. This is the first time Rā Tōmene has been held in person since 2019 due to COVID-19 restrictions. Students and whānau explored campus, attended subject briefings and got all the information they needed to be able to confirm their study at UC.

Tauhere | UC Connect, UC's popular free public lecture series, continues to offer topical, educational public lectures by experts in their fields and leading thinkers. Nine talks are available online.

Education – Accessible, Flexible, Future Focused

It is gratifying to see the students and staff come to the end of an academic year that started off with COVID-19 impacting learning and teaching yet again. All our students and staff worked together, using a multimodal approach to providing an accessible and flexible educational experience. The start of the teaching year coincided with Omicron variant becoming more prevalent in New Zealand. This resulted in many students having to isolate and negotiate a range of on-campus and online offerings. The teaching staff also had to make changes offering to students in a variety of modes. While the circumstances have been challenging, new innovative teaching approaches have been developed in response.

For instance, newly appointed lecturer in the School of Earth and Environment, Dr Vanessa Bastos, is in the process of setting up a UC-based YouthMappers Club. YouthMappers uses geospatial technologies and a network of universities around the globe to cultivate a generation of young leaders who will create resilient communities.

Despite the challenges, there was a good uptake of new programmes including the Bachelor of Environmental Science with honours (99 students) and the Bachelor of Data Science (70 students). The Faculty of Health welcomed the first cohort of the Doctor of Health Sciences students. In semester 2, the Aerospace Engineering minor in Aotearoa, was launched by Mechanical Engineering Lecturer Dr Natalia Kabaliuk. This year also saw the approval of new programmes to be launched in 2023 including the Bachelor of Digital Screen. As well The UC Business School | Te Kura Umanga was **re-accredited** under the Equis system in 2022 and so it retained its Triple Crown' accreditation through having its degree programmes accredited by AACSB International (Association for the Advancement of Collegiate Schools of Business (AACSB –International), EQUIS (EFMD Quality Improvement System), and AMBA accreditation (for the MBA programme).

Curriculum development was not limited to on-campus developments. With the success of the MOOCS and the recognition of students wanting flexible learning options, developments in short courses, microcredentials and micromasters were continued. The Organisational Psychology Micro Masters series has been released. The MicroMasters comprises five MOOCS that together offers a deeper understanding of people at work and how organisations can get the best out of them. This development has been a natural pathway building on the success of the Mental Health and Nutrition MOOC.

A substantial contribution to new short courses has also come from UC Business School's Executive Education. A new partnership with the Marketing Association has expanded short course offerings to 50 courses scheduled for 2022. Industry continues to express interest in short courses with Waka Kotahi being our latest partner in creating short courses.

The success of new and existing offerings arises through good teaching and innovative practice. UC has made a commitment to supporting and rewarding good teaching. UC has just announced its UC Teaching Award winners. The Teaching winners for 2022 are: Dr Christian Walsh, Dr Susannah Stevens, Dr Zita Joyce, Dr. Erin Harrington and Theresa Buller, Subject Librarian. It was with delight we heard of the success of

Associate Professor Eileen Britt's Ako Aotearoa Tertiary Educator Award. Eileen is a registered clinical psychologist and biculturally-responsive learning advocate.

As noted student success has been a strong focus this year as Kia Angitu reached its second year of a six-year plan. The focus on Kia Angitu is first-year success. First-year advising has been introduced for the first time in 2022. In addition, Peer Assisted Learning Support has moved from a pilot to being used across six courses. While second semester results are not available, all first semester courses showed improved pass rates. For instance WRIT 101 improved from a 66.3% pass rate to 79.4 %, and ACCT102 moved from 65.5% to 70.1 %. Likewise, students who had attended PALS also did significantly better than their peers who did not. This programme is highly scalable and will begin to make a broader impact to overall retention as it is rolled out more broadly.

Research – Impact on a Changing World

UC's research continues to have an impact both nationally and internationally.

KiwiNet is a commercialisation partner network comprising seven universities, all seven Crown research institutes (CRIs) and Callaghan Innovation. UC was well represented again in 2022 with finalists in three of the five categories. Winners from UC were:

- Momentum Student Entrepreneur Ben Scales, University of Canterbury: Designing a better world through smarter materials
- Breakthrough Innovator Award Jonathan Ring, Zincovery/University of Canterbury: Decarbonising zinc recycling
- Researcher Entrepreneur Award Distinguished Professor Maggie-Lee Huckabee, University of Canterbury: Innovative technologies for rehabilitation of swallowing impairment.

In 2022, UC ran its inaugural UC Vision Mātauranga Development Fund and awarded $100,000 to seven successful projects, chosen from 17 applications across all faculties, as a mechanism to seed-fund the development of new ideas to give effect to Vision Mātauranga. Among the successful applicants who are to lead the research projects, 59% identified as Māori.

UC's transdisciplinary research clusters are, as intended, producing interesting research at the boundaries of traditional disciplines to address key societal challenges. The Cluster for Community and Urban Resilience (CURe) has published recent research around urban accessibility to improve health, sustainability and communities. The work uses geospatial techniques to *determine x-minute walkable neighbourhoods* within all 14 New Zealand urban areas and the 500 most populous US cities. Wellington is New Zealand's most accessible city, where 61% of the population is within 15 minutes' walk of all necessary amenities. The research is published in the academic journal *Cities*.

The Faculty of Education has a new cross-disciplinary research group focused on Pedagogies of Possibility. This group seeks to re-imagine, transform and expand understanding of pedagogical possibilities. Focus areas of its inaugural research include de-streaming in mathematics, possibilities for early childhood education practice across the globe, and sustainability and social justice.

New research by Professor David Frame in the School of Earth and Environment has been published in the prestigious *Nature Climate Change* journal, looking at the expected frequency and impact of heat-waves across Aotearoa New Zealand due to climate change. Interestingly, the greater impact will be in the northern half of the North Island, though eastern coastlines including Canterbury will be impacted to a moderate level.

Associate Professor Kathryn MacCallum, School of Educational Studies and Leadership, has edited a book published by Springer with 52 authors from 11 countries, titled *Industry Practices, Processes and Techniques Adopted in Education*.

Professor Simon Brown has published papers in *Nature Communications* and *Neural Networks* on research that continues to advance nanotechnology development of potential neuromorphic computing.

Since the beginning of the year, UC academic papers have been published in some of the highest-impact journals. A subset of these papers includes:

- "Heterogeneity within and among Co-occurring Foundation Species Increases Biodiversity" by Dr Mads Thomsen (Biological Sciences) and co-authors in *Nature Communications*
- "National Identity Predicts Public Health Support during a Global Pandemic" with Dr Andrew Vonasch (School of Psychology, Speech and Hearing) as a co-author in *Nature Communications*
- "Effective Climate Change Adaptation Means Supporting Community Autonomy" with Professor Jason Tylianakis (Biological Sciences) as a co-author in *Nature Climate Change*
- "Conservation Needs to Integrate Knowledge across Scales", again with Professor Jason Tylianakis as a co-author, in *Nature Ecology and Evolution.*

New Zealand has one of the lowest rates of open access to research outputs among members of the Organisation for Economic Co-operation and Development (OECD), but UC is accelerating its efforts to increase open-access publishing. The UC Library Repository enables "Green Open Access", giving the public access to UC's research and, in turn, increasing citation rates. UC is part of a working group convened by Universities New Zealand after an initial assessment by the Office of the Prime Minister's Chief Science Advisor.

Open-access publishing is also available via "Read and Publish" agreements with Wiley, Springer Nature and Oxford University Press within the Australian and New Zealand library consortium. Publishing is capped under these agreements.

A new initiative in 2022 was to hold three doctoral supervision workshops. After the first workshops, the kaupapa was revised to incorporate a bicultural contextual model with a focus on pedagogy and principles of effective supervision, in conjunction with the policies and practices associated with roles and responsibilities of supervisors and students.

UC academics continue to win new research contracts with a range of public and private bodies. As of mid-October, UC has active research contracts to the value of $236.1 million; $33.6 million in pending final contracts; and research funding applications being prepared or being considered worth $106.5 million.[1]

In 2022 UC secured significant government funding to lead a high-profile international programme to develop green hydrogen energy. We expect this programme will play a significant role in worldwide moves towards affordable clean energy and contribute directly to SDG 7: Affordable and Clean Energy.

The joint "Food Transitions 2050" Graduate School – with UC, Lincoln University, AgResearch, Plant & Food and Manaaki Whenua Landcare Research as multilateral partners – has received 30 applicants for 10 new funded postgraduate research projects starting in 2023. Food Transitions 2050 continues to build new people capacity around the themes of Food and Future Landscapes, Food for a Carbon Zero Future, Food Consumer Transitions, and Food Governance.

[1] Research dashboard, Research and Innovation team, and Data and Analytics team.

The development of early career researchers has continued across the year, with success culminating in the awarding of three Rutherford Fellowships to three innovative women academic leaders, Associate Professor Michelle LaRue, Associate Professor Laura Revell and Senior Lecturer Phoebe Macrae. They are leading ground-breaking research in their respective fields. UC secured 3 of the 12 fellowships awarded nationally with each Rutherford Fellow having five year funding to focus on research.

Digital Services is looking to enable the e-research experience here at UC and has begun working with a co-design panel made up of representatives from all faculties. The purpose of the group is to design and deliver a new set of computer, storage and data services for research at UC. Its vision for this new experience is to champion self-service automated access to the right cloud computing in a secure and modern service managed environment.

UC has recently renewed its three-yearly registration with the Office for Human Research Protections in the US Department of Health and Human Services. This credentials UC as having approved human ethics policies to collaborate with US researchers under Federal Policy for the Protection of Human Subjects and the Food & Drug Administration.

People – Nurturing Staff, Thriving Students

The University has continued to strengthen its commitment to the values developed in 2020 and promulgated in 2021 – manaakitanga, whanaungatanga and tiakitanga. These values guide what we do and how we do things. They challenge and inspire us to empower others and to be the best we can in our work, our studies and our interactions with each other.

Collective employment agreement bargaining has been a major feature of UC employee relations in 2022. It has been constructive at the local level. The campus saw some strike action and other union activities in support of a national union campaign, but local negotiations continue, and disruption to teaching and learning has been minimal.

The People and Culture team has implemented the first stage of the online staff orientation software, Onboarder. The first of those to use Onboarder have been 1,300 semester-only academic support staff. Most of them are students in roles such as tutor and research assistant, and the software provided a way of introducing them to University policy, such as the staff code of conduct. The system will be used to reach all new staff, both continuing and temporary, and provide them with a wide range of information, including health and safety policy. Usage and completion rates can be tracked and reported to line managers for follow-up if necessary.

UC is diversifying its recruitment advertising channels. Following conversation with Te Waka Pākākano, we have begun advertising Māori and Pasifika roles on Ahu Jobs. Ahu Jobs is a new recruitment website focusing on connecting businesses with Māori and Pasifika capability and is now available as part of our Snaphire advertising suite.

Good progress has been made in the project to ensure UC's compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (Pastoral Care Code) from the New Zealand Qualifications Authority. Work this year has included appointing a Manager for the Pastoral Care Code and holding a staff hui series where staff outlined UC's progress towards code compliance and discussed the range of ways in which we provide pastoral care.

UC has initiated a new project, Positive Community Behaviours, to address the ongoing and increasing alcohol-related anti-social behaviours within the community adjacent to our campuses. A Steering Group that includes external stakeholders such as the University of Canterbury Students' Association (UCSA), halls,

residents, Police and Lincoln University has been formed to oversee initiatives ranging from education and influencing to early-stage interventions and growing positive relationships with neighbours. An alcohol and drug harm reduction review is under way to inform this programme.

Earlier in the year, the Recreation Centre reopened after an extended closure over the summer to allow for a number of safety improvements. These include refurbishing the main entranceway and changing areas, as well as upgrading infrastructure such as the roof, flooring and the heating and air conditioning systems. The Centre continues to offer exercise options online for students and staff.

Also in the first months of 2022, most of our focus on staff and students was concerned with keeping our community connected and protected against the risks of further spread of COVID-19 and isolation. Alongside this, considerable effort went into communicating well with and providing welfare support for sick and isolating students and staff. During the peak period of COVID-19 cases and close contacts in the halls of residence, a group of about 70 staff volunteered to help halls leadership deliver meals and parcels to residents' rooms. Over 4,000 lunches were delivered, along with a large number of parcels, amounting to about 16,000 deliveries in all. I am grateful to staff for their flexibility and generosity in relieving pressure on our halls colleagues and for contributing in a tangible way to student welfare.

The Student Wellbeing team and COVID-19 response team coordinated a range of vaccination opportunities for students and staff on campus including for measles, mumps and rubella (MMR) and COVID-19 booster vaccination in July.

A successful Mental Health Awareness Week Programme was run for students and staff on campus, which saw good attendance at all related events, seminars and activities. The main event was a Wellbeing Expo where many members of the UC community enjoyed the free barbecue, live music and wellbeing-themed stalls. A total of 35 prizes were awarded to staff and students who had registered for the prize draw when they attended the Expo.

Two initiatives have been instigated to proactively assist with wellbeing. The first is the roll-out of the Kaihāpai Oranga/Wellbeing Supporter Framework. Second, key staff have undertaken accreditation as mental health first aid instructors with Te Pou, the not-for-profit national workforce development centre for mental health, addiction and disability.

Among many other health initiatives during the year, UC supported World Menopause Day and the UCSA Winter Wellness Expo in Haere-roa.

Internationalisation – Locally Engaged, Globally Networked

Like many of my UC colleagues, this year I was pleased to participate in a number of international conferences both virtually and in person. At UNESCO's 3rd World Higher Education Conference (WHEC2022), I participated as a panellist on Transformative Change Makers in Higher Education. This hybrid event attracted about 10,000 participants online and 1,500 in person. The theme was "Beyond Limits: News Ways to Reinvent Higher Education" and a proposed Roadmap is available.

Following my participation as a panellist at the THE Campus Live ANZ 2022 in Melbourne, UC received an invitation (that included payment of travel costs) for me to speak at THE World Academic Summit hosted in partnership with the New York University. This is the annual event when THE releases its latest rankings of universities. I spoke in two panels; *Shaping the trajectory of merit for institutions* with John Gill, THE Editor; C. Raj Kumar, VC O.P. Jindal Global University; Anton Muscatelli, Principal and Vice-Chancellor (VC) University of Glasgow; and Gabrielle Starr, President Pomona College. My Op-Ed on this topic was published by THE shortly before the panel and was well received. I also participated in the panel: *New*

measures of societal impact: From ivory tower to town square with Arthur Ellis, Senior Advisor, Elsevier; Anton Muscatelli, Principal and VC University of Glasgow; and Robin Garrell, President of the Graduate centre, The City University of New York.

Two members of our International Relationships Office team, Dr Anna Foster and Monique van Veen, joined Minister of Education the Hon Chris Hipkins at the NAFSA Association of International Educators Conference that took place in Denver, USA in the first week of June. NAFSA is the largest international education conference in the world, and the New Zealand delegation with Minister Hipkins were there to relaunch New Zealand's international education, letting the world know that New Zealand is back open for business.

The Memorandum of Understanding between all eight New Zealand universities and Peking University was renewed this year, seeing the parties formally agreeing to continue hosting the New Zealand Centre at Peking University. Peking is China's leading university, and 2022 marks 15 years of the relationship. The event also highlighted the 50th anniversary of diplomatic relations between China and New Zealand.

UC has progressed a new 120-point Certificate in New Zealand Foundation Studies, which is a qualification that will be delivered with a partner institution overseas as part of UC's transnational education strategic initiative. This foundation certificates sits within a wider proposal, sponsored by Education New Zealand, to attract students to all universities in New Zealand. The certificate aims to prepare students for study at any New Zealand university, with specific preparation for degrees in engineering, sciences and business. The foundation consists of core academic English and communication courses, along with electives that students can choose to complement their proposed degree pathway. It is complemented by two UC diplomas in Business and Science which package UC's existing 100 level offerings to create offshore pathway opportunities to New Zealand for international students.

UC exchange and Study Abroad activities were severely curtailed in 2022, but plans are in place to return both to a strong programme in 2023. For example, this year we ran a three-day virtual exchange fair where over 30 of our exchange partner universities ran virtual information sessions for UC students interested in outbound exchange.

The University's international recruitment activities have begun to revive in the second half of 2022. They include in-person events in Japan, South Korea and Malaysia.

UC continues to ramp up doctoral enrolment as border restrictions ease and visa processing improves. A pattern is emerging among doctoral students who began their studies while they were overseas and were a part of the Border Exception Scheme or approved under the Critical Worker scheme, indicating their wish to return to New Zealand to study at UC. Approximately 36 PhD students have arrived by mid-October, with the remaining students who are still located overseas required to notify Te Tari Rangahau Tāura | Postgraduate Research Office of their visa application and travel status by 31 October. Additionally, other new international students are arriving to start their doctoral studies on shore. Postgraduate Research Office staff engage with the overseas commencement students before and then when they arrive at the University, to facilitate their transition to on-campus study.

The University was successful in winning bids for multiple international conferences in 2022. Later this year, UC will host the Human-Agent Interaction 2022 conference, led by Associate Professor Christoph Bartneck.

In 2023, UC will host the Australasian Society for Classical Studies Annual Conference 2023, led by Dr Gary Morrison; the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) annual conference led by Associate Professor Kathryn MacCallum and Associate Professor Cheryl Brown. Associate

Professor Chris Jones and Dr Madi Williams were also successful in bidding to host the Australian and New Zealand Association for Medieval and Early Modern Studies in 2024.

Brett Berquist, Assistant Vice-Chancellor Engagement, hosted 80 local employers at a parkuhui breakfast at the Christchurch Art Gallery to thank them for their support for UC students and graduates in work placements and early career steps. Colin Mansbridge, Crusaders Chief Executive, spoke on leadership qualities.

Organisational Efficacy

The University continues to improve its long-term sustainability, efficiency and effectiveness through a series of strategic initiatives. These initiatives include the transformation of our digital services, continuous improvement in the efficiency of our processes, continuing efforts to ensure our facilities are safe and sustainable, and an ongoing effort to support our work towards our goal of sustainable growth by 2030.

In January 2022, the University announced our intention to redevelop the 14-hectare Dovedale Campus to focus on digital screen industry education, research and commercial collaboration. The initiative responds to global demand for graduates and research and development in these industries. In addition, it supports many of the University's goals and key objectives. First and foremost, it contributes to our education and research goals. It is also a key plank in achieving sustainable scale, contributing to our positive economic impact on the local economy and making the best use of underused building assets.

The University made very good inroads into its ambitious Digital Services transformation with the confirmation of the platforms that it aims to use to support the implementation of the Digital Strategy. The first platforms are the customer relationship management software (CRM, Dynamics 365), the process and service automation tool (Service Now), clinic management platform (Nookal) and the content management systems including SharePoint Online. Other areas of transformation are management of hazardous substances (Jagger), timetabling (Time Edit), work integrated learning, and higher degree and ethics management.

In August, UC's new intranet platform was launched. This is a significant milestone in modernising how to find information, collaborate and improve UC's communications capabilities. The old intranet that was launched in 2000 (and is now called the 'retronet') lacks many of the modern features expected from an intranet.

With a particular focus on cybersecurity, UC has spent significant time and resource on improving the security of its data and systems. Its new Cybersecurity Strategy is being delivered through a supporting programme to lift UC's cyber resilience significantly over the next three years. This programme will not only invest in technologies to protect UC but also develop cyberculture awareness in our people. As part of that programme, UC introduced multi-factor authentication for access to Microsoft services and others.

Our cyber programme also focuses on ensuring the security of all remote access methods UC staff and students use to access non-Microsoft services. The Digital Services team is currently engaging with different faculties to leverage virtual desktops and labs (both Microsoft and Linux) as an alternative option to using physical labs and workrooms. Through this initiative, students and staff will be able to use more modern capabilities in the future, avoiding the need to remote desktop onto on-premise physical machines, and in this way providing more flexibility and better experiences while also strengthening UC's cybersecurity.

One of the key objectives for the University is to improve the efficiency of its processes. The Service Experience Programme team has implemented a technical platform called Service Now to replace a range of other systems. It has already replaced the Digital Services service request system (Assyst) and, as it is

rolled out, will provide automated service requests and manage support for facilities, for People and Culture and the Library.

The safety of our buildings remains of paramount importance. In 2022, the Kaikōura field station was demolished for safety reasons. In response to a low seismic assessment of the Pūtaiao Koiora building, the UC Council agreed to the demolition of the existing, relatively new building and its replacement with a three-level building in the same location, which will have a larger footprint but a smaller overall area. This is predominately research-based laboratory facility. A thorough refurbishment of the Ann Ballin building is under way (see the next section).

Environmentally Sustainable

The University has increased efforts on all fronts to both become more environmentally sustainable itself and support the global push to live sustainably. The UC Sustainability Plan has been published to the Sustainability Office website, making the sustainability objectives of the Tangata Tū, Tangata Ora | Strategic Vision 2020–2030 more accessible and transparent.

To advance the University's carbon net neutral goal, a highly complex, multi-year project to remove coal combustion for space heating was approved. Progress has also been made on replacing the University vehicle fleet with new electric vehicles and using artificial intelligence to gain deeper insights into infrastructure utilisation and performance.

More courses relating to the SDGs are now on offer. In addition, UC's new and innovative multidisciplinary Bachelor of Social and Environmental Sustainability degree has been approved, along with the new Bachelor of Environmental Science with Honours.

UC is on track to reduce carbon emissions from coal to zero by 2025 and to become carbon net neutral by 2030, in line with the sustainability aspirations of the UC Strategic Vision. Three large projects are currently under way to support these aspirations: the conversion of the coal boilers on Ilam campus to biomass; the conversion of UC buildings to ground-source heat pumps; and the refurbishment of the Ann Ballin building (formerly the Psychology staff building).

The Ann Ballin building has reached the end of its current working life and will be extensively refurbished to provide modern staff and teaching spaces for a further 50 years. Construction has started and is expected to be completed for the start of Semester 2, 2023. To prepare this building for a low-carbon future, the refurbishment will reduce the energy required to heat the building through incorporating double glazing, upgraded insulation, improved fresh-air systems and low-temperature hot-water radiators. This will be the first retrofitted building at UC with these radiators installed ready to connect to ground-source heat pump systems in the future. A new hospital simulation area will help students develop their bedside psychology consultation skills. Other additions will be two new computer teaching labs, gender-neutral toilets, acoustic and kitchen upgrades and new building services.

The site works for ground-source heat pumps in the area between Matariki and the Science Precinct are now well under way. We have taken the opportunity afforded by their central position on campus to use storyboards and other methods to communicate to students and staff about the SDG that this work supports.

This year the Carbon Neutral Government Programme Dashboard was publicly released after review by ministers. Universities are not required to join this programme but are "strongly encouraged" to do so by the Ministry for the Environment. The dashboard shows that UC is among the three leading universities in terms of strategies and reporting requirements and has strong evidence in every category of required

activity. In general, universities in New Zealand are performing better in this programme than many other public bodies.

Sustainability research is growing at UC to the extent that it is not easy to sum up for the year. Areas of research include climate change, political science, psychology, waste, transition energy and hydrogen, land, forestry, and the snow and ice. A small sample of the research is included here.

UC academics have made contributions to the global work on climate change through the IPCC and we continue to support this work.

UC staff and experts from Lincoln University and two CRIs are working to find ways to turn waste products from New Zealand's food production industry – such as milk processing waste and grape marc (skins and stalks) – into high-value soil conditioners and animal feed. This Sustainable Is Attainable project is a collaboration with about 26 organisations.

The UC EPECentre is very active in providing research and consultancy on transition engineering and energy. In just some of its work, it is looking at New Zealand freight energy needs, the future of the power network, and the electric vehicle charger network.

As a member of the National Energy Research Institute, UC along with two other universities and two CRIs has engaged with Ministry of Business, Innovation and Employment science advisors and industry associations to map out the gap between industry needs and newly announced Government strategies and budget announcements, as New Zealand moves towards carbon neutrality.

UC's staff and students continue to work at UC's Nigerian Montane Forest Project. This research is part of the biodiversity-conservation project partly funded by philanthropic donations from Chester Zoo in England and the AG Leventis Foundation.

The University's academics working with snow and ice here, in Antarctica and in the rest of the world have been using new technologies to shed light on the dynamics and effects of pollution, and climate change on snow and ice systems. Studies of the Tasman Glacier, the Southern Alps and Antarctica using sensors, drones, snow radars and other technologies have provided important information on crevasses, snow depth, avalanche risk, the presence of microplastics, and the structure of sea ice.

The new Sustainability Hub website is now live. It includes options for studying sustainability and also links into research news with a sustainability theme. This is a living site, updated to incorporate new courses and degrees as they develop.

Fourteen PhD students received new UC sustainability scholarships that will help them tackle sustainability issues. These scholarships, which are linked to the SDGs, will enable emerging researchers at UC to pursue projects in areas as diverse as health, early childhood education, indigenous youth leadership, food security, green design, gender and equity, ecosystems, peace and justice, community, carbon capture in oceans, and transport.

Early in the year, a Waste Strategy was drafted to identify key performance targets. This is intended to help frame interventions and provide new benchmarks for our waste services provider. AECOM has been commissioned to deliver a Climate Change Infrastructure Risk Assessment for UC. We expect the final report from Stage One of this multi-stage project to be completed early in 2023. It explores the University's vulnerabilities to climate change impacts in relation to its built and natural assets.

The University has been chosen by ANZ Bank for a case study of our journey towards carbon net neutrality by 2030, in its second ANZ Insights Paper. The paper profiles businesses, such as UC, that have already made a noticeable difference to their carbon emissions and have a clear plan moving forward.

The sustainability team has held numerous awareness-raising events during the year including marking Biketober with a large Bike Breakfast, attended by over 150 cyclists from the UC community. Te Ngaki o Waiutuutu (Waiutuutu Community Garden) celebrated its 20th anniversary as one of the oldest community gardens in Ōtautahi Christchurch. Te Rua Makerspace engaged with 90 students at the Sustainability Market, spending a day hosting a stall to show students how the makerspace holds a multitude of resources to reuse, upcycle and be creative with in sustainable ways.

I was privileged to deliver the opening keynote speech at an international webinar on "Climate Change, Security and Sustainability of Ocean States" organised by the Commonwealth Climate Resilience Network (CCRN), an affiliate of the Association of Commonwealth Universities. The CCRN is chaired by Distinguished Professor Steven Ratuva. The significance of the webinar was to raise critical issues of climate security and sustainability in Global South oceanic communities and the role of universities in research to address the challenges of vulnerability, mitigation, adaptation and resilience.

On 28 October we ran our first Sustainability Showcase in partnership with the Christchurch City Council. This public event featured speakers, information stalls and research posters. Mana whenua and Pasifika were well represented through a variety of talks.

Early in the year, a draft Memorandum of Understanding was drawn up between Christchurch City Council and UC on the management of the Waiutuutu | Okeover Stream (including a box drain along a portion of Ilam Fields).

Gateway Antarctica Director, Professor Adrian McDonald hosted a delegation of diplomatic leaders from 15 countries. Delegates toured the Wind Tunnel and the Human Interface Technology (HIT) labs. Professor Jenni Adams explained the 1-square-kilometre Neutrino telescope under the Antarctic ice and how it observes cosmic rays and helps advance theoretical physics. Associate Professor Laura Revell shared her project that confirmed the presence of microplastics in the Antarctic.

UC, together with Lincoln University, reached the finals of the Australasian Green Gown Awards https://ggaa.acts.asn.au/2022awards/, which recognise exceptional sustainability initiatives that universities and colleges around the world are undertaking.

Looking Ahead

Among the many plans underway to celebrate our 150th anniversary in 2023, UC launched a game changer scholarship for South Island students coming from low-decile schools. Previous analysis shows that 80%+ of scholarship recipients come from Decile 8-10 schools. This scholarship required UE but does not filter by grades. Rather, it looks at a student's determination to give back to their community. Response has been strong and drove a marked increase in applications from schools that do not usually apply to UC. The first cohort of 150 recipients has confirmed for 2023. A second cohort of 150 is planned for 2024. The scholarship provides for tuition fees for the duration of the under-grad degree. A grass roots scholarship appeal will take place asking alumni and staff to donate $150 for 150 scholarships (x two) for our 150th anniversary.

VC Activities

5 October	Attended a City Dinner in recognition of the 50th Anniversary of New Zealand – China Diplomatic Relations hosted by outgoing Mayor Hon. Lianne Dalziel
6 October	Met with ChristchurchNZ to discuss the Economic Development Strategy
6 October	Panellist at the 2022 UC Business School – Women in Finance Symposium
7 October	Welcomed Ambassadors and High Commissioners at the UC Gateway Antarctica event to celebrate Antarctic season opening.
9 October	Attended a dinner for women VCs hosted by Professor Wendy Thomson, Vice-Chancellor of the University of London in New York
10 October	Panellist at The Times Higher Education World Academic Summit at NYU
11 October	Panellist at The Times Higher Education World Academic Summit at NYU
19 October	Keynote speaker at the Richfield/AAA Research Conference via Zoom
25 October	Hosted Prof Tawana Kupe, Vice-Chancellor University of Pretoria at UC
27 October	New Zealand Qualifications Authority Strategic Session and Board Meeting in Wellington
28 October	Opening Remarks at Sustainability Showcase jointly hosted by UC and Christchurch City Council

Memorandum/Pukapuka

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

To:	**Ki:**	University Council
From:	**Nā:**	Professor Cheryl de la Rey, Vice-Chancellor
Date:	**Rā:**	18 October 2022
Subject:	**Kaupapa:**	**Academic Board report**

Recommendations:

1. ***that the Council notes the attached report of the Academic Board. (attachment 1)***

2. ***that the Council receive the attached graduating year review reports which have been endorsed by the Academic Board and will be reported to CUAP:***

   Master of Architectural Engineering and PGCertArchEng ***(attachment 2)***
   Master of Civil Engineering and PGCertCivilEng ***(attachment 3)***
   Master of Criminal Justice, GradDipCJ, CertCJ ***(attachment 4)***
   Master of Applied Data Science, PGDipADS ***(attachment 5)***
   Professional Master of Geospatial Science and Technology ***(attachment 6)***

3. ***that the Council approves the Board's recommendation to establish Te Kura Tāura | UC Graduate School (attachment 7).***

4. ***that the Council approves the Board's recommendation that the title Professor Emeritus be adopted for all appointments of this kind whilst also requesting further consideration be given to adopting a te reo Māori title and gender-neutral terms across UC.***

Executive Summary:
The Board discussed and endorsed the Graduating Year Review reports, the establishment of Te Kura Tāura and the request from Council that the Board consider a gender-neutral term for the role of Professor Emerita/Professor Emeritus.

Attachments:
- **Report from the business of the Board (attachment 1)**
- **GYR reports (attachments 2 - 6)**
- **Background to proposal to establish Te Kura Tāurua | UC Graduate School (attachment 7)**

Full papers commence overleaf.

Paper Progress:

To:	Date:	Decision:
PFRC/RAC/SLT/FPRC/ARC	N/A	
COUNCIL	November 2022	Pending

ATTACHMENT ONE

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

TE POARI AKORANGA | ACADEMIC BOARD

REPORT TO THE COUNCIL
FROM A MEETING OF THE ACADEMIC BOARD
HELD ON FRIDAY 14 OCTOBER 2022

REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE

Graduating Year Reviews

The Deputy Vice-Chancellor Academic introduced the first tranche of the annual Graduating Year Reviews (GYRs). The reviews occur as part of the CUAP process within three years of the first graduating cohort. The AAC had reviewed each of the reports. There were no substantial questions or comments.

FORMAL PROPOSAL TO ESTABLISH TE KURA TĀURA | UC GRADUATE SCHOOL

Professor McAuliffe and Liz Brown spoke to the proposal. Members had been involved with the initial consultation in April and August 2021, with Faculties receiving updates from the Project Board and working groups which have involved 53 staff and students. The Principles, Vision and Values were summarised. The focus in the first 12 months will be on establishing Kaitoko support, revising the regulations and policy and developing an approach to co-support research Master's.

A researcher development team leader position has been advertised, and the development and implementation of the Graduate Education Manager (GEM), software is underway. The intention is to employ 2.5 Kaitoko to begin with, to help students as soon as they have accepted their offer with all aspects from transitioning to UC/into their new degree, navigating UC, milestone tracking, and goal setting. This will bring a standard approach to support across UC for all graduate research students, to complement their supervisor's academic skills. The next steps will be for the working group recommendations to be considered by Faculties. The Project Board will be disestablished with the Postgraduate Research Committee to take over business as usual.

FUTURE USE OF TITLE PROFESSOR EMERITA / PROFESSOR EMERITUS

University Council requested that the Board review the use of the titles Emerita/Emeritus Professor with a view to removing gender-specific terminology. The Vice-Chancellor proposed that the title Professor Emeritus be adopted, regardless of gender, following practice at a number of international universities and consistent with the Oxford English Dictionary definition.

There was discussion on the merits of the proposal. Some members spoke in support of the female-specific term, while others supported the generic term, noting that it also served as a non-binary title. A member suggested the idea that UC consider adopting a te reo Māori term for the title as a point of difference. There was also support for widening the discussions to include a broader diversity and not simply masculine or feminine terms. The suggestion was made that other Latin terms across UC should be reviewed in similar terms for example alumnus/alumna/alumni.

The Board approved a motion, by a majority:
that the University adopt the title Professor Emeritus for all future appointments of this kind, whilst noting that further consideration be given to exploring te reo Māori options for a title and looking at gender neutral titles more widely across UC.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2022

DETAILS

Current Year	2022
Name of Programme	Master of Architectural Engineering Postgraduate Certificate Architectural Engineering
Original proposal identifier (Academic Quality will provide)	04 UC/17 MArchEng, PGCertArchEng
Name of independent GYR convenor	Christian Riffel
Names of other panel members and positions held	Dimas Rodriguez (external member), Alex Humphrey (external member), Yuan Wang (student member), Larry Bellamy (self-review coordinator)

1. PROGRAMME STATEMENT

(a) Description

Architectural Engineering deals with the technical aspects and multi-disciplinary approach to the design and operation of buildings. It is concerned with the analysis and design of structural and environmental systems and their integration with a building's architecture.

Structure: The MArchEng is a 120 credits taught Master's programme with three endorsements:

i. Structural Engineering
ii. Integrated Building Design
iii. Building Services and Energy Engineering

The Structural Engineering and Integrated Building Design endorsements are currently offered. The plan is to offer the Building Services and Energy Engineering endorsement in August 2023 subject to the availability of suitable academic staff. Based on 2019 student numbers, the 10.75 EFTS were distributed across the endorsements as follows: 2 EFTS in Structural Engineering, 8.75 EFTS in Integrated Building Design, and 0 EFTS Building Services and Energy Engineering.

Note, there are typically 8-15 students in each compulsory Structural Engineering course in the Structural Engineering endorsement (i.e. ENAE603 and ENAE604) because MCivilEng students also take these courses.

The programme comprises two sequential parts—Part 1 with four courses (15 credits each) followed by Part 2 with four courses (15 credits each). Part I comprises two core courses (ENAE 601 and ENAE 602), taken by all students, and two compulsory technical courses in the endorsed area. Part 2 comprises a core capstone design course (ENAE 620) and three elective courses related to the endorsement. Students may be awarded the Postgraduate Certificate in Architectural Engineering if Part I of the programme has been successfully completed.

The minimum qualification for **programme entry** to the MArchEng is a four-year Bachelor's with honours degree in a relevant subject. Students who fail to meet this requirement may be considered for admission to the programme if they have suitable work experience (typically at least 10 years in a relevant area). Alternatively, they may be considered for admission to the PGCertArchEng. Students who pass the PGCertArchEng with a B grade or better gain approval for entry to the MArchEng. The Structural Engineering and Building Services and Energy Engineering endorsements are restricted to students with a degree in Civil/Structural/Architectural Engineering and Mechanical/Architectural Engineering, respectively. The Integrated Building Design endorsement is less restrictive with entry available to architecture and engineering students.

The Part 1 core **courses**, ENAE 601 and ENAE 602, develop students' ability to collaborate with other design disciplines by developing their knowledge of integrated building design (ie integrating structural and environmental systems with a building's architecture) and building performance. Performance dimensions covered includes economics, sustainability, human experience, aesthetics, function, and building regulations. Engineers and architects learn together in these courses, which provides unique opportunities for students to develop their collaboration skills. Part 1 compulsory technical courses cover core knowledge and skills relevant to the endorsement. The Part 2 core course, ENAE 620, develops students' ability to research solutions and apply advanced technical knowledge to the collaborative design of integrated building systems. Part 2 elective courses ENAE609 and ENAE 610 have been developed in response to industry need.

(b) Purpose

The **purpose of the MArchEng programme** is to produce graduates who can apply an advanced body of knowledge and skills for the professional practice of structural engineering, sustainable building design or building services and energy engineering, including the capability to collaborate with other designers/stakeholders to integrate the technical systems of a building with its architecture. The need for graduates with these capabilities was confirmed at an industry leaders' workshop to develop the MArchEng programme, held at the University in 2016. The need for postgraduate programmes to lift the design and collaboration skills of engineers (and architects) has been identified by the Canterbury Earthquakes Royal Commission. The programme meets its purpose by providing a coherent set of courses that produce graduates with both technical mastery in a selected discipline and collaboration and integrated design skills. Most courses are delivered over 6-8 weeks with students able to complete a course with minimal time on campus (attendance on campus is typically expected for two 1-2 day workshops per course). This makes the programme accessible to at-work students from around the country.

Enrolments in 2019 (10.75 EFTS), the first year of the programme, exceeded conservative estimates of student numbers in the MArchEng business case, which were 8.5 EFTS in Year 1 rising to a maximum of 30 EFTS after four years. Enrolment numbers reduced rather than grew in 2020 and 2021 due to the combined effects of:

i. COVID restricting the entry of international students into NZ
ii. The launch of the Master of Civil Engineering programme in 2019, which provides a different and competing pathway for the upskilling of professional structural engineers
iii. There was a delay in the single endorsement, Building Services and Energy Engineering, due to a lack of qualified teaching staff and COVID disruptions

The construction boom, which impacted the recruitment of BE(Civil)(Hons) graduates and at-work professionals to the programme. Note that courses developed for the MArchEng are also taken by students in the Master of Civil Engineering and other programmes.

(c) Changes

No changes have been made to the structure of the programme since it was launched in August 2018.

2. REVIEW PROCESSES

Account of Review Processes.

ENAE courses have relatively small student numbers, which enables teaching staff to regularly receive student feedback on how to improve course quality. The quality of teaching in ENAE 601, ENAE 603, ENAE 605 and ENAE 606 has been assessed by student evaluation of teaching surveys. Overall scores of 4.3, 4.2, 4.6 and 4.3 (out of 5) were received for the four surveyed courses, respectively. All core or compulsory courses were reviewed by Prof Larry Bellamy, Director of Architectural Engineering, in consultation with relevant teaching staff during the first two years of the programme after its launch. This review resulted in minor changes to improve the courses. No changes were made to the programme structure, objectives and content. The minor changes relate primarily to relative time spent on various topics in ENAE601 and ENAE606, and the design of the projects in these courses. Now that the MArchEng is relatively 'settled', the intention is to establish an Industry Advisory Group to help direct future development of the programme. This is planned for the second half of 2022.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:

The overall picture is that the programme is appropriate for the professional development of building engineers and technologists, albeit the Building Services and Energy Engineering endorsement has yet to be launched. Programme goals and graduate outcomes are appropriate and provide good balance between the development of technical expertise and collaboration skills. While Architectural Engineering is relatively new in NZ it is appropriate for this programme given it develops knowledge 'depth' and 'breadth' of building technical systems and how they integrate with a building's architecture. So the title should be retained. Further work is required to raise the profile of Architectural Engineering in the building industry. No significant changes to the programme are proposed, but two matters require further review: (1) The title of the Integrated Building Design endorsement may be misleading given students in all endorsements develop skills in integrated

building design. Consideration should be given to changing the name of this endorsement to, say, Integrated Sustainable Design to better reflect the knowledge and skills gained by graduates of this endorsement. (2) The programme has attracted architectural design students, who generally do not qualify for entry to the MArchEng programme as they only have a three-year Bachelor's degree. Consideration should be given to developing a bridging programme for students with a three-year Bachelor's degree in architectural studies, to provide a pathway to the MArchEng.

(b) Acceptability

There is limited written evidence, at this time, on how well graduates of the MArchEng programme are received by industry. Anecdotal evidence indicates overseas students who graduated from the programme have found professional work in the NZ building industry. Local students who graduated from the programme were already working as building design professionals or found work as graduate engineers. The use of ENAE603 Structural Design Practice and ENAE604 Structural Assessment and Retrofit as standalone courses to help graduate engineers prepare for the technical aspects of professional registration, is currently under discussion with the profession. Initial indications are that the content covered by these courses and their level of difficulty are acceptable to the wider profession.

(c) Assessment procedures and student performance

Student performance is assessed primarily through individual and group projects. Written exams are not used as projects represent the type of work undertaken by building design professionals. Oral tests are used in some courses to help determine the performance of individual students in group projects. Internal moderation is achieved by the Director of Architectural Engineering reviewing selected projects in courses. External moderation will be implemented when courses are formally used to prepare for professional registration and/or by the Industry Advisory Group.

(d) Data

Master of Architectural Engineering

Year	Enrolled Headcount	Full-time (incl July intake)	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019	19	18	1	10.75	14	18	0
2020	13	11	2	7.625	5	11	1
2021	8	7	1	5.5	4	6	0

Postgraduate of Certificate Architectural Engineering

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019							
2020	1	0	1	0.5	1	1	0
2021	1	0	1	0.5	1	1	0

An analysis of enrolments in the ENAE courses for the year 1 July 2020 to 30 June 2021 shows that: 51 students from different programmes took at least one postgraduate Architectural Engineering course. Of the 13 students enrolled in the MArchEng programme, five were part-time domestic students, two were full-time domestic students and six were full-time international students. Two students were enrolled in the Structural Engineering endorsement and the rest in the Integrated Building Design endorsement. The Integrated Building Design endorsement had 4/7 students with an engineering/architecture background. The two students in the Structural Engineering endorsement had a civil engineering background. International students enrolled in the MArchEng came from France, USA, Indonesia, Tonga, and China. To date, only one student entering the programme has withdrawn and failed to complete. An investigation into this case indicates there were personal rather than professional reasons for this student's withdrawal.

(e) Programme evaluations

N/A

(f) Summary statement

The Pannel's Summary Statement is provided below.

The Panel strongly supports the continuance of the programme, as the graduates it produces are increasingly being sought after. There is a clear need in the market that the programme caters for. The two main selling points of the programme, which the Panel would like to highlight, are its interdisciplinarity and practice orientation. The **interdisciplinarity** of the programme enables students to consider a problem from three perspectives—that of a structural engineer, energy engineer, and an architect, within the context of sustainable buildings. Having been upskilled in all three subjects enables students to communicate effectively across those disciplines and to break down silos. Understanding different stakeholders (architects, engineers, clients) makes graduates of the programme good collaborators, something employers greatly appreciate. With an interdisciplinary programme such as this, the programme management is acutely aware of the need of getting the breadth/depth balance of the programme right. Students, coming into the programme, have different backgrounds and skill sets and want to upskill in areas they are new to. **Practice orientation** is ensured through external teachers and the use of real-life projects. The programme is considered challenging but doable by the student representative. The programme is **financially viable**, inter alia, because of the many external teachers (many who teach free of charge). The Panel understands that, with the number of external teachers, it can be difficult to guarantee the right level of teaching. The Panel commends the programme director on his efforts of ensuring consistency in teaching (eg by sitting in class when an external teaches for the first time). The Panel **recommends** to

- Review the bicultural component of the programme with a view to strengthening it
- Consider introducing into the capstone course (ENAE620) a module on sequencing & design detailing (incl junctions of building elements)
- Organize an introductory session (either in person or via Zoom) with a view to welcoming the new student cohort, providing them with course information (eg about the different degree paths, career options, teaching material, etc), and thus facilitating better course preparation/pre-work
- Form an industry advisory group with a view to ensuring that the offerings remain up to date
- Rename the endorsement 'Integrated Building Design' to 'Integrated Sustainable Building Design' with a view to underscoring the endorsement's sustainability component
- Invite more externals to critique student projects, with a view to improving students ability to provide and receive feedback
- Collect data on graduates (eg through a graduate destination survey) with a view to tracking their career progression and building networking opportunities for current students
- Part of the next review, which will be in 2027, should whether endorsements are still desirable. On that note, because students choose their endorsement at the beginning of their studies, good student advising is paramount, so students understand what career paths a particular endorsement opens up and what paths might be obstructed by their choice.

The department's Responses to the recommendations are provided below:

Recommendation	Response
1. *Bicultural competency* Review the bicultural component of the programme with a view to strengthening it.	The programme director agrees to strengthen biculturalism in the programme.
2. *Curriculum development* Consider introducing into the capstone course (ENAE620) a module on sequencing & design detailing (incl junctions of building elements).	The programme director agrees to strengthen ENAE620 by adding a module covering sequencing and design detailing.
3. *Student advising* Organize an introductory session (either in person or via Zoom) with a view to welcoming the new student cohort, providing them with course information (eg about the different	The programme director agrees to run more informative introductory sessions.

degree paths, career options, teaching material, etc) and thus facilitating better course preparation/pre-work	
4. *Industry advisory group* Form an industry advisory group with a view to ensuring that the offerings remain up to date.	The department agrees to establish an industry advisory group for the programme.
5. *Endorsement name* Rename the endorsement 'Integrated Building Design' to 'Integrated Sustainable Building Design' with a view to underscoring the endorsement's sustainability component.	The department agrees to review the name of the Integrated Building Design endorsement.
6. *External critiques* Invite more externals to critique student projects, with a view to improving students' ability to provide and receive feedback.	The programme director agrees to explore the use of more externals to critique student projects.
7. *Graduate destinations* Collect data on graduates (eg through a graduate destination survey) with a view to tracking their career progression and building networking opportunities for current students.	The department agrees to undertake graduate destination surveys.
8. *Degree endorsements* Part of the next review, which will be in 2027, should be whether endorsements are still desirable. On that note, because students choose their endorsement at the beginning of their studies, good student advising is paramount, so students understand what career paths a particular endorsement opens up and what paths might be obstructed by their choice.	The department agrees to review degree endorsements as part of the next review of the programme.
9. *Pacific content in courses* Explore opportunities for existing compulsory and elective courses to incorporate Pacific content, case studies, readings and/or projects. As a starting point, the Pacific Academic Lead (Engineering) based in the Pacific Development Team is available to support staff with this work and to provide further key contacts such as the Pacific Library Liaison, Pacific Caucus and Macmillan Brown Centre for Pacific Studies.	The department will encourage the programme director to contact the PDT to explore opportunities to incorporate Pacific content into this programme.
10. *Pasifika Professional Development opportunities* Encourage staff teaching into the programme to engage in Pacific Professional Development opportunities. The programme is also welcome to organise a tailored session suitable to their timeframe by making contact with our team.	The department will encourage the Pasifika development of its staff teaching into the programme.

Dean's Notes and Comments (Faculty of Engineering Associate Dean Academic (postgraduate)
The GYR of this programme passed unanimously at the Engineering Faculty Board Weds 17 August. 2022.

The Dean received confirmation that when addressing Recommendation 1. The department would request a review of any changes made related to biculturalism or engaging Māori and Pasifika students and that the request should be directed to Corban Te Aika from Kā Waimaero | Ngāi Tahu Research Centre and to the Pacific Development Team (Keruby Loane).

The Dean requested departmental clarification in relation to a section of text in the summary statement that states: "*The programme is financially viable, inter alia, because of the many external teachers (many who teach free of charge). The Panel understands that, with the number of external teachers, it can be difficult to guarantee the right level of teaching. The Panel commends the programme director on his efforts of ensuring consistency in teaching (e.g., by sitting in class when an external teaches for the first time).*" The Departmental response provides clarity to this phrase and explains that the programme is doing very well and that its delivery is secure. The department states that:

a) *The programme is financially viable, even without international students, due to exceptional external support, solid domestic enrolment numbers and enrolment in many ENAE courses by students in other programmes, in particular MCivEng students. Once international students return to UC, the programme is expected to be a significant earner for the University. Concerning external support, the programme is strongly backed by: three trusts:*
    i) *Ada Rutherford Trust. Their large endowment to UC supports the Ada Rutherford Professor of Architectural Engineering, who contributes significant teaching into the programme.*
    ii) *Holmes Group. They support the Professor of Practice in Structural Design, who contributes significant teaching into the programme.*
    iii) *Warren Trust. They support the Architect-in-Residence, who teaches into the programme.*
b) *Additionally, This statement refers, I think, to teaching quality. The panel was reassured that teaching quality was actively monitored by the Programme Director (by attending lectures of external lecturers) and that informal and formal feedback (student teaching evaluations) indicate the teaching quality is high. I agreed that an industry advisory group should be established to ensure the continuing relevance of the topics and content covered by the programme.*

The Academic Administration Committee considered this GYR on the 12th of September 2022. The Dean of Academic Governance suggested several areas where the report could be tightened up – in particular, references to the named endorsements information about the minor non-structural changes that had taken place since the qualifications were first introduced. It would also be helpful to add a clarification of the role of guest lecturers. Liz Brown noted that there had not been contact with Kā Waimaero around this GYR. The next Programme Review is due in 2027.

Appendix 1 and 2 are NOT part of the GYR and are for internal UC use only.

Appendix 1.

Master of Architectural Engineering Graduate Profile

Critically competent in a core academic discipline of their degree

Relevant learning objectives include:

- identify and communicate project objectives, constraints, site conditions and potential design issues, including community, tangata whenua and infrastructure needs, and how these may be considered in a design process.
- independently gather, analyse and synthesise information required to develop solutions to a complex design problem.
- identify, develop, evaluate and critique options for potential design solutions, considering their relative feasibility, benefits and limitations, and the ability to judge between options.
- communicate complex design issues, options and solutions with clients, team members and other stakeholders, including risks and their mitigation.
- apply advanced technical knowledge of building behaviour and performance and advanced design skills for professional practice of one of the three programme streams, Structural Engineering, Integrated Building Design and Building Services and Energy Engineering.

Employable, innovative and enterprising

Relevant learning objectives include:

- understand the effects of the history, values, culture, language, roles and objectives of different stakeholders, including tangata whenua, on a building project.
- understand factors contributing to failure and success in building projects and reasons for gaps between expected and actual building performance.
- understand key concepts related to planning, building costs, value, quality, aesthetics, resilience, roles and responsibilities, regulatory environment, built environment systems and sustainability.
- understand technical design objectives, performance metrics and regulatory requirements for structure, durability, fire, access, safety, hygiene, thermal, lighting, moisture, energy and sustainability.
- understand in principle the effects of occupants and the physical environment on building behaviour and performance, and vice-versa.
- apply methods for improving the creativity, communication and problem-solving skills of individual designers and multidisciplinary design teams.
- independently gather, analyse and synthesise information required to develop solutions to a complex design problem.
- communicate complex design issues, options and solutions with clients, team members and other stakeholders, including risks and their mitigation.
- apply interdisciplinary knowledge of buildings and digital design methods, and collaborate with other design and construction professionals, to integrate structural, fire, geotechnical and building systems with architectural design, and develop integrated solutions to complex design challenges.
- apply interpersonal skills, bicultural competence and confidence, interdisciplinary knowledge of buildings and advanced technical knowledge of structural engineering, integrated building design or building services and energy engineering for technical leadership of multidisciplinary design teams.

Biculturally competent and confident

Relevant learning objectives include:

- understand the effects of the history, values, culture, language, roles and objectives of different stakeholders, including tangata whenua, on a building project.

- identify and communicate project objectives, constraints, site conditions and potential design issues, including community, tangata whenua and infrastructure needs, and how these may be considered in a design process.
- understand factors contributing to failure and success in building projects and reasons for gaps between expected and actual building performance.
- understand key concepts related to planning, building costs, value, quality, aesthetics, resilience, roles and responsibilities, regulatory environment, built environment systems and sustainability.
- understand in principle the effects of occupants and the physical environment on building behaviour and performance, and vice-versa.
- apply methods for improving the creativity, communication and problem-solving skills of individual designers and multidisciplinary design teams.
- identify, develop, evaluate and critique options for potential design solutions, considering their relative feasibility, benefits and limitations, and the ability to judge between options.
- communicate complex design issues, options and solutions with clients, team members and other stakeholders, including risks and their mitigation.
- apply interpersonal skills, bicultural competence and confidence, interdisciplinary knowledge of buildings and advanced technical knowledge of structural engineering, integrated building design or building services and energy engineering for technical leadership of multidisciplinary design teams.

Engaged with the community

Relevant learning objectives include:

- identify and communicate project objectives, constraints, site conditions and potential design issues, including community, tangata whenua and infrastructure needs, and how these may be considered in a design process.
- understand factors contributing to failure and success in building projects and reasons for gaps between expected and actual building performance.
- understand key concepts related to planning, building costs, value, quality, aesthetics, resilience, roles and responsibilities, regulatory environment, built environment systems and sustainability.
- communicate complex design issues, options and solutions with clients, team members and other stakeholders, including risks and their mitigation.

Globally aware

Relevant learning objectives include:

- understand the effects of the history, values, culture, language, roles and objectives of different stakeholders, including tangata whenua, on a building project.
- understand factors contributing to failure and success in building projects and reasons for gaps between expected and actual building performance.
- understand key concepts related to planning, building costs, value, quality, aesthetics, resilience, roles and responsibilities, regulatory environment, built environment systems and sustainability.
- independently gather, analyse and synthesise information required to develop solutions to a complex design problem.

Appendix 2.

Table 2: Distribution of grades (for all students enrolled in ENAE 6XX courses)

Year	Course Code	No. Enrolled	No. Completed	A+	A	A-	B+	B	B-	C+	C	C-	Fail	GPA (Prog or Subj)	GPA (all Studs)
2019	ENAE 601	21	21	1	3	2	1	4	4	5	0	1	0	**5.0**	**5.0**
	ENAE 602	15	15	0	4	4	7	0	0	0	0	0	0	**6.8**	**6.8**
	ENAE 603	14	14	1	1	1	5	2	1	3	0	0	0	**6.0**	**5.5**
	ENAE 604	9	9	1	2	4	0	2	0	0	0	0	0	**7.0**	**7.0**
	ENAE 605	15	15	1	1	0	1	0	3	7	1	1	0	**4.2**	**3.9**
	ENAE 606	15	13	1	0	2	2	4	2	1	1	0	2	**4.0**	**4.5**
	ENAE 609	10	10	0	0	2	2	2	3	1	0	0	0	**5.1**	**5.1**
	ENAE 610	4	4	0	0	1	0	1	1	0	1	0	0	**4.5**	**4.5**
	ENAE 620	10	10	0	4	0	0	0	3	0	3	0	0	**5.0**	**5.0**
2020	ENAE 601	15	15	1	2	2	5	2	0	2	1	0	0	**6.1**	**5.8**
	ENAE 602	9	8	0	0	4	0	0	0	4	0	0	1	**4.6**	**4.4**
	ENAE 603	6	6	0	1	2	2	1	0	0	0	0	0	**6.5**	**6.5**
	ENAE 604	7	6	0	2	1	0	2	1	0	0	0	1	**4.0**	**5.3**
	ENAE 605	9	8	1	1	1	3	0	0	1	0	1	1	**6.6**	**5.1**
	ENAE 606	33	32	0	3	7	7	11	4	0	0	0	1	**6.0**	**5.6**
	ENAE 609	7	6	0	1	1	0	0	1	0	2	0	1	**3.3**	**3.3**
	ENAE 610	9	9	0	1	0	1	4	2	0	1	0	0	**4.9**	**4.9**
	ENAE 620	9	9	0	2	0	2	0	2	3	0	0	0	**5.0**	**5.0**
2021	ENAE 601	7	7	0	2	4	1	0	0	0	0	0	0	**7.2**	**7.1**
	ENAE 602	7	6	2	0	4	0	0	0	0	0	0	1	**6.6**	**6.6**
	ENAE 603	6	5	1	1	1	2	0	0	0	0	0	1	**8.0**	**6.0**
	ENAE 604	11	11	3	3	2	0	1	1	1	0	0	0	**-**	**7.0**
	ENAE 605	7	7	0	0	1	3	0	1	0	0	1	1	**4.8**	**4.3**
	ENAE 606	11	10	0	2	7	0	0	1	0	0	0	1	**6.0**	**6.3**
	ENAE 609	9	9	0	2	3	1	1	1	0	1	0	0	**6.0**	**6.0**
	ENAE 610	6	6	1	0	1	1	1	0	2	0	0	0	**5.5**	**5.5**
	ENAE 620	8	8	0	2	4	0	2	0	0	0	0	0	**6.8**	**6.8**

ATTACHMENT THREE

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2022

DETAILS	
Current Year	2022
Name of Programme	Master of Civil Engineering (MCivilEng) Postgraduate Certificate in Civil Engineering (PGCertCivilEng)
Original proposal identifier	03 UC/18 MCivilEng,PGCertCivilEng
Name of independent GYR convenor	Zhe Chen (Associate Professor in Psychology, University of Canterbury)
Names of other panel members and positions held	Patricia Su (External Member; Principal Transportation Planner/Engineer at AECOM) Paul Schwalger (Representative of Kā Waimaero | Ngāi Tahu Centre; Manager at Ngāi Tahu Centre, University of Canterbury) Mak Matthews (External Member; Manager at Terra Cat) Richard Cranstone (Student Member; University of Canterbury)

1. PROGRAMME STATEMENT

(a) Description

The MCivilEng is a taught postgraduate programme of 120 points. It consists of eight 15-point courses. When it was first introduced in 2019, it offered four endorsements: Transportation, Construction Management, Renewable Energy, and Earth Engineering. Six more endorsements have since been added. Of these, four of them, i.e., Structural Engineering, Structural Fire Engineering, Geotechnical Engineering, and Water Engineering, have been implemented. The other two, i.e., Digital Design and Smart Infrastructure, will start in 2024.

The department provided an estimate of the enrolment by endorsement in the past three years. The COVID response has affected the uptake, though in general the Construction management and Earthquake engineering endorsements have had the greatest uptake historically.

Table 1 Estimate of enrolment by endorsement 2019-2022

	Const. Mgt	Earthquake Eng.	Transportation Eng.	Structural Eng.	Renewable Energy	Geotech Eng.
2019	40%	20%	10%	20%	5%	5%
2020	45%	20%	15%	10%	5%	5%
2021	20%	40%	20%	5%	5%	10%
2022	15%	30%	20%	20%	10%	5%

Courses are divided into two types: subject (Schedule S) and general (Schedule E). Schedule S courses are further divided into Part 1 and Part 2 courses. Students who study towards a specific endorsement are required to complete a minimum of 15 points at 600-level from Part 1 courses and a minimum of 45 points at 600-level from Part 2 courses. The remaining courses can be selected from Schedule E. Students who study towards an unendorsed degree can select courses from Schedule E. Students must also complete an approved workshop covering topics relevant to indigenous consultation and engagement.

PGCertCivilEng is a 60-point taught postgraduate programme that consists of four 15-point courses. Students can select courses from those listed in Schedule E. To qualify for an endorsement, students need to complete a minimum of 45 points towards a single subject from the courses in Schedule S. There is also an upgrade pathway towards MCivilEng when a student has completed at least 45 points and has a GPA of 5.0 or more.

(b) Purpose

The stated goals in the original CUAP proposal for the MCivilEng are to produce graduates who:

1. Have developed advanced knowledge and skills relevant to their future careers in a research or professional environment.

2. Have developed mastery of topics relevant to design, analysis and management of civil infrastructure systems, so that they can provide leadership in a professional context and engage effectively with future research opportunities.

3. Can apply independent thinking and advanced knowledge and skills to the development and remediation of civil infrastructure systems.

4. Engage effectively and confidently in a variety of academic and professional settings.

5. Provide expertise to support high-level decision-making processes.

So far 93 students have completed the MCivilEng and 4 have completed the PGCertCivilEng. Since their establishment, 3 students have withdrawn (1 from the MCivilEng and 2 from the PGCertCivilEng).

(c) Changes

Six new endorsements have been added. Four of them, i.e., Structural Engineering, Structural Fire Engineering, Geotechnical Engineering, and Water Engineering, were approved and new Regulations came into effect on 1 January, 2021. The other two, i.e., Digital Design and Smart Infrastructure, will start in 2024.

With the new endorsements, nine new courses have been introduced. They are:

- ENFE618 Advanced Structural Fire Engineering
- ENCI678 Civil Engineering Systems Modelling and Simulation
- ENCI644 Water Demand and Supply

- ENCI645 Advanced Wastewater Treatment
- ENCN665 Time series analysis and signal processing in civil engineering
- ENCN666 Smart Water Infrastructure
- ENCN667 Smart Buildings
- ENCN668 Smart Transportation Networks
- ENCN669 Energy and resource harvesting in modern cities

2. REVIEW PROCESSES

Account of Review Processes.

The programmes have been reviewed through Course Evaluations, Graduate Destination surveys, and Evaluation & Student Insights surveys.

A self-review report has been prepared by the director of the MCivilEng (Dr. Brian Guo). It includes the information gathered from a variety of the sources mentioned above.

The GYR review panel meeting was held on 8 July, 2022. The panel discussed and reviewed the relevant documents, and met with Dr. Guo, who joined the panel about halfway through the meeting to provide additional information and who later checked the factual accuracy of the report. A draft report was circulated among the panel members, and the final version was approved by all.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:

The panel agreed that the aims of the programmes have largely been met, and that the regulations for admission, which are specified in the Regulations for the MCivilEng and PGCertCivilEng, are adequate and appropriate. The programmes offer students various opportunities to gain knowledge in a chosen area through a wide variety of ways that include lectures, site visits, lab experiments, literature reviews, and/or research projects. Through these and other activities, students are able to understand the key issues in the civil infrastructure systems and to develop the necessary skills to solve real-world problems. The adequacy and appropriateness of the programmes are also supported by the positive feedback from Evaluation & Student Insights surveys indicating that most graduates perceive the skills they developed during their study as being highly applicable in post-study employment.

The panel also noted that more work is needed to be done to attract Māori students and to increase students' bicultural competence and confidence in general. In addition, further clarification is needed with regard to Geotechnical Engineering Part 2 courses to ensure 45 points is achievable to qualify for a Geotechnical Engineering endorsement in the MCivilEng programme. Currently, with the Part 2 courses that are available, it is not possible to qualify for a Geotechnical Engineering endorsement.

(b) Acceptability

The panel is of the view that the programmes have been well accepted by the students and the relevant industrial and professional communities.

Acceptability by students is evidenced by the results from the Course Evaluations, the Graduate Destinations surveys, and the Evaluation & Student Insights surveys. The results* from the 22 course evaluations conducted since 2019 show an average rating of 4.26 (out of 5), which is a score comparable to the average scores from the other departments in Engineering. The graduate destinations surveys conducted in 2019 and 2020 also showed a high level of student satisfaction with the programmes, with 77% of the respondents agreeing with the statement that there was good teaching throughout, and 74% of them agreeing with the statement that the programme

equipped them with relevant knowledge and skills for employment. Moreover, 79% of the respondents indicated that they would recommend the programme to others. These results are consistent with the findings from the Evaluation & Student Insights surveys conducted in 2020 and 2021, in which the vast majority of the students rated positively their experiences of teaching quality and learner resources (89% and 94%, respectively). Although the percentage for learner engagement was lower (50%), this was likely caused by Covid related factors, which had a negative impact on student engagement across all departments at the university.

Acceptability by industrial and professional communities is evidenced by the high number of graduates who are successfully employed. The Evaluation & Student Insights surveys conducted in 2019 and 2020 showed that of the 61 graduates who took part in the surveys, 55 indicated that they were employed at the time of the survey. The high employment rate indicates that the programmes have produced qualified graduates that meet the needs of the industrial and professional communities.

*The data from the course evaluations was provided to the panel in the Self-Review Report.

(c) Assessment procedures and student performance

Student performance is assessed via a wide variety of ways that include quizzes, test, and exam; individual design project and group project; lab report; and project presentation. The combination of knowledge and skill gives students many opportunities to receive feedback from both their peers and the lecturers. Students also have multiple ways to demonstrate their learning, and the overall performance is within a reasonable range. Of the 20 courses offered in 2020, the average grade was a B+ (6.27 out of 9, with a standard deviation of 1.32).

The panel considers the variety of the assessment components to be commendable, the assessment procedures to be appropriate, and the student achievement to be satisfactory.

(d) Data

Masters of Civil Engineering

Year	Enrolled Headcount	Full-time	Part-time*	EFTS	New to Programme	No. Completed	Withdrawals
2019	24	18	6	12.875	24	22	0
2020	59	48	11	41.625	40	54	0
2021	37	21	16	21.125	29	17	1

* Includes F/T July intake students

Postgraduate Certificate of Civil Engineering

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019	3	2	1	1.75	3	2	0
2020	6	3	3	2.25	6	1	0
2021	9	2	7	2.5	6	1	2

There was a substantial increase in the number of students from 2019 to 2020, indicating that the programme was successful. Although the number decreased somewhat in 2021, this is likely

caused by Covid-19 related external factors outside the control of the department (e.g., border closure, economic downturn, etc.). It is notable that the programmes also have a high completion rate. In the 3 years since their inception, only 3 students have withdrawn from the programmes. The low withdrawal rate provides additional evidence that the programmes are successful.

(e) Programme evaluations

The programmes have not been subject to external reviews.

(f) **Summary Statement**

This includes a comment from the appropriate Dean summarising Faculty discussion and how any recommendations will be actioned and a comment from the Quality Team summarising the AAC discussion and providing a date when the programme will next be reviewed.

The recommendations and the department response to the recommendations are below:

The Department would like to thank the review panel for their comments. In general, the comments are very positive. The panel recognised the adequacy and appropriateness of the programmes. However, two specific recommendations were made:

Recommendation 1: The panel noted that more work is needed to be done to attract Māori students and to increase students' bicultural competence and confidence in general.

Response to Recommendation 1, the Department agrees that efforts need to be made to improve students' bicultural competence and confidence in general. The Department will discuss the issue and the need for improvement with UC Māori advisors. The Department will organize and deliver a workshop covering topics relevant to indigenous consultation and engagement. The workshop is compulsory for all Master of Civil Engineering students. In addition, the Department will review the links between teaching content to Māori and Pasifica communities. To attract Māori students, the Department will increase internal marketing to promote the programmes to our existing students. The Department is discussing a pathway from Year 3 toward a Master of Civil Engineering. Also, the Department will work with the central marketing team to advertise our programmes to attract Māori and Pasifica students.

Recommendation 2: In addition, further clarification is needed with regard to Geotechnical Engineering Part 2 courses to ensure 45 points is achievable to qualify for a Geotechnical Engineering endorsement in the MCivilEng programme. Currently, with the Part 2 courses that are available, it is not possible to qualify for a Geotechnical Engineering endorsement.

Response to Recommendation 2, the Director of the programmes (Dr Brian Guo) will discuss the issue with the Geotechnical Engineering cluster and find a solution. The Regulations will be updated if necessary.

Becker: added for discussion at Engineering Faculty Board Weds 17 August. Discussion to be reported here later (SB)

Passed unanimously at the faculty Board.

Regarding Recommendation 1

Dean requested update with plan before sending to AAC.

Department response is for a short and a long term solution:

Short term: Move "ENEQ610 Seismic Hazard and Risk Analysis" or "ENEQ623 Finite Element Analysis" into Part 2.

Long term: Group to develop/offer another 600-level course with direct geotechnical relevance. Some years we've offered a Soil-Structure Interaction Special Topic course but the course code for that has lapsed, and we won't be offering it next year. Mark Stringer also sees possibilities for other course topics.

Department to work on updating the Regulations by moving ENEQ610 to Part 2.

Regarding Recommendation 2

Dean notes that for Recommendation 2, the department should request a review of any changes made to the degree related to biculturalism or engaging Māori and Pasifika students from review of BiCC, that request should be directed to Corban Te Aika from Kā Waimaero | Ngāi Tahu Research Centre and to the Pacific Development Team (Keruby Loane). Department acknowledged and agreed.

The Academic Administration Committee considered this GYR on the 12th of September 2022. The Committee asked for information to be provided on the distribution of enrolments across endorsements. The next Programme Review is due in 2027.

These appendices are NOT part of the GYR and are for internal UC use only.

Appendix 1. Add the Graduate Profile for the qualifications(s) involved.

Graduate profile: Master of Civil Engineering

Graduates of the proposed Master of Civil Engineering are expected to have the ability to:

1. Understand the effects of the history, values, culture, language, roles and objectives of different stakeholders, including tangata whenua, relevant to the development of civil infrastructure systems.
2. Identify and communicate research and/or professional project objectives, constraints and challenges and how these may be considered in design, analysis and management processes.
3. Understand factors contributing to failure and success of civil infrastructure systems and reasons for gaps between expected and actual performance.
4. Understand concepts that influence the development of civil infrastructures systems, including resilience, sustainability and cultural perspectives.
5. Understand technical objectives, performance metrics and regulatory requirements for civil infrastructure systems.
6. Independently gather, analyse and synthesise information required to develop solutions to complex problems.
7. Identify, develop, evaluate and critique options for potential solutions, considering their relative feasibility, benefits and limitations, and the ability to judge between options.

8. Communicate complex issues, options and solutions with stakeholders, including risks and their mitigation.
9. Integrate interdisciplinary knowledge to develop solutions to complex challenges.
10. Apply advanced knowledge in the context of the design, analysis and management of civil infrastructure systems.

Graduate profile: Postgraduate Certificate in Civil Engineering

Graduates of the proposed Postgraduate Certificate in Civil Engineering are expected to have the ability to:

1. Identify and communicate research and/or professional project objectives, constraints and challenges and how these may be considered in design, analysis or management processes.
2. Understand technical objectives, performance metrics and regulatory requirements for civil infrastructure systems.
3. Independently gather, analyse and synthesise information required to develop solutions to complex problems
4. Identify, develop, evaluate, and critique options for potential solutions, considering their relative feasibility, benefits and limitations, and the ability to judge between options.
5. Apply advanced knowledge in the context of the design, analysis or management of civil infrastructure systems.

Table 2MCIVILENG Distribution of Grades

YEAR	COURSE CODE	No Enrolled	No Completed	A+	A	A-	B+	B	B-	C+	C	C-	FAIL	GPA Sugbj	GPA cohort
2019	DRRE408	5	5	0	2	1	1	0	0	0	0	0	1	6.9	5.8
2020	DRRE408	1	1	0	0	0	1	0	0	0	0	0	0	7.4	6.0
2019	ENAE601	4	4	0	2	0	0	0	0	2	0	0	0	5.0	5.5
2020	ENAE601	4	3	0	0	1	1	0	0	2	0	0	0	6.1	4.8
2021	ENAE601	3	3	0	0	1	0	1	0	0	1	0	0	5.3	4.7
2021	ENAE601	1	1	0	0	1	0	0	0	0	0	0	0	7.1	7.0
2021	ENAE602	1	1	0	0	1	0	0	0	0	0	0	0	6.8	7.0
2020	ENAE602	1	1	0	0	0	0	0	0	1	0	0	0	5.0	3.0
2020	ENAE603	4	4	1	0	0	1	0	0	2	0	0	0	5.5	5.3
2020	ENAE603	2	1	0	0	1	1	0	0	0	0	0	0	6.5	6.5
2021	ENAE603	5	4	1	0	1	2	0	0	0	0	0	1	6.0	5.6
2020	ENAE604	2	1	1	1	0	0	0	0	0	0	0	0	7.0	8.5
2020	ENAE604	3	3	0	1	0	0	1	1	0	0	0	0	5.1	5.7
2021	ENAE604	12	6	3	3	2	0	1	1	1	0	0	1	7.0	7.0
2019	ENAE605	1	1	0	0	0	0	0	1	0	0	0	0	3.9	4.0
2020	ENAE605	1	1	0	0	1	0	0	0	0	0	0	0	6.3	7.0
2019	ENAE606	4	4	0	0	1	1	0	1	0	0	0	1	5.2	5.7
2020	ENAE606	4	3	0	0	1	3	0	0	0	0	0	0	6.6	6.3
2020	ENAE606	18	18	0	0	5	2	7	4	0	0	0	0	5.4	5.4
2022	ENAE606	2	1	0	0	2	0	0	0	0	0	0	0	5.6	7.0
2021	ENAE606	2	2	0	0	2	0	0	0	0	0	0	0	7.3	7.0

2021	ENAE609	1	1	0	0	1	0	0	0	0	0	0	0	6.5	7.0
2021	ENAE610	1	0	0	0	0	0	1	0	0	0	0	0	5.5	5.0
2020	ENCI423	1	1	0	0	0	1	0	0	0	0	0	0	6.0	6.0
2019	ENCI426	2	0	0	0	0	1	0	0	0	0	0	1	6.0	2.5
2020	ENCI429	1	1	0	0	0	0	0	1	0	0	0	0	5.4	4.0
2020	ENCI436	9	9	2	2	1	2	0	1	0	0	1	0	6.3	6.4
2021	ENCI436	3	2	0	1	1	0	1	0	0	0	0	0	5.3	6.7
2020	ENCI438	7	6	0	0	3	3	1	0	0	0	0	0	6.5	6.3
2021	ENCI438	4	2	0	0	0	0	2	0	0	0	0	2	5.1	2.0
2019	ENCI601	3	3	1	0	0	1	1	0	0	0	0	0	6.0	6.7
2020	ENCI601	39	39	0	1	3	19	11	3	2	0	0	0	6.0	5.5
2021	ENCI601	11	9	1	3	5	1	1	0	0	0	0	0	6.6	7.2
2020	ENCI609	2	1	0	0	0	0	1	0	0	0	1	0	6.2	3.0
2020	ENCI610	1	1	0	0	0	1	0	0	0	0	0	0	7.3	6.0
2020	ENCI610	21	21	0	6	11	4	0	0	0	0	0	0	7.5	7.1
2020	ENCI621	1	1	0	0	0	0	0	1	0	0	0	0	5.2	4.0
2020	ENCI646	1	1	0	0	1	0	0	0	0	0	0	0	6.7	7.0
2021	ENCI646	2	0	0	0	1	1	0	0	0	0	0	0	6.0	6.5
2020	ENCI648	1	1	0	0	1	0	0	0	0	0	0	0	6.3	7.0
2020	ENCI657	1	1	0	0	0	1	0	0	0	0	0	0	6.0	6.0
2021	ENCI675	2	2	1	0	1	0	0	0	0	0	0	0	8.0	8.0
2021	ENCI677	2	1	0	0	0	2	0	0	0	0	0	0	6.0	6.0
2021	ENCI682	1	1	0	0	0	1	0	0	0	0	0	0	6.0	6.0
2021	ENCI689	1	1	1	0	0	0	0	0	0	0	0	0	8.5	9.0
2020	ENCM620	16	16	0	0	2	5	5	2	2	0	0	0	5.6	5.2
2020	ENCM620	22	21	2	4	10	6	0	0	0	0	0	0	7.1	7.1
2021	ENCM620	7	4	0	1	2	2	1	0	1	0	0	0	6.2	6.0
2020	ENCM630	34	34	2	5	5	2	8	4	6	2	0	0	5.0	5.4
2021	ENCM630	7	5	3	0	1	2	1	0	0	0	0	0	6.3	7.3
2020	ENCM650	32	30	3	6	9	9	5	0	0	0	0	0	6.9	6.8
2021	ENCM650	9	3	2	2	2	3	0	0	0	0	0	0	7.5	7.3
2020	ENCM672	3	3	1	0	1	0	1	0	0	0	0	0	7.0	7.0
2020	ENCM674	12	12	0	0	2	4	2	2	2	0	0	0	5.6	5.2
2021	ENCM676	2	2	0	1	0	0	1	0	0	0	0	0	5.7	6.5
2020	ENCM676	24	23	1	1	7	7	4	3	1	0	0	0	5.9	6.0
2021	ENCM676	10	6	1	2	2	4	1	0	0	0	0	0	6.7	6.8
2020	ENCM678	11	11	0	0	2	2	2	3	2	0	0	0	5.6	4.9
2020	ENCM682	1	1	0	1	0	0	0	0	0	0	0	0	6.4	8.0
2020	ENCM682	8	8	0	2	5	0	1	0	0	0	0	0	6.9	7.0
2021	ENCM682	1	0	1	0	0	0	0	0	0	0	0	0	9.0	9.0
2019	ENCN401	1	1	0	0	0	0	1	0	0	0	0	0	5.4	5.0
2020	ENCN412	2	2	0	0	0	0	0	0	0	0	2	0	3.8	1.0
2020	ENCN415	3	3	0	0	0	0	1	1	0	1	0	0	4.7	3.7
2020	ENCN415	5	5	0	0	1	1	1	0	1	1	0	0	4.6	4.6
2020	ENCN454	3	2	0	0	2	0	0	0	0	0	0	1	6.4	4.7
2020	ENCN454	1	1	0	0	0	0	1	0	0	0	0	0	5.7	5.0
2021	ENCN454	1	0	0	0	0	0	0	0	1	0	0	0	5.8	3.0
2021	ENCN623	1	1	0	0	1	0	0	0	0	0	0	0	6.5	7.0
2020	ENCN625	1	1	0	0	0	0	0	0	0	0	0	1	7.1	0.0
2019	ENCN625	2	1	1	0	1	0	0	0	0	0	0	0	7.0	8.0

2020	ENEL667	1	1	0	0	1	0	0	0	0	0	0	0	5.6	7.0
2021	ENEL667	1	0	0	0	0	1	0	0	0	0	0	0	6.0	6.0
2020	ENEQ610	1	1	0	0	0	0	0	0	0	0	0	1	2.4	0.0
2021	ENEQ610	7	3	3	2	1	0	1	0	0	0	0	0	7.5	7.9
2020	ENEQ620	2	2	0	0	0	0	0	0	1	0	1	0	3.4	2.0
2021	ENEQ620	4	1	0	0	0	2	0	1	0	0	1	0	4.6	4.3
2020	ENEQ623	1	1	1	0	0	0	0	0	0	0	0	0	6.4	9.0
2021	ENEQ623	1	1	1	0	0	0	0	0	0	0	0	0	8.5	9.0
2021	ENEQ624	5	3	1	1	2	0	1	0	0	0	0	0	6.3	7.2
2022	ENEQ629	8	4	3	4	0	0	0	0	0	0	0	1	6.9	7.3
2020	ENEQ633	1	1	0	0	0	0	0	0	0	1	0	0	5.4	2.0
2020	ENEQ633	12	12	1	2	2	2	3	1	1	0	0	0	6.2	6.1
2021	ENEQ633	7	5	3	2	0	2	0	0	0	0	0	0	7.9	7.9
2019	ENEQ640	1	0	0	0	1	0	0	0	0	0	0	0	6.5	7.0
2020	ENEQ640	2	2	0	0	1	1	0	0	0	0	0	0	6.8	6.5
2022	ENEQ640	7	5	1	0	1	0	3	1	0	0	0	1	5.1	4.9
2020	ENEQ641	5	5	0	0	1	1	1	1	1	0	0	0	5.2	5.0
2019	ENEQ642	1	1	0	1	0	0	0	0	0	0	0	0	5.5	8.0
2020	ENEQ650	8	6	0	0	5	1	0	0	2	0	0	0	6.4	5.9
2021	ENEQ650	7	4	3	2	1	0	0	0	0	0	0	1	8.3	8.3
2020	ENEQ670	6	4	2	0	0	2	1	0	0	0	0	1	6.4	5.7
2020	ENEQ682	17	17	1	2	3	6	0	1	4	0	0	0	5.9	5.8
2021	ENEQ682	3	1	0	0	2	1	0	0	0	0	0	0	7.4	6.7
2022	ENFE601	1	1	0	0	0	0	0	0	1	0	0	0	5.4	3.0
2021	ENFE602	1	0	0	0	1	0	0	0	0	0	0	0	5.0	7.0
2021	ENFE610	1	0	0	0	1	0	0	0	0	0	0	0	5.8	7.0
2021	ENGE412	1	1	0	0	0	0	0	1	0	0	0	0	6.9	4.0
2020	ENGR403	1	1	0	0	0	0	0	0	1	0	0	0	6.6	3.0
2020	ENGR403	1	0	0	0	0	0	0	0	0	0	1	0	5.6	1.0
2021	ENGR404	1	0	0	0	0	0	0	0	0	0	0	0	5.0	1.0
2019	ENGR621	1	1	0	0	0	0	0	1	0	0	0	0	5.6	4.0
2020	ENGR621	1	1	0	0	0	0	0	1	0	0	0	0	5.6	4.0
2021	ENGR621	2	1	0	1	0	0	1	0	0	0	0	0	7.0	6.5
2021	ENGR682	1	0	0	0	0	0	0	0	0	0	0	1	-1.0	-1.0
2019	ENNR423	1	1	0	0	0	0	0	0	0	0	0	1	5.1	0.0
2021	ENNR423	1	0	0	0	0	0	0	0	0	0	0	1	4.0	0.0
2021	ENNR423	1	1	1	0	0	0	0	0	0	0	0	0	5.1	9.0
2020	ENTR401	3	3	0	1	2	0	0	0	0	0	0	0	6.1	7.3
2021	ENTR602	7	5	0	1	0	1	1	0	1	2	0	1	4.3	3.7
2020	ENTR608	2	2	0	0	1	0	0	0	1	0	0	0	6.0	5.0
2020	ENTR608	4	4	0	0	1	1	1	1	0	0	0	0	5.5	5.5
2021	ENTR608	4	4	1	1	1	1	0	0	0	0	0	0	6.8	7.5
2020	ENTR614	6	6	0	0	0	0	1	0	2	1	2	0	4.0	2.5
2021	ENTR615	3	3	1	0	2	0	0	0	0	0	0	0	7.6	7.7
2020	ENTR616	6	6	0	0	0	2	2	1	0	1	0	0	4.7	4.7
2021	ENTR616	3	3	0	0	0	0	0	3	0	0	0	0	5.4	4.0
2020	FORE423	1	1	0	0	0	1	0	0	0	0	0	0	6.3	6.0
2021	GEOL479	2	1	0	0	0	0	2	0	0	0	0	0	6.4	5.0
2020	GISC422	1	1	0	0	0	0	0	0	1	0	0	0	6.7	3.0

Table 3 PGCERTCIVILENG Distribution of Grades

YEAR	COURSE CODE	No Enrolled	Completed	A+	A	A-	B+	B	B-	C+	C	C-	FAIL	GPA COURSE	GPA COHORT
2019	DRRE408	2	5	0	2	1	1	0	0	0	0	0	1	6.90	6.50
2019	ENAE601	1	1	0	0	0	1	0	0	0	0	0	0	5.00	5.00
2019	ENAE602	1	4	0	2	0	0	0	0	2	0	0	0	6.80	6.00
2020	ENAE603	1	3	0	0	1	1	0	0	2	0	0	0	6.50	5.00
2020	ENAE606	1	3	0	0	1	0	1	0	0	1	0	0	5.38	5.00
2021	ENAE606	1	1	0	0	1	0	0	0	0	0	0	0	5.57	4.00
2019	ENCI601	1	1	0	0	1	0	0	0	0	0	0	0	6.04	3.00
2020	ENCI601	2	1	0	0	0	0	0	0	1	0	0	0	6.00	3.50
2021	ENCI601	1	4	1	0	0	1	0	0	2	0	0	0	6.59	5.00
2019	ENCI610	1	1	0	0	1	1	0	0	0	0	0	0	7.31	7.00
2019	ENCI621	1	4	1	0	1	2	0	0	0	0	0	1	5.16	6.00
2022	ENCI646	1	1	1	1	0	0	0	0	0	0	0	0	6.00	5.00
2020	ENCI648	1	3	0	1	0	0	1	1	0	0	0	0	6.33	3.00
2022	ENCI648	1	6	3	3	2	0	1	1	1	0	0	1	8.00	8.00
2019	ENCM620	1	1	0	0	0	0	0	1	0	0	0	0	5.60	4.00
2021	ENCM620	2	1	0	0	1	0	0	0	0	0	0	0	6.17	5.50
2020	ENCM630	1	4	0	0	1	1	0	1	0	0	0	1	5.03	4.00
2021	ENCM630	1	3	0	0	1	3	0	0	0	0	0	0	6.33	5.00
2020	ENCM650	3	18	0	0	5	2	7	4	0	0	0	0	6.87	6.00
2021	ENCM650	2	1	0	0	2	0	0	0	0	0	0	0	7.50	7.00
2019	ENCM676	1	2	0	0	2	0	0	0	0	0	0	0	5.73	4.00
2020	ENCM676	2	1	0	0	1	0	0	0	0	0	0	0	5.89	5.50
2021	ENCM676	2	0	0	0	0	0	1	0	0	0	0	0	6.69	6.00
2019	ENCM678	1	1	0	0	0	1	0	0	0	0	0	0	5.60	6.00

2021	ENCM682	2	0	0	0	0	1	0	0	0	0	0	1	9.00	0.00
2020	ENEL667	1	1	0	0	0	0	0	1	0	0	0	0	5.88	5.00
2021	ENEQ610	1	9	2	2	1	2	0	1	0	0	1	0	7.45	6.00
2019	ENEQ620	1	2	0	1	1	0	1	0	0	0	0	0	3.40	4.00
2021	ENEQ624	1	6	0	0	3	3	1	0	0	0	0	0	6.25	0.00
2019	ENEQ633	1	2	0	0	0	0	2	0	0	0	0	2	5.35	8.00
2020	ENEQ633	2	3	1	0	0	1	1	0	0	0	0	0	6.16	7.00
2021	ENEQ640	1	39	0	1	3	19	11	3	2	0	0	0	5.05	5.00
2020	ENEQ650	1	9	1	3	5	1	1	0	0	0	0	0	6.41	6.00
2020	ENEQ682	1	1	0	0	0	0	1	0	0	0	1	0	5.95	7.00
2021	ENEQ682	1	1	0	0	0	1	0	0	0	0	0	0	7.40	9.00
2020	ENGR404	1	21	0	6	11	4	0	0	0	0	0	0	5.17	6.00
2019	ENTR401	1	1	0	0	0	0	0	1	0	0	0	0	6.08	6.00
2019	ENTR603	1	1	0	0	1	0	0	0	0	0	0	0	4.00	-1.00
2021	ENTR608	1	0	0	0	1	1	0	0	0	0	0	0	6.80	4.00
2022	WATR402	1	1	0	0	1	0	0	0	0	0	0	0	4.96	6.00
2020	WATR403	1	1	0	0	0	1	0	0	0	0	0	0	6.69	6.00

Graduating Year Review (GYR)

Graduating Year Review 2022

Master of Criminal Justice; Graduate Diploma in Criminal Justice; Certificate in Criminal Justice

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DETAILS

Current Year	2022
Name of programme	Master of Criminal Justice; Graduate Diploma in Criminal Justice; Certificate in Criminal Justice
Original proposal identifier (Academic Quality to Provide)	02 UC/18 MCJ, 03 UC/16 GradDipCJ, 08 UC/16 CertCJ
Name of self-reviewer	Dr James Mehigan, Acting Director of Criminal Justice
Review panel	Professor Jennifer Brown, School of Mathematics and Statistics; Dr James Mehigan; Emily Hēni Cormack, Kaiārahi Māori, Faculty of Arts; Danielle Moore, Criminal Justice PhD student; Mike Webb, Director: Assurance, Police National HQ (stakeholder representative and member of CJ Board of Studies)

1. PROGRAMME STATEMENT

(a) Description

The **Master of Criminal Justice (MCJ)** is a 180-point masters level programme. It has four single semester taught courses (30 points each) and a dissertation (60 points):

- CRJU601: Research Methods in Criminal Justice
- CRJU602: Criminal Justice Systems
- CRJU603: Contemporary Issues in Criminal Justice
- CRJU605: Professional Cultures
- CRJU608: Dissertation

Initially, there was an option for a 'for credit' internship CRJU604 (30 points). This has been paused due to Covid.

The **Graduate Diploma in Criminal Justice (GDipCJ)** is a derivative of the Bachelor of Criminal Justice (BCJ) in that it relies on courses which are already presented as part of the BCJ (and other degrees). To obtain the qualification students must complete the following **core courses**:

- CRJU201 Crime and Justice
- CRJU202 Criminal Law and Procedure
- CRJU301 Sentencing Theory and Practice
- CRJU302 Prisons and Corrections
- MAOR219 Te Tiriti: The Treaty of Waitangi

And 30 points from the following optional courses:

- CRJU 300-level courses

- LAWS378 Genetics, Neuroscience and the Criminal Law (15 points)
- PHIL324 Bioethics: Life, Death, and Medicine (15 points)
- PSYC330 Forensic Psychology (15 points)
- PSYC335 Abnormal Psychology (30 points)
- PSYC336 Industrial and Organisational Psychology (15 points)
- HIST395 Crime, Criminology and Policing in Modern Europe since 1750 (30 points)
- HSRV311 Qualitative Research Methods (30 points)
- One of the above listed options and HSRV310 Gender, Crime and Social Theory (30 points).

The **Certificate in Criminal Justice (CertCJ)** is a 60-point certificate comprising CRJU101 Introduction to Criminal Justice and three other courses from the required 100 level courses in the BCJ. These 15-point courses are:

- CRJU150 Legal Method in the Criminal Justice Context
- CRJU160 Legal Issues in the New Zealand Criminal Justice System
- HSRV103 Violence in Society
- HSRV104 Youth Realities
- PSYC105 Introductory Psychology – Brain, Behaviour and Cognition
- PSYC106 Introductory Psychology – Social, Personality and Developmental
- MAOR108 Te Patu a Maui: The Treaty of Waitangi - Facing and Overcoming Colonisation
- MAOR165 Tuakiri: Culture and Identity

Each of these qualifications meets the current CUAP qualification definitions.

The **MCJ** meets its intended goals. Although there are clear ways to improve it, and it has been improved over the years of its presentation, it is working as planned and is a well-balanced, coherent, and well-structured programme. The **GDipCJ** is reasonably balanced. It gives a solid grounding in criminological theory (CRJU201). With the selection of options available it provides students the flexibility to engage with 200- and 300-level criminal justice material once they have the foundation skills from 100 level courses. The **CertCJ** also provides this flexibility. Indeed, with its limited core requirements (CRJU101) and an extensive number of options it provides students with the chance to engage with a set of different perspectives on criminal justice. It also has the unintended benefit of allowing students to cleanly exit the BCJ with a qualification as soon as the end of one semester if they find that they do not wish to continue undergraduate studies.

There was strong demand for the first two presentations of the **MCJ** (14 & 13 students enrolled). The 2022 class has three students, and it is unclear exactly why there has been such a significant drop-off. It may be that domestic students are taking advantage of the borders opening to pursue opportunities overseas. International marketing is about to begin for the MCJ and, combined with more promotion domestically (e.g., with sector partner agencies), this will contribute to a larger cohort in 2023. Partner agencies are very interested in the MCJ, particularly when taught part time and work is underway to promote it within those agencies (eg Corrections and police). The Faculty is also keen to support the delivery of the MCJ online and this is under development.

Enrolments are steadily growing year on year for the **GDipCJ** and the **CertCJ** although overall numbers are relatively small. This level of growth can be accommodated within the regular teachingof the BCJ.

The data does not suggest that any group has retention issues for the **MCJ**. The **CertCJ** and **GDipCJ**, because of their inherent flexibility have many students who partially complete or over-complete the courses. It is not possible to draw meaningful conclusions from the data with such small numbers and such variety in motivation for enrolment.

(b) Purpose

The aims of the **MCJ** were as follows:

1. To equip students with the methodological and analytical expertise to conduct original research in the criminal justice field. Demonstrated in: CRJU601: Research Methods in Criminal Justice, CRJU602: Criminal Justice Systems, CRJU680: Dissertation.
2. To provide students with practical experience of problem-solving in criminal justice. Demonstrated in: CRJU603: Contemporary Issues in Criminal Justice, CRJU604: Internship, CRJU605: Professional Cultures.
3. To train students in project management, self-appraisal, and critical analysis of organisational and professional

cultures in the criminal justice arena. Demonstrated in: CRJU604: Internship, CRJU605: Professional Cultures, CRJU680: Dissertation.

4. To reinforce and extend students' transferable skills, including communication, project, and people management. Demonstrated in: CRJU601: Research Methods in Criminal Justice, CRJU602: Criminal Justice Systems, CRJU603: Contemporary Issues in Criminal Justice, CRJU604: Internship, CRJU605: Professional Cultures, CRJU680: Dissertation.

It is submitted that each of these goals has been met in the presentations of the **MCJ** in 2020 & 2021. The modules have been presented as planned and continued to meet these objectives up to the third presentation this year. Each goal has been met as follows:

1. Students' methodological and analytical skills were taught in depth in CRJU601 and CRJU602. The standard of dissertation produced has been high and many students have successfully applied those skills. We are currently in the process of nominating a number of dissertations for the Australia and New Zealand Society of Criminology Masters' Thesis Award. These dissertations and other A-grade dissertations will be added to the UC research repository once the IP paperwork is finalised (if students wish to do so).
2. Practical experience has come from each of the courses suggested, perhaps least from CRJU603. The internships have, notwithstanding the problems around Covid, been a huge success and the Professional Cultures course, which became mandatory when the internships became impossible (2020) and at risk of short notice cancellation (2021 & 2022) has also been well received.
3. The professional cultures programme has formally taught the significant skills in Goal 3. This is then applied in the internship where appropriate and in dissertations (both those that involved empirical data collection and those that did not).
4. Students taught on CRJU602 have improved as public speakers over the course of that programme. The other modules involved numerous different types of assessment, and this helped develop many different types of analytical and presentation skills, see the comments in the end of first presentation review, 2020.

The goals of the **GDipCJ** and **CertCJ** are less clearly met.

The **GDipCJ** aims to provide:

1. A tertiary level qualification in Criminal Justice for graduate students who do not have a prior background or qualification in the field; this has been achieved.
2. A tertiary level qualification that produces graduates with skills, knowledge and attributes which will be attractive to employers in the criminal justice sector; the achievement (or otherwise) of this goal is less clear, with some feedback from external partner organisations that employers in the criminal justice sector would be more likely to seek-out graduates with a **MCJ** and perceiving little additional benefit from completing a **GDipCJ**.
3. A professionally relevant qualification for persons currently employed in criminal justice fields (e.g., Police; Corrections; Social services) who wish to accelerate their careers; again, it is not clear whether this goal is met, given lack of insight into the backgrounds of the small number of students who have completed the **GDipCJ**).
4. A pathway to further postgraduate study; the graduate diploma could be used as a gateway to the **MCJ** for graduates who do not have the minimum substantive requirements for the Masters programme.

The goals of the **CertCJ** are to provide:

1. An entry level qualification in Criminal Justice which may serve students who do not wish to initially undertake full degree studies; this is the case whether the student enrols in the **CertCJ** to do a short programme or uses the **CertCJ** as an 'exit strategy' from the BCJ. The data does not tell us which of these options are being used, or how often.
2. An entry level qualification which provides skills and knowledge which will be attractive to employers on the criminal justice sector, including Corrections, Police, and social services; it is unclear how attractive the **CertCJ** is to employers because there has not been any feedback specifically about the qualification (unlike the **MCJ**).
3. A professionally relevant qualification for persons currently employed in criminal justice fields (e.g., Police; Corrections; social services) who wish to enhance their current skills and knowledge: Again, this is speculative.
4. A pathway to full degree studies: This may be the case, although there is no evidence to show this. As per the **CertCJ** Reg. 10(a), students who do not graduate with the **CertCJ** may wish to apply to the Amo Matua: Executive Dean of Law to have their credit transferred towards a BCJ. Similarly, students who have graduated with the **CertCJ**, may wish to make a similar case for their **CertCJ** to be subsumed into a BCJ should they wish to progress

to further study. There appears to be no evidence around the number of students requesting either.

(c) Changes

The major change to the **MCJ** is the cancellation of the formalised internship programme which was run for credit (and for which fees were charged). This was initially paused because of Covid in the 2020 presentation. Internships were run in 2021 and 2022 (where all three students obtained placements). These were not for credit but were organised through UC. This change had the effect of making the Professional Cultures paper compulsory.

The review panel noted that while the change away from the internship being for credit would appear to be disappointing for students, it was a sensible and well-reasoned decision. For internships to be run well, with clear benefit to the student, where tāura have equal access, and where long-term sustainable relationships are maintained with the industry-provider, a strategic investment in staff and building external partnerships is needed. This is an issue not unique to **MCJ** and applies to many programmes.

In 2022, CRJU 602: CJ Systems and CRJU604: Professional Cultures were swapped. The latter is currently presented in Semester 1 and the former in Semester 2. This is due to staff being on sabbatical and is likely to remain the case in 2023. There is nothing to suggest this change has had or will have any impact on the pedagogical integrity of the degree.

In 2020 the dissertation was marked by an internal and an external marker. In 2021, due to problems with some external markers, it was decided to bring the marking entirely in house with the supervisor and a cross marker grading the paper. This is in line with the practice from the Faculty's LLB Honours Programme and LLM by papers.

The review panel understands that the BCJ is continuing to evolve and there may be some changes to course offerings. The panel recommend relevant changes are integrated into the **CertCJ** and **GDipCJ**, as appropriate. The panel discussed MAOR317 and MAOR301 as examples of courses that could be integrated into undergraduate qualifications. Of note, whilst offering value pedagogically, the panel did acknowledge the balance which would need to be struck when the **CertCJ**'s role was an exit option'.

2. REVIEW PROCESSES

All the qualifications are subject to the supervision of the BCJ Standing Committee and the BCJ Board of Studies. The Director regularly meets with course coordinators on the **MCJ** to discuss issues. The review panel suggest that a more formal arrangement be made where the terms of reference specifically include the **MCJ** (and the **CertCJ** and **GDipCJ**) if they are not in there already.

The **MCJ** was subject to a detailed review by Associate Professor Erik Brogt at the end of the first presentation. The entire class was brought together for a focus group to consider what went well and what could be improved in the course. This produced a very detailed and report. The learnings from this review have been incorporated into the MCJ as it has developed in its second and third years.

The self-review noted that there may not have been any internal review conducted into the **CertCJ** and **GDipCJ**. There is ongoing discussion about making the **CertCJ** available as an online offering. However, this process remains in its infancy due to pressures on staff workload.

The self-review upon which this GYR has been based was led by Dr James Mehigan, Acting Director of Criminal Justice.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:

It is submitted that all three qualifications are adequate and appropriate. They have suitable titles, aims, graduate outcomes and each programme is coherent within its own terms. The review panel noted the low enrolments in the **GDipCJ** and encourage the Faculty to consider this as an attractive option for graduates from related fields, who would

like to advance their knowledge in criminal justice. The **CertCJ** presents another opportunity to attract learners either to experience the subject before committing to further study, or for interest. These two qualifications offer an opportunity that is different from the BCJ and from the outside, they appear to be very attractive options. Investment in well-structured and pedagogically sound, online occurrences of courses would help in making the two qualifications more accessible.

(b) Acceptability

The **MCJ** continues to be a high-level qualification. Several recent graduates have gone on to jobs with New Zealand Police, Ara Poutama Aotearoa|Department of Corrections, and policy roles with other public sector agencies, including the Ministry of Justice. Indeed, the success of the **MCJ** relies, in part, on maintaining positive relationships with the community and industry; particularly, Police and Corrections. The feedback from Police and Corrections' staff who have worked with **MCJ** interns is highly positive. One student from each **MCJ** graduating class has obtained a highly prestigious Accelerator Scholarship. Both are progressing well within their doctoral studies and supervisors report very highly of them.

The **CertCJ** and **GDipCJ** continue to be acceptable programmes for the limited number of students who need the type of flexibility offered by these. Whether that is somebody who wants a short introduction to criminal justice or an exit strategy from first year of university, the **CertCJ** opens our criminal justice programmes to a greater range of students. Similarly, the **GDipCJ** allows graduates the opportunity to develop knowledge of criminal justice on top of knowledge from their prior degree. Both programmes are pedagogically coherent and well-structured. As such, both options can be viewed as contributing positively to the criminal justice offerings at UC. The review panel encourage the Faculty to review the appropriate balance of leadership and Faculty support for the **CertCJ** and**GDipCJ**, versus concentrating on further strengthening the core **BCJ** and **MCJ** offerings; and, increasingly, the PhD.

The review panel noted that there are important opportunities to engage with external kaupapa Māori organisation and Iwi entities working in the Criminal Justice Sector, in teaching, internship, and co-design. These partnerships would further take account the University's obligation to Te Tiriti principles and the political authority of Te Ao Māori. In addition, partnership with Māori-led initiatives would further support ākonga in developing a holistic understanding of the ways in which colonisation interacts with Criminal Justice, and the importance of Māori-led initiatives in Aotearoa New Zealand's justice and social sectors.

There is also opportunity to engage with the international community, especially Australia, in teaching, for example by making use of NZ visits, or by online platforms, etc. There are several connections between Australia and NZ in the development of criminal justice policy and procedures that could be explored, with several NZ academics teaching into equivalent criminal justice degree programmes offshore who may be persuaded to offer content to UC's criminaljustice programmes.

Going forward, the panel encourages these opportunities to be explored.

(c) Assessment procedures and student performance

Assessment for the **MCJ** is appropriate. Feedback from students to Dr Brogt suggests that some of the courses may have too much assessment (particularly CRJU603). The procedure for marking the dissertation has been changed between the 2020 & 2021 presentations. The newer system seems to be working more smoothly and less demanding on the pro bono support of colleagues at other universities.

The **MCJ** uses a mixture of assessment methods including essays, reflections, oral presentations, research planning exercises, written exercises in different formats (OpEds, blogs etc) and a dissertation. Feedback on this mix has been positive. There are no exams as part of the qualification.

Assessments in the **CertCJ** and **GDipCJ** are regulated and evaluated by the faculties that oversee the individual papers.

The review panel noted the comments from the self-review report on assessment and encourage the programmes to adopt a coordinated approach in terms of timing and equitable credit value. It was identified that students may benefit from the inclusion of more group-based assessments requiring time management which mimic working in the real-

world. This overview of all courses assessment should be done regularly and in a way that is inclusive of staff.

The programme benefits from student engagement with invited speakers, and other guest lecturers from outside UC. These teachers, being external to the University, may not be familiar with UC's teaching expectations and internal systems for quality assurance. This is a common concern across several programmes at UC, and the panel recommends that appropriate processes are in place to ensure positive integration of guest speakers and teachers into the programme. Without this support, the full benefit of student engagement with the wider community cannot be realised.

The review panel also noted the comment from the internal review about student space. There is considerable benefit to the student experience, and to their learning, when the **MCJ** participants have a sense of cohort and belonging. A dedicated study space would help enable this. The panel understands the programme will move to a new building on campus, and this should be an opportunity to create a post-graduate criminal justice student shared space. A shared post-graduate space would also foster relationships between the criminal justice masters and PhD students and would help to inspire **MCJ** students to undertake PhDs.

Student performance in the **MCJ** dissertation, CRJU608, is, among other factors, a product of their supervision. The programme relies on staff from several departments, and the review recommends a more consistent approach to project supervision, with common check-in and reporting deadlines, and expectations for thesis style. An emphasis should also be placed on identifying supervisors with an interest in criminal justice. It was highlighted that students would benefit from someone actively overseeing the dissertations, and there being routine supervision meetings with the students where they can discuss progress and set goals. The panel discussed the differences in research design and the challenge of data-collection within the CRJU608 timeframe. The panel encourages supervisors to have a broad view of design including research where the student is not expected to collect primary data. The chosen research design should maximise the student and supervisor's skill sets (i.e., data collection and analysis techniques).

(d) Data

These numbers have been drawn manually from the raw data collected.

(i) Masters of Criminal Justice

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2020	14	13	1	13.5	14	13	0
2021	13	12	1	12.5	13	12	0
2022	3	3	0	3	3	TBD	0

(ii) Graduate Diploma in Criminal Justice

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019	1	1	0	1	1	0	0
2020	5	4	1	4.5	5	3	0
2021	5	2	3	3.5	1	4	0
2022	3	1	2	2	1	TBD	0

(iii) Certificate in Criminal Justice

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019	13	3	10	4.125	11	1	0

2020	19	9	10	6.25	14	7	0
2021	21	10	11		18	9	0
2022	12	8	4		12	TBD	0

The review panel were advised that the majority of the **MCJ** students were from the **BCJ**. The regulations allow for students to enter as approved candidates with Academic Equivalent Standing, which was interpreted as being graduates from other appropriate programmes in NZ and overseas. This is an opportunity, along with the opportunities with the **CertCJ** and **GDipCJ** mentioned earlier, to grow student numbers. The Faculty is encouraged to consider investing in promoting the programmes given the widespread interest in criminal justice.

(e) Programme evaluations

An internal review was conducted by Dr Erik Brogt, Associate Professor in Academic Development (UC) at the end of the first year of the **MCJ**.

The **CertCJ** and **GDipCJ** have not been reviewed.

None of the qualifications have been subject to external review by professional or accreditation bodies.

The Academic Administration Committee considered this GYR on the 12th of September 2022. Discussion was had regarding the effects of COVID-19 on enrolments, marketing opportunities and plans to offer this qualification online. The next Programme Review is due in 2027.

4. SUPPORTING EVIDENCE

Appendix 1 and 2 are NOT part of the GYR and are for internal UC use only.

Appendix 1.
Master of Criminal Justice.(MCJ) Graduate profile
Students who graduate with a 180 point Masters in Criminal Justice will have acquired strong analytical and critical thinking skills; an ability to collate and present complex information; solid numeracy skills (with the confidence to engage with statistical information and other data); an awareness of the legislative and policy environment within which criminal justice professionals operate; and a well-grounded understanding ofNew Zealand's bicultural and multicultural setting (in particular, the role of Crown agencies in partnering with iwi/Māori to prevent and reduce social harm). This means that a 180 point Masters in Criminal Justice graduate will have:

- an understanding of policy development, analysis and evaluation
- an understanding of public sector systems and processes
- an understanding of government policy processes
- an understanding of the criminal justice system
- experience writing to a high standard, including high levels of accuracy
- experience in research projects and presenting research results
- strong numeric skills
- knowledge of tikanga and te reo Māori as they relate to criminal justice practice and research.
- experience in applying Criminal Justice knowledge in real-world contexts

Graduate Diploma in Criminal Justice Graduate Profile
Graduates of the GradDipCJ will have the following profile:
Biculturally competent and confident
Students will be aware of and understand the nature of biculturalism in Aotearoa New Zealand, and its relevance to their area of study and/or their degree.
The development of a bicultural understanding will feature prominently in the GradDipCJ, through discussion of its relevance in the core course and through relevant discussion in the other optional courses.
Staff teaching into the optional courses will be encouraged to participate in appropriate training in bicultural confidence and competence, e.g.Tangata Tū, Tangata Ora.
Critically competent in a core academic discipline of their degree

Students know and can critically evaluate and, where applicable, apply this knowledge to topics/issues within their majoring subjects. Through a combination of core and optional courses, a GradDipCJ student will obtain knowledge of the overall criminal justice system in New
Zealand, and will additionally gain specialised knowledge through their selection of elective courses. Students will be able to critically apply thisknowledge through analysis of topical issues in criminal justice.
Employable, innovative and enterprising
Students will develop key skills and attributes sought by employers that can be used in a range of applications.
There is clear support from relevant employers for graduates with skills developed through the BCJ courses. Enhancing study options through theGradDipCJ will similarly be considered desirable.
Globally aware:
Students will comprehend the influence of global conditions on criminal justice and will be competent in engaging with global and multi-culturalcontexts.

Certificate in Criminal Justice Graduate Profile
Graduates of the CertCJ will have the following profile:
Critically competent in a core academic discipline of their degree
Students know and can critically evaluate and, where applicable, apply this knowledge to topics/issues within their majoring subjects.
The CertCJ will enable students to obtain knowledge of the overall criminal justice system in New Zealand, and to additionally gain specialised knowledge through their selection of elective courses. Students will be able to critically apply this knowledge through analysis of topical issues incriminal justice.
Employable, innovative and enterprising
Students will develop key skills and attributes sought by employers that can be used in a range of applications.
There is clear support from relevant employers for graduates with skills developed through the BCJ courses. Enhancing study options through theCert CJ will similarly be considered desirable.
Biculturally competent and confident
Students will be aware of and understand the nature of bi-culturalism in Aotearoa New Zealand, and its relevance to their area of study and/or their degree.
The development of a bicultural understanding will feature prominently in the CertCJ, through discussion of its relevance in the core CertCJ course (CRJU 101), the two Māori Studies optional courses, and through relevant discussion in the other optional courses.
Staff teaching into the optional courses will be encouraged to participa7te in appropriate training in bicultural confidence and competence, e.g. Tangata Tū, Tangata Ora.

Appendix 2. Table 2: Distribution of grades Available on request

ATTACHMENT FIVE

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2022

DETAILS

Current Year	2022
Name of Programme	Master of Applied Data Science / Postgraduate Diploma in Applied Data Science
Original proposal identifier (Academic Quality will provide)	01 UC/16 MADS,PGDipADS
Name of independent GYR convenor	Marwan Katurji (Senior Lecturer in Atmospheric Science)
Names of other panel members and positions held	Donald Matheson (Professor of Media and Communication) Helen Morris (recent graduate of MADS and current employee of the Institute of Environmental Science and Research - ESR)

1. PROGRAMME STATEMENT

(a) Description

The MADS and PGDipADS programmes are intended for students who want to enhance their data science capabilities or to build data science expertise on top of discipline-specific skills and knowledge they bring from their varied backgrounds. The qualifications are accessible to students with an undergraduate qualification from a broad range of backgrounds (not just from Mathematics, Statistics and Computer Science).

The initial proposal for these programmes was in response to the growth in employment demand for data scientists. The programmes regard data science as one of the essential skills of the 21st century, and recognise that data science has been identified as an area that faces significant skill shortages.

The GYR panel has seen the programmes capitalise on the rapid expansion in the area of data science and the need for a broad analytical capability in data science. The skills gained by students in this programme are applicable in graduate positions across a wide range of organisations, industries and countries. The GYR panel notes this programme's positive employability outcomes (as per the Review Outcome section below). MADS and PGDipADS graduates are ready to work in a range of industries and types of organisations, including government, corporates, the IT sector, market research and finance, agriculture and transport.

The programmes were first offered in 2017 and was developed using mostly existing courses. Since then, with the increase in student numbers, new staff have been able to be employed and new courses have been developed for the programme.

Students in the Postgraduate Diploma in Applied Data Science enrol in eight 15pt courses (120pts) and those in the Master of Applied Data Science enrol in nine 15pt courses (135pts) and DATA601 Applied Data Science Project (45pts).

The MADS and PGDipADS programmes share a core of four 15pt courses that all students enrol in:

DIGI405 Texts, Discourses and Data: the Humanities and Data Science
STAT462 Data Mining
DATA420 Scalable Data Science
STAT448 Big Data

In addition, the programmes have three foundation level courses which students are required to take if they do not have evidence of relevant prior learning in these areas:

DATA401 Statistics
COSC480 Computer Programming
MBIS623 Data Management

Students can then select elective courses from a wide range of offerings, depending on their prior domain knowledge and their interests. Commonly taken elective courses include:

COSC428 Computer Vision
DATA415 Computational Social Choice
DATA416 Contemporary Issues in Data Science
DATA417 The Trustworthy Data Scientist
DATA419 Online Communities and Social Networks
DATA422 Data Wrangling
DATA423 Data Science in Industry
DATA425 Foundations of Deep Learning
GISC404 Spatial Analysis
GISC412 Spatial Data Science
GISC422 Foundations of Geographic Information Systems
HLTH462 Quantitative Health Methods
INFO620 Information Systems Management
INFO634 Data Analytics and Business Intelligence
STAT446 Generalised Linear Models
STAT447 Official Statistics
STAT455 Data Collection and Sampling Methods
STAT463 Multivariate Statistical Methods
BIOL459 Genomics

The Master of Applied Data Science and the Postgraduate Diploma in Applied Data Science meet the CUAP qualification definitions for postgraduate study at these levels. The programmes produce graduates who can apply an advanced body of knowledge in data science to their chosen future endeavours, whether that be further research and/or learning, or professional practice in the workplace. The programmes offer a balance between data science and its relevant applications,

ensuring graduates have attractive prospects in the current environment of growing value placed on data in business and a growing skills shortage in the area.

The student numbers are well in excess of what was predicted in the 2016 proposal (2017 estimated as 12 increasing to 30 in 2021). In particular, the programmes have appealed to international students. Due to the number of students in the programmes, the number of courses was increased quickly, including many offered by departments other than the School of Mathematics and Statistics. The School also invested in staff dedicated to student care, advice and support, given the high proportion of international students who arrive at University of Canterbury for this programme. All students in the programmes have benefitted from the opportunities with the increased range of courses and the student-centred support the School of Mathematics and Statistics offers.

(b) Purpose

The main purpose of the programmes is to equip students with specialist knowledge and skills in applied data science and the skills and knowledge to apply data science in workplace solutions. The programmes aim to provide students from a broad range of backgrounds with the skills, knowledge and competencies needed to engage and actively participate in data science related areas at the postgraduate level.

Graduates develop advanced analytical, problem-solving, critical thinking, and communication skills that will enable them to improve upon existing data science practice and position themselves as future data science leaders.

This programmes connect with and leverage the current strengths and interests of many departments and research groups across the University of Canterbury in the area of data science.

The programmes meets it purpose through the individual courses and through the overall programme direction. For the Master of Applied Data Science students, DATA601 is an opportunity to apply their data science knowledge to real world research problems, working with end users. The DATA601 project course requires considerable investment by the School to build and maintain industry relationships. The School has invested in key staff for this purpose.

(c) Changes

The set of four core/required courses for the MADS and PGDipADS programmes has changed from the original CUAP proposal. The 2016 proposal had MBIS624 Data Analytics, DIGI401 Digital Methods or other Digital Humanities 400-level course as approved by the Programme Director, STAT447 Official Statistics and STAT448 Big Data. In 2016 DIGI405 Texts, Discourses and Data: the Humanities and Data Science was still in the academic approvals process so could not be listed in the proposal. A proposal in 2018 to change the regulations was submitted, so as to add DIGI405 to the core required courses. Two other changes to the core required courses were the inclusion of DATA420 Scalable Data Science and STAT462 Data Mining, which were able to be developed as student numbers in the programme grew. Two courses were then removed from the core, STAT447 and MBIS624, but were made available as elective options.

2. REVIEW PROCESSES

Account of Review Processes

The courses within the programmes are reviewed in regular cycles as part of the UC course and teaching survey process within each School and Department. The surveys at the course level encompass all students enrolled, and will therefore include students from other programmes taking

the courses. The student evaluations received provided showed that all the courses had reasonable survey results, and there was no one course or result to a single survey question that was of concern.

At a programme level, the GYR panel found that there has been informal feedback via student meetings and discussions, contact with students in the programme who are not on campus, and follow-ups with graduates. In general, the comments have been favourable. An informal committee of the staff involved in teaching the core and foundation courses, and other courses often taken by students, meets approximately twice a year. The committee discusses general trends in the direction of the programmes, and the development of new courses. Informal surveys undertaken with recent graduates asking if the programme met their expectations have received favourable responses.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness

The structure of the programmes – including the entry requirements, specified coursework, and project – provides students with the skills, knowledge and competencies to apply data science in a range of areas. Graduates have a solid foundation for data science roles in a range of private and public sector organisations and, for students who have the appropriate background, for continuing to develop their research interests further.

The programmes are a unique offering, giving students experience in a broad range of different data science topics. The DATA601 project is an opportunity for students to apply their knowledge from the courses in practice. Graduates of the programmes will be comfortable working with large datasets (big data) and will have the necessary computational skills for data science analysis. As well as their foundational skills and data science knowledge, graduates acquire employable skills such as big picture thinking, effective visualisation, communication, and problem-solving skills. Graduates of the programme are recognised by employers as being work ready and able to add value through the knowledge and skills they bring. The programmes remains adequate and appropriate, as evidenced by the graduate destinations, employer feedback and student feedback, and the metrics in the Acceptability section (b) below.

The students in the programmes are encouraged to form a community to support their learning. The programmes are demanding and the School of Mathematics and Statistics supports students through their time at the University of Canterbury. For many students this is their first time with the University, or even being enrolled at a New Zealand institution. At the start of each semester the school hosts a welcome function where introductions are made to the director of the programmes, staff who support the programmes, the Head of School and teaching lecturers, along with key staff from the Library, the School's technical team, the current student representative for the programme, Student Services, other students and Student Care team. The School provides a comprehensive handbook detailing relevant information and this is available both as a hard copy and online. Students are encouraged to meet socially outside teaching time. The layout of the School's space, particularly the tea-room with full cooking facilities, helps with building a community culture. Students have access to the tea-room facility 24/7 and often meet for evening meals.

The GYR panel has found that, during the CUAP approval process for the degrees, concerns were raised about the amount of technical programming required as a skill for students. However, the panel has not seen that as a critical issue and the achievement of students in the programmes and the employment success of graduates support the design of the degrees.

The GYR panel has found that there are some important features of the programmes that with the support from University of Canterbury have been key drivers in their success. The GYR panel strongly recommends that this support must continue if the programmes are to maintain their currently strong position. Data Science is still considered a new field, and is rapidly evolving, and the University should maintain and enhance its support for the programmes so that they are well placed to meet these upcoming challenges.

The programmes need to be proactive in ensuring the courses and opportunities for students evolve and remain up-to-date. This requires resource investment to allow staff to stay connected with industry and research so they are aware of trends and new developments. The GYR panel supports the programmes' call for the development of a strategic staff hiring process to meet the upcoming growing student numbers and the challenges of engaging with community partners.

The demands on staff to deliver and support students in the DATA601 projects are very high, and specific investment in supporting this work is needed. The current model is a high-risk approach, with DATA601 being reliant on just one permanent staff, supported by two fixed term staff. The permanent staff member has teaching commitments in semester 1 and semester 2, on top of DATA601 in summer, and this is not sustainable. The GYR panel has found that there is an immediate need for resource investment to ensure there are adequate numbers of staff, especially permanent staff, to support sourcing projects and supervising students. Further, the panel recognises the potential resource in maintaining relations with previous students now in industry positions. This may alleviate the pressure for students to source their own projects or DATA601 staff to maintain industry connections and find a suitable number of projects for increasing numbers of students. In addition, a large proportion of students are international as such may have limited connections in New Zealand to source their own projects. These students may therefore require more support in finding a suitable project.

The addition of online occurrences to campus occurrences of almost all courses was hastened by COVID. The entire Postgraduate Diploma of Applied Data Science is now available online, and there is an online to on-campus pathway for Masters of Applied Data Science students (https:// www.canterbury.ac.nz/international/online-to-on-campus/).

So far two students have completed the programmes online, and many more are participating from off campus. This online delivery strategy has opened up new markets for the programmes, including NZ-based students who are working fulltime. The GYR panel discussed the inevitable growth of this cohort and the expectations of domestic students of high-quality New Zealand based teaching especially with access to other competitive top institutional offerings. The GYR panel has discussed the efficacy of the current delivery of learning experience (recorded lectures online and access to data for lab work) and found that more work needs to be done and new strategies to explore so that UC maintains this domestic student market niche. The Postgraduate Diploma of Applied Data Science, in particular, is becoming popular for those wanting to upskill in data science and study in their own time. Successful online delivery of a programme requires dedicated resources to be able to offer the study pathway that is competitive with other international offerings. The School of Mathematics and Statistics is investing in digital transformation in teaching and learning. Continued commitment to supporting online delivery of the programme will help it maintain its place in the global market.

(b) Acceptability

Graduates from the programmes have given positive feedback, either in person or through other informal means. Almost all are employed in data science positions ~~or have continued with further PhD study~~. Graduates have been employed in a range of private, local government and central government organisations. For the Masters students, the project, DATA601, is undertaken in

partnership with industry, and students have often been employed in their industry partner organization when they graduate.

The Student Insights dashboard[1] confirms the reputation of the programmes. Out of 111 students who completed the graduate survey from the 2018-2020 graduating cohorts, 94 were employed at the time. The rates are high for both domestic (17 out of 22) and international (78 out of 90) students. Broken down by degree, 58 out of 67 Masters graduates were in work and 34 out of 42 postgraduate diploma graduates. A very high proportion (93%) were working in areas directly or indirectly related to their data science study.

The students rated work-integrated learning (for credit/not for credit industry projects and placements) very highly, e.g. 89% found the for-credit industry project as highly extremely or somewhat useful in current or future employment.

(c) Assessment procedures and student performance

The courses in the programmes use both formative and summative assessment. The project is marked by two or three separate academics. Assessment of the project is from regular milestone reports, a final report (60%), oral presentation (20%) and poster (10%).

The average GPA for Applied Data Science students in courses in 2019, 2020 and 2021 was 6.87, slightly higher than the average calculated for all the students in these courses (6.77). This average is calculated from 61 courses with in total, 151 course occurrences.

(d) Data

a. Masters of Applied Data Science

Year	Enrolled Headcount	Full-time	Part-time	EFTS	Domestic EFTS	Full Fee EFTS	New to Programme	No. Completed	Withdrawals
2019	128	103	25	110.81	34.88	75.94	94	105	0
2020	147	117	30	123.56	36.06	87.50	86	104	0
2021	104	68	36	76.75	57.19	15.56	63	15	0

b. Postgraduate Diploma of Applied Data Science

Year	Enrolled Headcount	Full-time	Part-time	EFTS	Domestic EFTS	Full Fee EFTS	New to Programme	No. Completed	Withdrawals
2019	69	61	8	44.66	5.50	39.16	58	59	0
2020	66	54	12	42.25	6.75	35.50	32	54	0
2021	31	11	20	11.75	10.00	1.75	19	4	0

The student numbers in both the MADS and PGDipADS are well above what was expected when the programme was planned and proposed in 2016. The programmes have attracted a high number of international students, and in response the School of Mathematics and Statistics has invested in dedicated student support functions. The impact of COVID, particularly in terms of international enrolments, can be seen in the student numbers in 2020 and 2021. Almost all courses were offered online but the challenge of students not being able to come into NZ can be seen in the data. In 2022,

[1] https://www.canterbury.ac.nz/about/ako/evaluation-and-student-insights/student-insights--dashboards/

courses in the programme continue to be offered online and this has opened up a new market of domestic students who are working (often full time), wanting to up skill in data science.

We have also investigated the possible reasons behind the low number of completions in 2021. We do not think these numbers, which were received from the central university business insights team, are an accurate representation of actual completions (which were somewhat higher). The discrepancy might be related to when the centrally-provided survey data was extracted from the student database and provided to us. There is a chance that the 2021 completion numbers in the tables above don't include the students who would have been doing the summer DATA601 project, or other summer courses. MADS is a 12 months programme rather than being 2 semesters in duration.

(e) Programme evaluations

There has been no external review.

(f) **Summary Statement**

The MADS and PGDipADS are robust qualifications, with a well-thought through core of required courses, and an attractive range of optional electives that allow students to build a qualification that reflects their particular interests and intended area of employment. Enrolment numbers to date have been strong, particularly in terms of international students, and the programmes look likely to continue to grow in the future, given the importance of data science in contemporary societies and economies.

The need for ongoing staffing investment, commensurate with the sizeable student enrolments, is noted and endorsed as a point for action within the School of Mathematics and Statistics and for the relevant Executive Deans. The value of the existing arrangements for student support and cohort building, including the tearoom in the Jack Erskine building, is also noted and endorsed. The need to develop equivalent forms of support and cohort-formation strategies for online learners is recommended as an area for attention going forward.

Alongside the strong international intake, the School and programme staff are also encouraged to consider how Māori and Pasifika enrolments to the MADS/PGDipADS qualifications might be increased. In this regard, there may be useful approaches that can be drawn from undergraduate-focused UC initiatives on supporting Māori and Pasifika students to enrol in and complete science courses and qualifications.

The Academic Administration Committee considered this GYR on the 12th of September 2022. The Committee queried the number of completions for 2021 and suggested checking if this data was correct. The next Programme Review is due in 2027.

These appendices are NOT part of the GYR and are for internal UC use only.

Appendix 1. Add the Graduate Profile for the qualifications(s) involved.

Master of Applied Data Science graduates will have the following attributes and abilities:

- *Attribute 1: Critically competent in Applied Data Science*

  Demonstrate an in-depth knowledge and understanding of, and be able to critically evaluate and apply this knowledge to, key topics and issues related to applied data science.

  Plan and carry out independent study that demonstrates critical awareness of the academic and professional literature and key issues within the field of data science, and effectively communicate their findings to a wide audience.

- *Attribute 2: Employable, innovative and enterprising within the data science industry*

  Obtain key skills and attributes sought by employers within the field of data science - as applied to their chosen speciality area- and including analytical skills, problem solving skills, communication skills, ability to work in a team, data management skills, and the ability to carry out a user requirements analysis.

- *Attribute 3: Biculturally competent and confident*

  Demonstrate awareness and understanding of the nature of biculturalism in Aotearoa New Zealand, and its relevance to the field of data science.

  Foster the unique relationship with Māori, and support common interests related to data science.

  Increased cultural confidence and competence within the data science community.

- *Attribute 4: Engaged in the data community*

  Demonstrate an understanding of the thinking, norms and practices that underpin the applied management and use of data in organisations, and reflect on their own performance and experience within that community.

- *Attribute 5: Globally aware*

  Demonstrate an understanding of the influence of global conditions on the field of data science and be competent in engaging with global and multi-cultural contexts.

Postgraduate Diploma in Applied Data Science graduates will have the following attributes and abilities:

- *Attribute 1: Critically competent in Applied Data Science*

  Demonstrate advanced knowledge and understanding of, and be able to critically evaluate and apply this knowledge to, key topics and issues related to applied data science.

- *Attribute 2: Employable, innovative and enterprising within the data science industry*

  Obtain key skills and attributes sought by employers within the field of data science - as applied to their chosen speciality area- and including analytical skills, problem solving skills, communication skills, ability to work in a team, data management skills, and the ability to carry out a user requirements analysis.

- *Attribute 3: Biculturally competent and confident*

  Demonstrate awareness and understanding of the nature of biculturalism in Aotearoa New Zealand, and its relevance to the field of data science.

  Foster the unique relationship with Māori, and support common interests related to data science.

  Increased cultural confidence and competence within the data science community.

- *Attribute 4: Engaged in the data community*

  Demonstrate an understanding of the thinking, norms and practices that underpin the applied management and use of data in organisations and reflect on their own performance and experience within that community.

- *Attribute 5: Globally aware*

  Demonstrate an understanding of the influence of global conditions on the field of data science and be competent in engaging with global and multi-cultural contexts.

Appendix 2. Table 2: Distribution of grades (for final year courses) – available on request.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2022

DETAILS

Current Year	2022
Name of Programme	Professional Master of Geospatial Science and Technology / Postgraduate Diploma in Geospatial Science and Technology / Postgraduate Certificate in Geospatial Science and Technology (PMGST/PGDipGST/PGCertGST)
Original proposal identifier (Academic Quality will provide)	03 UC/17 PMGST, PGDipGST, PGCertGST
Name of independent GYR convenor	Tim Bell (Professor, Computer Science and Software Engineering)
Name of other panel members and positions held	Jodie Johnston (Senior Lecturer, School of Physical & Chemical Sciences) Tom Robinson (Lecturer in DRR, School of Earth and Environment)

1. PROGRAMME STATEMENT

(a) Description

This review encompasses three interlinked qualifications in Geospatial Science and Technology: a full Masters (PMGST/Professional Master of Geospatial Science & Technology - 180 points); a Postgraduate Diploma (PGDipGST - 120 points); and a postgraduate certificate (PGCertGST- 60 points). Each qualification can be completed on a standalone basis, but the PG Diploma and PG Certificate also function as exit qualifications at different points from the full PMGST programme. The three qualifications offer flexibility to meet the diverse needs of students interested in Geospatial Science and Technology. The full Masters involves 1 full year of course work (combining prescribed GIS courses and electives, each of which is worth 15 points) and a half year GIS research project (worth 60 points, and often completed over the summer). Entry to the qualifications requires varying levels of GIS background, ranging from undergraduate study in GIS to prior completion of a foundational course (GISC422), and account is also taken of professional experience in the GIS area.

(b) Purpose

The three qualifications were established in response to the growth of the geospatial industry in NZ and globally, and to the government recognised skill shortage in the geospatial labour force. While some revisions have been undertaken to the qualifications (see section (c) for details of these changes), the initial purpose of responding to workforce needs and demands remains the key focus. Student completions to date have been limited due to Covid-19 disruptions in 2021 and 2022. Based on enrolments thus far, however, the qualifications show strong promise and potential to achieve their aims, and the ability to achieve decent post-graduation employment outcomes. The qualifications(s) will nevertheless need two or more further undisrupted years to judge whether they are fully meeting their original goals.

(c) Changes

The three postgraduate UC Geospatial Science and Technology qualifications reviewed here have undergone a number of proactive revisions since their initial creation. The main changes have been to (i) increase the GIS requirements for entry to the course, and (ii) to increase the GIS-specific content of the programme (e.g. having a GIS specific programming course rather than a more general Python programming course). These revisions responded to challenges observed during the first year (2019), particularly around:

- The need to provide a GIS qualification for students from diverse backgrounds and with various levels of expertise in GIS (including those with current study in GIS or in an aligned but not specialised GIS area; international students; and professionals wanting to upskill in GIS).
- The way that students with limited GIS background had struggled with aspects of the PMGST, highlighting that the qualification needed both more rigorous GIS entry requirements and more prescribed GIS content.
- It was identified that the foundational course (GISC422, "Foundations of Geographic Information Systems") needed to run prior to rather than concurrently with the more advanced courses.
- Challenges with the initially prescribed, non-GIS specific computing/programming course led to the re-establishment of more specialised GIS programming course ("GISC405 GIS Programming and Databases"). One indicator of these challenges was the high failure rate of students taking the generic programming course (based on the Python language). The GISC405 course provides students with the bespoke programming skills more suited to the geospatial employment market. The GISC405 computing course addressed challenges that arose with the less specialised non-GIS computing course, while also meeting a gap identified in employer feedback.

These changes have all undergone consultation and they received university and CUAP approval for implementation in 2023. The changes arise from considerable thought and reflection within the teaching team. The changes will ensure that UC provides a robust and specialised suite of postgraduate GIS qualifications, meeting the needs of (i) those with previous undergraduate study in GIS, as well as (ii) providing a stepwise pathway from foundational qualifications to more advanced papers for those wishing to retrain/upskill in GIS from the workplace, and (iii) international students wishing to obtain a GIS qualification in NZ.

Although a number of the bullet pointed issues above were identified when the PMGST qualifications were first offered in 2019, it has not been possible to implement them immediately, as Covid-related disruptions to the recruitment of international staff meant that the PMGST qualifications were unable to be offered in 2021 and 2022. Two new staff have come on board in 2022, however, now that the NZ borders are open again, enabling the PMGST qualifications to be re-offered in 2023. Expressions of interest in the qualifications are already being received from students.

2. REVIEW PROCESSES

Account of Review Processes

The panel was provided with a self-review report from the programme leader, which incorporated student feedback via course evaluations, insights from the graduate destinations survey, industry partner evaluations and information from discussions with students about their experience in the programme. The GYR process involved analysis of the self-review by the panel, formulation of questions and an interview of the programme director, and development of this report based on consensus of the panel.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness

This appropriately-titled set of qualifications has undergone a range of disruptions due to COVID and staffing challenges but has still managed to attain solid graduate outcomes for the cohort to date, with positive student and industry feedback. It has a flexible range of admission pathways, allowing entry from undergraduate study and the workplace, thus taking into account both course prerequisites and/or work experience in the entry requirements. It includes a robust foundational course for those with less formal GIS training, allowing progression into the more specialised courses. The full Masters qualification includes a half-year 60 point research project that allow students to integrate and apply the knowledge obtained in the courses. The Certificate-Diploma-Masters arrangement allows various exit points based on student need and students' ongoing academic performance.

The qualifications have been responsive to feedback and outcomes, with adjustments to structure and required courses. The programme staff continue to address challenges as they arise and to focus on enabling students to acquire specialist GIS skills. With two new staff members employed in 2022, this will no doubt add strength to the programmeand benefit the incoming cohort in 2023. We consider all three of the postgraduate GST qualifications to therefore be adequate and appropriate.

(b) Acceptability

Student evaluation for this programme has been positive overall (75-100% positive feedback). In the one area (Development and Application of transferable skills) where there was a reported difference between skills obtained during the qualifications and those used afterwards (post-study application), the revision of the qualifications to require more specialised GIS electives and a bespoke GIS coding/programming course will help to address this issue. This revision also reflected the programme staff's responsiveness to employment needs. Industry feedback on the internship course (GISC415) was positive overall, although with the small cohort and COVID exigencies, it was difficult to get sufficient feedback to draw strong conclusions. The self-review provides a range of evidence that the programme meets GA.1, 2, 3, 4 and 5 of the graduate profile across its courses, with a particular strength being in the PMGST practical project (GISC693), which enables students to develop a broad range of GIS skills and to make linkages to industry and Iwi partners (often building on connections built in the internship course).

(c) Assessment procedures and student performance

The three GST qualifications employ a broad range of assessments, evaluating a range of skills and competencies, and all are of an acceptable nature. The assessments encompass lab reports, critical revision of literature assignments, data analysis and presentation tasks, a research project design/proposal, and a substantial written thesis. The programme staff have been responsive to feedback and adapted assessments where required (e.g. the move to a bespoke programming course).

(d) Data

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019	PMGST (8)	6	2	10.25	8	0	1
	PGDipGST (4)	4	2	1.375	4	0	0
	PGCertGST (1)	0	1	0.25	1	0	0
2020	PMGST (8)	6	2	6	2	6	0
	PGDipGST (8)	6	2	5.5	5	5	0

	PGCertGST (1)	0	1	0.5	0	1	0
2021 ***	PMGST (1) PGDipGST (0) PGCertGST (0)	1 0 0	0 0 0	0.375 0 0	0 0 0	2 1 0	0 0 0

*** The courses were not offered in 2021, due to staffing and Covid-19 issues, but there were three students from prior years who completed their work.

Initial enrolment numbers in 2019 and 2020 were strong, when the qualifications were first offered, but due to the impact of Covid and staffing shortages (as noted above), the course was suspended in 2021 and 2022. With new staff having recently arrived, following the opening of the NZ border, the revised versions of the qualifications are likely to attract a good number of students in 2023.

(e) Programme Evaluations

N/A (the GST qualifications don't receive external programme evaluations).

(f) Summary Statement

The three interlinked postgraduate Geospatial Science and Technology qualifications – the PMGST. PGDipGST and PGCertGST – are meeting their initial aims, with good student evaluations so far and appropriate revisions made in response to feedback from students and graduates to date.

With two new staff now in post, and the programme to open for both domestic and international enrolments in 2023, the postgraduate GST qualifications are well placed to (i) implement and embed the revisions made in recent years, and (ii) to seek to return to the promising enrolment numbers evident in 2019.

Geospatial Science and Technology is a growing area for employment in Australasia and beyond, and if the disruption of Covid reduces during 2023, the GST programmes are well placed to produce graduates able to take their place in this growing field. It is recommended that staff review the qualifications again in 2-3 years, to reflect on how the revisions made are progressing and to identify any further improvements that could be made.

Alongside the strong international intake, the School and programme staff are also encouraged to consider how Māori and Pasifika enrolments to the qualifications might be increased. In this regard, there may be useful approaches that can be drawn from undergraduate-focused UC initiatives on supporting Māori and Pasifika students to enrol in and complete science courses and qualifications.

The Academic Administration Committee considered this GYR on the 12th of September 2022. Discussion occurred regarding the level of specialisation of the qualification and opportunities to engage with iwi. The next Programme Review is due in 2027.

These appendices are NOT part of the GYR and are for internal UC use only.

Appendix 1. Add the Graduate Profile for the qualifications(s) involved.

In terms of the Graduate Profile, graduates from the PMGST/PGDipGST/PGCertGST will be:

1.1. GA1. Critically competent in Geospatial Science and technology by:

a. Demonstrating an in-depth knowledge and critical understanding of key topics and issues related to geospatial science,

b. planning and executing an independent project that demonstrates critical awareness of the academic and professional literature and key issues within the field of geospatial science, and which then effectively communicate its findings to a wide audience.

1.2. GA2. Employable, innovative and enterprising within the geospatial industry by:

Obtaining key skills and attributes sought by employers within the geospatial industry (including analytical skills, technical skills, problem solving skills, communication skills, ability to work in a team, project management skills, data management skills, and business skills).

1.3. GA3. Biculturally competent and confident by:

Demonstrating awareness and understanding of the nature of biculturalism in Aotearoa New Zealand, and its relevance to the geospatial profession and field.

1.4. GA4. Engaged in the geospatial community by:

Demonstrating an understanding of the thinking, norms and practices that underpin the management and use of geospatial data in organisations, and reflect on their own performance and experience within that community.

1.5. GA5. Globally aware by:

Demonstrating an understanding of the influence of global conditions on geospatial science and technology, and be competent in engaging with global and multi-cultural contexts

Appendix 2.

Table 2: Distribution of grades (for final year courses)

a. PMGST

Start Year	Course Code Short	A+	A	A-	B+	B	B-	C+	C	C-	R	Other Pass Grade	D	E	WD	GPA for Cohort	GPA for Course (All Enrollments)
2019	COSC480	0	0	0	0	0	0	0	1	0	0	0	3	1	1	0.2	4.6
2019	DATA401	0	0	0	0	0	1	0	0	0	0	0	0	0	0	4.0	6.1
2019	DRRE408	0	0	1	0	0	0	0	0	1	0	0	0	0	0	4.0	6.9
2019	ENCI609	1	0	0	0	0	0	0	0	0	0	0	0	0	0	9.0	6.2
2019	GEOG404	0	0	1	0	0	0	0	0	0	0	0	0	0	0	7.0	7.1
2019	GEOG409	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8.0	6.9
2019	GEOG415	0	2	0	0	0	0	0	0	0	0	0	0	0	0	8.0	7.7
2019	GEOG693	1	1	0	1	2	1	0	0	0	0	0	0	1	0	5.1	5.1
2019	GISC404	2	1	0	2	0	1	0	0	0	0	0	0	0	1	7.0	6.5
2019	GISC406	0	1	1	0	0	0	0	0	0	0	0	1	0	1	5.0	5.9
2019	GISC411	0	0	0	1	1	0	0	0	0	0	0	0	0	0	5.5	6.0
2019	GISC412	1	2	1	0	1	0	1	1	0	0	0	0	1	0	5.1	6.1
2019	GISC413	1	2	1	0	1	0	0	0	0	0	0	0	0	0	7.4	7.6
2019	GISC415	0	1	0	1	1	0	0	0	0	0	0	0	0	0	6.3	6.6
2019	GISC422	0	0	0	1	0	0	0	0	0	0	0	0	0	2	6.0	7.0
2019	MBIS601	0	0	0	0	0	0	0	0	0	0	0	0	1	0	-1.0	4.0
2019	MBIS603	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6.0	7.2
2019	MBIS621	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3.0	4.3
2019	MBIS622	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6.0	8.7
2019	MBIS623	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2.0	5.2
2019	STAT462	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8.0	6.2

2020	COSC428	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8.0	7.4
2020	COSC480	0	0	0	0	0	1	0	0	0	0	0	0	0	1	4.0	6.1
2020	ENGE414	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8.0	7.0
2020	ENVR411	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6.0	6.9
2020	GEOG693	1	0	1	0	0	0	0	0	0	0	0	1	0	1	5.3	5.3
2020	GISC402	0	0	2	1	0	0	0	0	0	0	0	0	0	0	6.7	6.3
2020	GISC404	1	1	1	0	0	0	0	0	0	0	0	0	0	0	8.0	7.2
2020	GISC406	0	0	2	1	0	1	0	0	0	0	0	0	0	0	6.0	6.6
2020	GISC411	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8.0	6.4
2020	GISC412	0	0	1	0	1	0	1	0	0	0	0	0	0	0	5.0	6.6
2020	GISC413	1	1	0	0	0	0	1	0	0	0	0	0	0	0	6.7	6.8
2020	GISC422	0	1	0	0	1	0	0	0	0	0	0	0	0	0	6.5	6.7
2020	MBIS601	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8.0	6.2
2020	MBIS623	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6.0	5.4
2020	STAT446	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1.0	6.2
2020	STAT448	0	0	1	1	0	0	0	0	0	0	0	0	0	0	6.5	6.6
2020	STAT462	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6.0	6.8
2021	GEOG402	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8.0	7.4
2021	GISC404	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1.0	5.7
	Total	**9**	**20**	**13**	**14**	**8**	**5**	**4**	**3**	**3**	**0**	**0**	**5**	**4**	**7**		

b. PGDipGST

Start Year	Course Code Short	A+	A	A-	B+	B	B-	C+	C	C-	R	Other Pass Grade	D	E	WD	GPA for Cohort	GPA for Course (All Enrollments)
2019	DRRE408	0	0	1	0	0	0	0	0	0	0	0	0	1	0	3.0	6.9
2019	GEOG404	0	0	1	0	0	0	0	0	0	0	0	0	0	0	7.0	7.1
2019	GISC412	0	0	0	3	0	0	0	0	0	0	0	0	0	0	6.0	6.1
2019	GISC413	1	1	0	0	0	0	0	0	0	0	0	0	0	0	8.5	7.6
2019	GISC415	0	0	0	2	0	0	0	0	0	0	0	0	0	0	6.0	6.6
2020	COSC480	0	1	0	1	0	1	0	0	0	0	0	0	0	0	6.0	6.1
2020	ENVR411	0	0	1	1	0	0	0	0	0	0	0	0	0	0	6.5	6.9
2020	FORE642	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.0	3.5
2020	GEOG404	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6.0	7.4
2020	GEOG409	0	0	1	0	0	0	0	0	0	0	0	0	0	0	7.0	7.1
2020	GISC402	0	1	2	0	0	1	0	0	0	0	0	0	0	0	6.5	6.3
2020	GISC404	1	1	2	1	1	0	0	0	0	0	0	0	0	1	7.0	7.2
2020	GISC406	0	1	4	0	2	0	0	0	0	0	0	0	0	1	6.6	6.6
2020	GISC411	0	2	0	0	0	0	0	1	0	0	0	0	0	1	6.0	6.4
2020	GISC412	1	0	2	1	0	0	0	0	0	0	0	0	0	0	7.3	6.6
2020	GISC413	1	2	0	1	0	0	0	0	0	0	0	0	0	0	7.8	6.8
2020	GISC422	0	1	2	0	0	0	0	0	0	0	0	0	0	0	7.3	6.7
2020	STAT447	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6.0	6.0
2020	STAT462	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6.0	7.0
	Total	**4**	**10**	**16**	**13**	**3**	**2**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	**4**		

c. PGCertGST

Start Year	Course Code Short	A+	A	A-	B+	B	B-	C+	C	C-	R	Other Pass Grade	D	E	WD	GPA for Cohort	GPA for Course (All Enrollments)
2019	GISC404	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6.0	6.5
2019	GISC422	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8.0	7.0
2020	GISC402	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8.0	6.3
2020	GISC404	1	0	0	0	0	0	0	0	0	0	0	0	0	0	9.0	7.2
2020	GISC406	1	0	0	0	0	0	0	0	0	0	0	0	0	0	9.0	6.6
2020	GISC412	1	0	0	0	0	0	0	0	0	0	0	0	0	0	9.0	6.6
	Total	**3**	**2**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		

ATTACHMENT SEVEN

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Pukapuka | Memorandum

To | Ki:	University Council
From | Nā:	Academic Board
Date | Rā:	18 October 2022
Subject | Kaupapa:	Establishment of Te Kura Tāura | UC Graduate School

Background

In April 2021 the Academic Board gave in principle support for the establishment of the principle a Graduate School at UC. After considerable consultation and planning in August 2021 the Academic Board endorsed a model for the Graduate School to focus on doctoral and research master's students These developments were reported included in reports to the Council, in April 2021 and August 2021 respectively.
In the period since then ix academically-led workstreams have made recommendations across areas including supervisory development, milestones, , researcher development, recruitment to enrolment, and student support. This approach has ensured that, in addition to reviews of national and international best practice, the views and expertise of staff and students from across UC have been harnessed in the development of the graduate school. In October 2022, the Academic Board received an update on these developments and fully supported them and recommends that Council approve the establishment of Te Kura Tāura | Graduate School. An overview of Te Kura Tāura and details of its phased implementation are provided below.

Te Kura Tāura will work in partnership with faculties and service units to enable graduate research students'[1] career and personal goals, promote excellence of experience, and acknowledge and work with the complex interdependence of factors that underpin successful outcomes in this unique cohort. Specifically, Te Kura Tāura will provide support and services to graduate research students and staff across five key areas, including: (1) researcher development, (2) targeted support for students, (3) support for supervisors and staff; (4) development and monitoring of regulations, policy, and process; and (5) a one-stop administrative service.

Stage 1 of the establishment of Te Kura Tāura will see the existing Postgraduate Research Office (PGRO) transition to Te Kura Tāura in late 2022. The early foundations of a graduate school are already in place. Stage 1 will see the launch of a new website and a continuation of existing services under name Te Kura Tāura. This will focus on Doctoral students and include orientation, researcher development workshops (e.g., preparing for confirmation, UC ethics process), and student and staff assistance and support. In early

[1] Graduate research students refers to Doctoral students (i.e., Doctor of Philosophy, Doctor of Education, Doctor of Health Sciences, Doctor of Musical Arts) and research Master's students enrolled in a thesis course of 90 points or more.

2023, new Kaitoko support roles will commence. This approach will be modelled on the successful Kia Angitu model of advising, now in place for undergraduate students. Each new doctoral student will be assigned a Kaitoko advisor who will work with the student and their supervisor to ensure a consistent baseline level of experience and support, across UC, from the point of acceptance of an offer of place.

Stage 2 of Te Kura Tāura will occur in a phased manner through 2023, until BAU status is reached. In the third quarter of 2023, research Master's students will transition to co-support by Te Kura Tāura (presently, support and monitoring of research Master's students occurs within faculties only).. Stage 2 will see the continued development of frameworks for graduate researcher and supervisor support, with a range of transferrable skills workshops available to students alongside skills workshops for supervisors (e.g., regulations and policy for supervisors, working with Māori students). The establishment of Te Kura Tāura will see enhanced oversight of the supervisory process.

Te Kura Tāura is a key piece of UC's strategy to enhance research success, increase our numbers of graduate research students, and lift rankings—with graduate research students the "engine room" of such an approach. Te Kura Tāura aims to become one of NZ's leading graduate schools; a visible research presence that connects across UC, nationally, and internationally. Once fully established Te Kura Tāura will provide a cohesive approach to graduate research education at UC that is accessible, flexible, and future focused, and that acknowledges and addresses systematic barriers to participation in graduate research for students from underserved communities.

The Academic Board recommends that Council approves the establishment of Te Kura Tāura | UC Graduate School.

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 4.1	**Minutes of the meeting** Confirm minutes of the meeting held on 5 October 2022 - held with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	**Matters Arising**	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)
6.0 6.1	**UC 150th Anniversary Update** UC 150th Anniversary Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
7.0	**Council Only Time #1**	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)
8.0 8.1	**From the Chancellor** Committee Attendance	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	Council Work Plan 2022 and 2023 - Updated	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
8.3	December Graduation Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
8.4	Warren Poh – Recommended Extension of Term	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.5	Committee Member Elections	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6	Strategy Day 24 August 2022 – Resultant Notes & Actions	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)
9.0 9.1	**From the Vice-Chancellor** Vice-Chancellor's Monthly 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)
9.2	Academic Board Minutes for 9 September 2022	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)
9.3	Emeritus Professor Nomination	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)

9.4	Canterbury Museum Trust Board – Reappointment of 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)
10.0 10.1	**Academic** Testamur Design Approval	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
11.0 11.1	**Budget** Final Budget 2023	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)
12.0 12.1	**Strategy & Planning** UC KPIs 2023	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)
13.0 13.1	**Digital Screen Campus (DSC)** Monthly Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.2	DSC Establishment Board Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.3	PwC Report on DSC Business Case	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.4	DSC Package One	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
14.0 14.1	**People, Culture and Campus Life** Health Safety & Wellbeing Monthly 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)
15.0 15.1	**Finance and IT** UC Trust Funds Portfolio Recommendation	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
15.2	31 October 2022 Financial Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
15.3	30 September 2022 – University Actuals vs Budget Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
15.4	30 September 2022 – Summary Consolidated Financial Accounts	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
16.0	**From the Audit & Risk Committee**		
16.1	Audit & Risk Committee meeting held 17 October 2022	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)
16.2	Internal Audit Plan 2023-2024	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)
16.3	Revised Protected Disclosures Policy	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
17.0	**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)
18.0	**Council Only Time #2**	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 Chairperson 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.