

COUNCIL

Te Kaunihera o Te Whare Wānanga o Waitaha

EMBARGOED UNTIL 4pm WEDNESDAY 27 MAY 2020

Agenda

Date **Wednesday 27 May 2020**
Time 4.00pm
Venue Council Chamber, Matariki and via Zoom

Refer to
Page No.

1. APOLOGIES:
2. CONFLICTS OF INTEREST
Every Member has an obligation to declare any material interests relevant to any University of Canterbury activities and to ensure that any conflict arising from the material interests is noted and managed appropriately
3. MINUTES
3.1 29 April 2020 1-7
4. MATTERS ARISING
5. FROM THE CHANCELLOR
5.1 Chancellor's Meetings 9
5.2 Council Work Plan 11
5.3 Degrees Conferred in Absentia
6. FROM THE VICE-CHANCELLOR
6.1 Monthly Report 13-30
7. FROM THE AUDIT AND RISK COMMITTEE
7.1 Health, Safety and Wellbeing Report 31-48
8. FROM THE FINANCE, PLANNING AND RESOURCES COMMITTEE
8.1 CAPEX Quarterly Report to 31 March 2020 49-55
8.2 UC Trust Funds Quarterly Report to 31 March 2020 57-76
9. ACADEMIC BOARD 77-89
10. PUBLIC EXCLUDED MEETING
Motion by the Chancellor for Resolution to Exclude the Public Pursuant to s48 of the Local Government Official Information and Meetings Act 1987:

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0	Minutes of the meeting held on 29 April 2020 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5.0	Matters arising from those minutes		
6.0 6.1	From the Chancellor Emeritus Professor nominations	To protect the privacy of natural persons.	7(a)
7.0 7.1	From the Vice-Chancellor The Vice-Chancellor's report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.0 8.1	From the Audit and Risk Committee Draft Minutes 18 May 2020	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.2	COVID-19 Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.3	Toogood Recommendations Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University	7(f)(i)
9. 9.1	From the Finance, Planning and Resources Committee Draft minutes FPRC meeting 18 May 2020	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.2	Tupuānuku Key Terms and Operator Structure	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.3	Rehua Final 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)
9.4	Financial Forecast	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
10.0	General Business	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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

12. GENERAL BUSINESS

13. NEXT MEETING –Wednesday 24 June, 2020

COUNCIL

Te Kaunihera o Te Whare Wānanga o Waitaha

Minutes

Date	Wednesday 29 April 2020
Time	4.00 pm
Venue	Council Chamber, Level 6 Matariki and via video-link
Present	Ms Sue McCormack (Chancellor), Professor Cheryl de la Rey (Vice-Chancellor) Via video-link: Mr Steve Wakefield (Pro-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Ms Rachael Evans, Ms Keiran Horne, Ms Tori McNoe, Professor Roger Nokes, Mr Warren Poh, Ms Gillian Simpson, Mr Shayne Te Aika.
Apologies	None
In Attendance	Via video-link: Mr Paul O’Flaherty, Acting University Registrar and Council Secretary Professor Ian Wright, Deputy Vice-Chancellor (Research) Professor Catherine Moran, Deputy Vice-Chancellor (Academic) Mr Keith Longden, Executive Director, Planning, Finance and IT Mrs Raewyn Crowther, University Council Coordinator Four members of the public attended via video-link.
CONFLICTS OF INTEREST	There were no conflicts advised for the public section of the meeting.
MINUTES	The minutes of the meeting held on 24 March 2020 were approved and signed as a correct record.
MATTERS ARISING	None
FROM THE CHANCELLOR	Council Work Plan Mr O’Flaherty noted that the work plan would be revised in light of the need to reprioritise items given the current situation. Members were to advise the Chancellor of any matters they wished to see remain on the work plan. Moved <u>That:</u> Council note the Council work plan.

Carried

Degrees Conferred in Absentia

Ms McCormack advised Council that the schedule of degrees awarded in absentia had been approved and the names of the graduates were entered into the public record.

Moved

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

Carried

FROM THE VICE- CHANCELLOR

Monthly Report

The Vice-Chancellor presented her report, which focused on the University's response to the COVID-19 pandemic, which had impacted universities globally, noting in particular:

- The period of rapid change in the lead up to the lockdown
- The decision to bring forward the end of term one and the start of term two to enable further intensive preparation for the delivery of teaching online.
- The success of online delivery and the dedication of all staff to enable that success.
- The decision to continue online delivery for all of Semester One regardless of whether the country moved to level two in that time, due largely to the 44% of students who lived outside of Christchurch.
- The planning work being undertaken by the Incident Management Team to ensure the safety of all on campus as we move between levels.
- The formation of the Business Continuity Committee to prepare UC for the post-COVID-19 world.
- An Emergency Relief Fund had been set up and it was anticipated that demand for this would grow.
- Analytics for course engagement was providing good data on engagement with online learning.
- Surveys had been conducted to identify any issues for staff and students.
- Student care had been a focus with staff volunteering to make phone calls to students with specific needs.
- Contributions were being made by staff to the national effort.
- At level three some access to campus was now possible, within the strict conditions of the lockdown. Permission was being sought for about seven students who could not access the internet to be able to move from their regions back to Christchurch to enable them to continue their studies.

In discussion it was noted:

- There was some anxiety around non-invigilated assessment. Staff were accommodating specific needs and Question and Answer sessions were being held on Facebook Live to address issues. Mechanisms were in place to ensure no students were disadvantaged. The revised Assessment Policy was key to this, ensuring equitability for all students.
- The costs for students remaining in halls was being addressed differently by each of the halls and CLV. Discussions were

continuing with TEC and the Ministry of Education to seek assistance for students.

The Vice-Chancellor then discussed the impact of the pandemic on the University:

- The university had continued to operate remotely: planned events had gone ahead utilising the zoom platform, webinars had been run and the Senior Leadership Team continued to operate.
- The biggest impact would be in the reduction in international enrolments.
- The Business Continuity Group was working on mitigations and exploring opportunities.
- The full impact was still to be seen but models were being developed based on the following assumptions:
 - Best case scenario - a return to campus in full at level two, and worst case scenario – a continuation of the status quo for the remainder of the year
 - Borders remained closed for 2020. It was hoped that in 2021 international students would be able to return to campus following a period of quarantine.
- FutureU had been created to explore opportunities such as Business to Business Partnerships and growing our traditional domestic market.
- The Vice-Chancellor would continue to meet weekly with UNZ to develop a sector-wide approach, and had been invited to join an international panel convened by the United States National Academies of Sciences, Engineering and Medicine, to discuss the impact of the virus on universities internationally and what the future might look like.

The capability of IT to support online delivery was questioned and it was noted that the team had worked well providing full help-desk support, establishing a site-wide zoom licence and boosting the software to enable remote connections. A support company was being appointed to assist with advice on dealing with increased support requirements of LEARN.

In closing the Vice-Chancellor commended the full team effort and the important contribution of the UCSA to the planning efforts.

Moved

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

Carried

**FROM THE
ACADEMIC BOARD**

Professor Wright presented the report noting that the Vice-Chancellor had commenced chairing the meetings and a deputy chair was to be appointed who would report to Council.

The March meeting had been held via zoom with an exceptionally high attendance and discussed the COVID-19 response and a group of proposals for course changes that would be sent to CUAP for noting or approval. The most substantive changes were the introduction of a 180 point Masters degree and a new Master of Business which combined two business degrees.

Council discussed the inclusion of conjoint degrees in the programme, noting:

- There was variability between universities
- Students remained in the system longer to complete a conjoint degree
- The benefits of a multidisciplinary degree
- They provided increased pathways to graduate programmes, which would be important in transitioning a greater number of domestic students to higher degrees in the post-COVID-19 environment.
- A review of the Product Design programme would provide valuable evidence of the value of the conjoint programme.
- A broad curriculum discussion would be held at Academic Board which would also consider the future of honours degrees, the structure of degrees and the combination of micro-courses to create degrees over a longer period of time.

It was noted that there were no financial implications to these changes and that professional development would be ongoing.

Moved

That:

- i) *that the Council notes the report of the Academic Board;*
- ii) *that the Council approves the following curricula developments for forwarding to CUAP and TEC for their noting or approval:*

College of Arts -

- a. *The introduction of a 180 point MA (for approval)*
- b. *The renaming of the current MA as 'Master of Arts (Thesis)' (for approval)*
- c. *The amendment of Schedule S of the Bachelor of Arts with Honours (for approval)*
- d. *The amendment of Regulations 3, 5 and 10 of the Postgraduate Certificate in Arts and introduce Applied Translation and Interpreting and Social Work as new subjects for the Postgraduate Certificate (for approval)*
- e. *The amendment of Regulations 3, 5 and 10 of the Postgraduate Diploma in Arts and introduce Applied Translation and Interpreting and Social Work as new subjects for the Postgraduate Diploma (for approval)*
- f. *The discontinuation of Art Theory, Digital Humanities, Translation and Interpreting and Social Work as subjects in the BA (Hons) (for noting)*
- g. *The discontinuation of Pacific Studies as a subject in the BA (Hons) (for noting)*
- h. *The introduction of two conjoint degrees- the Conjoint Bachelor of Arts and Science and the Conjoint Bachelor of Arts and Commerce (for approval)*

College of Business and Law -

- i. *The introduction of a Master of Business degree (for approval)*

College of Education, Health and Human Development -

- j. The introduction of:

 - 1) *Postgraduate Diploma in Teaching and Learning (endorsed in Primary or Secondary Education)*
 - 2) *Master of Teaching and Learning (endorsed in Primary or Secondary Education)*
 - 3) *Postgraduate Diploma in Education and Learning (for approval)**
- k. The introduction of a Graduate Diploma in Teaching and Learning (with endorsements in Primary or Secondary Education) (for approval)*
- l. The introduction of a Graduate Diploma in Māori Language and Pedagogies and a Certificate in Māori Language and Pedagogies (for approval)*
- m. The discontinuation of the Bachelor of Education (Physical Education) (for noting)*

College of Engineering -

- n. The introduction of endorsements to the Master of Civil Engineering in Smart Infrastructure, Structural Engineering, Structural Fire Engineering, Geotechnical Engineering, Digital Design, and Water Engineering (for approval)*
- o. The introduction of a Minor in Structural Engineering and a Minor in Water and Environmental Systems Engineering in the BE(Hons) in Civil Engineering (for approval)*
- p. The introduction of a Minor in Environmental Process Engineering to the BE(Hons) Chemical & Process Engineering degree (for approval)*
- q. The amendment to the name of the existing “Chemical, Natural & Healthcare Product Formulation” major in the Bachelor of Product Design, BProdDesign/BSc and BProdDesign/BCom degrees to “Chemical Formulation Design” (for approval)*

Carried

**PHILANTHROPIC
BOND DEED OF
TERMINATION**

The paper presented the final step in the closing out of the University’s obligations under the Philanthropic Bond.

Moved

That: the Philanthropic Bond Deed of Termination be executed by Council and the University seal applied.

Carried

PUBLIC EXCLUDED Moved
MEETING

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0	Minutes of the meeting held on 24 March 2020 with the public excluded	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	
5.0	Matters arising from those minutes		
6.0	From the Chancellor	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.0	From the Vice-Chancellor	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.1	The Vice-Chancellor's report		
7.2	COVID-19 Update		
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i) 7(h)
8.0	Business Items	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.1	Toogood Recommendations Update		
8.2	Tenzing Report		
8.3	Capital Project Update		
8.4	Financial Report		
8.5	Updated Financial Forecast		
8.6	UC Trust Funds Quarterly Report		
9.0	General Business	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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

Carried

**RETURN TO
PUBLIC MEETING**

Council returned to public meeting at 6.12pm.

**GENERAL
BUSINESS**

Mr O’Flaherty congratulated the Chancellor on her appointment to the Canterbury Earthquakes Insurance Tribunal.

The meeting ended at 6.13pm.

NEXT MEETING

The next meeting was scheduled for 4.00pm on Wednesday 27 May 2020.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Memorandum

Chancellor's Office

Email: chancellor@canterbury.ac.nz



To:	Council Members
From:	Sue McCormack, Chancellor
Date:	21 May 2020
Subject:	CHANCELLOR'S MEETINGS

I outline for you the key events I have attended on behalf of UC since the last Council meeting. Items marked with an asterisk indicate events at which I gave a speech. Those speeches can be found on the Council Sharepoint site.

- Discussion with TEC CEO, Tim Fowler
- Regular meetings with the Vice-Chancellor and Acting Registrar
- UC Foundation Board of Trustees
- Canterbury Museum Trust Board
- IT workshop
- Audit and Risk Committee
- Finance, Planning and Resources Committee

A handwritten signature in black ink that reads 'Sue McCormack'. The signature is written in a cursive style with a large initial 'S'.

Sue McCormack
Chancellor

**COUNCIL
WORKPLAN**
15 May26
March 2020

STANDING ITEMS:	May 2020	June 2020	July 2020	August 2020	September 2020	October 2020	November 2020	December 2020
Audit and Risk - Internal Audit Reports - Health, Safety and Wellbeing Reports - Fraud and Protected Disclosures - RAC Report - IT Risks and issues Progress - Policy reviews as required - Emerging risks and relevant legal cases (verbal) - Auditor Only time - PIR Reviews - Toogood Recommendations Update	18 May - Audit engagement letter and fee - Insurance strategy - Business Assurance Internal Audit Tracker - PIR Skype and Arts Centre - High Voltage Lab Fire Report - Recovery Risk Update - Strategic Risk Update on IT Risks			17 August - Interim accounts - COVID-19 Risk Identification Update - Strategic Risk Update on IT Risks - Revised Internal Audit Plan		19 October - Year End Key Accounting Judgments paper to include impairments, accounting policy changes, key assumptions and estimates - Business Assurance internal audit tracker - 2021 work plan - COVID-19 Risk Identification Update - Strategic Risk Update on IT Risks		
FPRC - Workplan - Monthly Financial Report - Financial Forecast Report - Student First Update - Quarterly Report on UC Trust Funds - Protected Disclosures - Policy reviews as required	18 May - Rehua Final Report - Tupuanuku Key Terms and Operator Structure	15 June	20 July	17 August	21 September	19 October	16 November	7 December (if required) (12.00pm)
Council Meeting - Chancellor's Meetings - Workplan - Graduations in absentia - VC Monthly Report - Academic Board Report - Financial Report (quarterly) - Financial Forecast Report - IT Risks and issues Progress - Student First Update	27 May ON DOVEDALE CAMPUS - 2021 Meeting Schedule - Tupuanuku Key Terms and Operator Structure - Joint LU/UC Initiatives Update 28 May COUNCIL STRATEGY DAY (DOVEDALE) - Re-prioritisation of work plan - Risk Appetite - Dovedale Boiler - Council/Committee Decision Making- High Country Lands - Kirkwood Village and Dovedale sites - Terms of Reference FPRC and ARC	24 June - 2021 Meeting Schedule	29 July	26 August	30 September	28 October	25 November	7 December (if required) (2.00pm)
Council Workshops - Health and Safety Risk Appetite - Cyber Security - Campus master plan - Capital Planning - Student Preparation for Study - Institutional Plan – People, Māori Strategy	27 May - LU/UC Partnership: Joint Graduate School	24 June - Institutional Plan – Internationalisation	29 July - Institutional Plan – Operations/Environmental Sustainability	26 August	30 September	28 October	25 November Celebrating Excellence: Council Medals Presentation	NO WORKSHOP
	Q2 2020 All planned activities are being reviewed in the context of the institutional strategy and will also be informed by a Council strategic workshop to be held mid-year		Q3 2020 All planned activities are being reviewed in the context of the institutional strategy and will also be informed by a Council strategic workshop to be held mid-year			Q4 2020		
H&S Visits		15 June 2.30-3.30			21 September 2.30 – 3.30		16 November 2.30 – 3.30	
Planned works	- Kaikoura Field station facilities - Residential Accommodation EQR - Innovation Learning environment - Seismic Strengthening Core Areas BC - Te Ao Marama BC - Rec Centre IBC (to include summary of any increases in budget) - Business and Law Space for Growth BC - Make good Dovedale Village site BC - Amendment to the SIPO - Naming Rights Policy - Long Term Capital Plan Campus Master Planning: - Wellness precinct, transportation, parking and safe access BC - Space planning and EFTS Growth Linkages - West Building Future Use - Homestead Lane Masterplan - Sustainability issues around operational activities - Make good Kirkwood Village site BC							

Vice-Chancellor's Report to Council

May 2020

At the time of writing this report, Aotearoa New Zealand is in the first week of National Alert Level 2.

Responding to COVID-19 Risk Levels

Within the overall national framework and guidelines, sector-specific guidelines apply to each risk level. The University will continue to follow guidelines applicable to the tertiary sector.

The Government lowered the National Alert Level from 4 to 3 on 28 April. The Incident Management Team (IMT) developed an in-depth implementation plan to guide how the University would transition to Level 3, while planning continued around transitioning from Level 3 to Level 2. The health, safety and wellbeing of students and staff continued to be foremost in UC's planning. The key message under Level 3 was that staff and students should continue to work and learn from home and only exceptional circumstances would be considered for access to the campus.

Level 3

At Alert Level 3 UC was required to operate in line with the following key requirements:

- To enable contact tracing, tertiary education organisations (TEOs) must collect names, contact details, buildings visited and similar details of all staff, students and contractors who go on site.
- Physical distancing within tertiary facilities means keeping 1 metre away from people at all times.
- Only where it is not possible to deliver teaching online, some facilities may remain open (for example, for research, labs or workshops).
- Group sizes must be limited to 10 people or less.
- Physical distancing and health and safety protocols must be in place.

Departments and schools were able to apply for access to campus under Level 3 restrictions in line with Tertiary Education Commission (TEC) guidelines. Overall the IMT processed 142 applications, with Deputy Vice-Chancellor (DVC) Academic and DVC Research providing final review and approval. Applications provided in-depth safety plans on controls to follow Government directives, manage risks and keep staff and students safe.

Level 2

UC's Level 2 transition plan is based directly on the TEC's Bulletin the TEC distributed to tertiary institutions on Thursday 7 May, ahead of the Government's decision on Monday 11 May to shift to Alert Level 2 from Thursday 14 May.

Under Alert Level 2 the overarching message is: leave home but in a safe way. For the university sector, this meant that all on-site activities could resume but, to return safely, each activity must continue to be able to deliver courses remotely and have strict public health control measures in

place. The Ministry of Education has defined three types of spaces for TEOs to help their approaches to physical distancing and location tracking protocol. Those spaces are:

1. controlled learning space – any learning area where access can be effectively controlled and monitored, such as a lecture theatre, lab or classroom
2. other controlled environments – a single building or block of connected buildings with a range of common areas inside, such as a kitchen, lounge or bathroom
3. uncontrolled environments – places where access cannot be practically controlled and monitored, such as to outdoor areas on TEO campuses.

The Ministry of Education does not set a specific size limit for education-related gatherings (for example, for lectures and classes) but encourages 1-metre physical distancing.

The guidelines specify that contact tracing information should be collected and retained that identifies which students, staff and visitors have been in each controlled learning space or other controlled environment and at what time. Hygiene is a second area that is emphasised. On-campus businesses such as gyms, pharmacies and cafes can open but must operate in accordance with the relevant public health control measures.

The IMT created an initial UC framework for Alert Level 2 that identified the specific risks, resourcing and responsibilities to inform the University's approach. Developing this framework involved requiring all colleges, service units, residential halls and University tenants to complete in-depth safety plans that their relevant Senior Leadership Team member would need to approve before they were allowed on site. Each safety plan describes the measures that will be put in place to conduct teaching, research, administration and/or general activities in a way that meets requirements for physical distancing, cleanliness and hygiene. The IMT produced guidelines for the different types of spaces to assist with completing detailed arrangements such as how to implement physical distancing. Student common spaces that offer quiet study spaces, warmth and wifi, particularly the Puaka-James Hight Library, were identified as priority areas for the IMT on transition to Alert Level 2. This led to the Library Safety Plan, which was approved and implemented for opening at 9am on Thursday 14 May.

The University is using multiple methods to fulfil the location tracking requirement.

- The Cardex Canterbury Card access system was upgraded to provide the detailed information required to support COVID-19 contact tracing.
- QR codes have been placed outside each building entrance, teaching space and entrance to a building floor for students and staff to scan on entry to that space.
- Individual online registration is being investigated as an alternative for those students and staff who forget their Canterbury Cards and/or do not have an appropriate cell phone.
- We are encouraging use of personal logs such as on Outlook to supplement the automatic solutions above.

The use of data collected through the methods above is being managed in line with Privacy Act 1993 guidelines.

May 2020 Government Budget

The Government's Re-Building Together Budget announced on 14 May, provides an investment of \$1.6 billion in Trades and Apprenticeships Training for New Zealanders of all ages. The package is broad with, in many cases, early effect. Within this package, a number of measures specifically target university level education. Measures include –

- \$334m for additional tertiary education enrolments to meet demand arising from an anticipated COVID-19 economic downturn.
- \$320m targeted investment support for free trades training for all ages in critical industries including construction, manufacturing and vocational courses such as counselling.
- Up to \$412m support for employers to retain and keep training their apprentices
- \$19m for group training schemes to support apprentices
- \$230m funding for Workforce Development Councils and \$46m for Regional Skills Leadership groups to begin to provide the crucial industry leadership to support the COVID-19 recovery through the provision of regional labour market disruption intelligence
- \$141m to increase tertiary education tuition and training subsidies by 1.6% to maintain the quality of learning opportunities
- \$16 million boost to Adult and Community Education
- \$50 million to support Māori trades training schemes that employ Māori as apprentices and support the placement of apprentices across a range of workplaces.
- \$11 million, plus \$15 million of capital investment, for Tiro Whetū, a new online careers advice system to support learners and workers throughout their lifetime to plan and manage their careers.
- \$6.1 million to administer a code of pastoral care for domestic tertiary students with effect from 2021.
- \$20 million hardship fund for learners where students face additional costs arising from the disruption caused by COVID-19. This package recognises the needs of both full and part-time learners and is available at the end of May.

Post COVID-19 Planning

In parallel with our response to the changing pandemic risk levels, we are focusing on post COVID-19 recovery and continuity.

The University has two major issues to address at this stage of the global pandemic: first, how to respond after the initial incident period and continue to be a high-functioning university (our Business Continuity response); and second, how to recover from the long-lasting economic, psychosocial and physical consequences (our Recovery response).

UC has formed a Post COVID-19 Core Task Group and a series of working groups. The Core Task Group is meeting weekly to consider plans and actions to address the immediate need for business continuity in these uncertain times and for recovery from the loss of revenue.

The seven Recovery working groups are: Future UC Business Model; Domestic Enrolment Growth; International Enrolment Growth; Cost Optimisation; Long Term Growth and Opportunities; Assets; and Alternative Laboratory and Studio Delivery Options. The most urgent work of these groups includes a range of enrolment growth initiatives for Semester Two and continuing to develop near-term solutions for continuing distance and online learning.

Key initiatives considered and approved include the new FutureU tuition grant for people in the community who have been made redundant and a Fast Track to Engineering for staff who have lost employment in aviation and other related industries.

FutureU launched: The roll-out of this UC initiative designed to support employees impacted by COVID-19 has drawn a great response from businesses, employees and media. Many businesses, small and large, are promoting this offer of enrolment in up to 60 points of UC courses with no

tuition fees this year to employees who have been or will be impacted by redundancies, suspensions or significantly reduced working hours.

In another example of agility, after a casual enquiry from an acquaintance of a College of Engineering Dean, the College has rapidly developed a Fast Track towards joining the second year of a BE (Hons) or any other technical degree in Engineering and Science. The courses started on 11 May in conjunction with CUP and treats the new students as a specific cohort with their own mentors and special catch-up maths courses. The College takes account of students' previous engineering experience and is not requiring a full complement of first-year courses.

UC Strategy Implementation in a COVID-19 World

The University's position is to be engaged, empowered and making a difference in society.

The University's Strategy, which was developed in 2019, remains highly relevant. Indeed implementing some elements of that Strategy is now even more pressing.

The following sections of this report describe our continuing response to the Strategy and focus on its seven key themes.

Engagement

Our Strategy aims to increase the University's presence in and impact on Ōtautahi Christchurch and Waitaha Canterbury.

UC has twin objectives: to make a positive impact on social sustainability in Ōtautahi Christchurch and Waitaha Canterbury and to positively impact on the hauora wellbeing of our communities. Partner organisations and students in the College of Arts showed resilience and creativity in the face of COVID-19 when 42 of the 43 Professional and Community Engagement (PACE) internships went virtual. Students experienced first-hand that, like the rest of the workforce, they had to learn how to work in a professional capacity from home. Partner organisations showed huge goodwill in supporting students through a difficult period and adapting projects to suit the times.

The experience has also opened our eyes to an existing body of Work Integrated Learning (WIL) practice, in the form of Virtual Internships already offered by a few universities across the world. The College of Arts is fast developing Remote Internships as an alternative offering in preparation for COVID-type situations going forward as well as in recognition that remote working suits some organisations and some students. The College will continue to liaise closely with new contacts across the world in the online WIL space, especially through the Australian Collaborative Education Network, the professional association for practitioners and researchers from the tertiary education sector, industry, community and government representatives involved in WIL in Australia.

PACE internship arrangements for UC students have adapted rapidly to the COVID-19 situation. Interns have been learning invaluable skills around how to adapt to a challenging work environment. UC Partnerships Manager Clare Murray has initiated projects such as Ōtautahi Creative Spaces, an artist-centred wellbeing initiative that through the lockdown has continued to support its two UC student interns (including one from the USA), who are both working remotely. Another UC student intern has been working remotely to continue supporting a music therapy choir (Cantabrainers).

The College of Business and Law's Centre for Entrepreneurship (UCE) ran a Disrupt Challenge, which contributed to the social sustainability and wellbeing hauora of our region. It was called Virtually Together Challenge – creating social connections in an increasingly isolated world. The

first-ever fully online UCE Disrupt Challenge was held in late April in partnership with ChristchurchNZ. Some 40 students from across Canterbury's four tertiary institutions came together to find ways of enhancing social connectedness. Experts and mentors from across the wellbeing and health ecosystem advised participants, who also had support through regular check-ins with the UCE team to help them develop their ideas. The winning proposal was *Grand Skills*, a platform to connect university students with older people needing help with new technology so that they can stay in touch with family and meet new people. In second place was a pitch for a *Stories of Old* website to collect and preserve older people's recollections. *Heart to Art*, proposed by the third-placed team, envisaged young artists creating original artworks based on rest home residents' stories.

In a key move to remain closely engaged with the business community in our region and beyond, UC Business School has released the first edition of *Tīpako*, its annual magazine/review. *Tīpako* means to highlight, to select or to pick out and reflects the magazine's purpose and the Business School's commitment to bicultural competence and confidence. Consistent with the Business School's mission of being "in the business of making a difference", *Tīpako* highlights the many and varied ways staff, students, alumni and the business community have sought to make an impact locally and in the world. The Business School will use *Tīpako* to support its engagement with stakeholders, future students, alumni, donors and friends of the Business School.

The College of Education, Health and Human Development, Gateway Antarctica and the Council of Managers of National Antarctic Programs (COMNAP) have joined with the International Antarctic Centre, Antarctica New Zealand and the Christchurch Antarctic Office to collaboratively serve as the Learning Programme Sponsors for the Christchurch Pop-up-Penguin (PoP) event coordinated by Wild in Art. This year's charity event supports Cholmondeley Children's Centre. UC staff members Nikki Tod and Dr Patrick Shepherd (School of Teacher Education), Dr Michelle LaRue (Gateway) and Michelle Rogan-Finnemore (COMNAP) have developed the scientific, and teaching and learning content for the educational materials that will be distributed to 55 schools as part of the PoP campaign.

An initiative by the School of Educational Studies and Leadership to co-design a new programme of learning is a great example of UC making a positive impact on the social sustainability of Ōtautahi Christchurch and Canterbury Waitaha. The School has started to host a sequence of sector collaborations to support the co-design of the new Youth Development pathway in the Bachelor of Youth and Community Leadership (BYCL). The first session was well attended and stakeholders expressed their appreciation to the University for beginning this developmental work. Following the Waikato Institute of Technology's recent withdrawal from the market, UC intends to become 'the' provider of youth development tertiary-level education, with recognition from all peak bodies for our responsiveness to the emerging needs in this field.

Under our Strategy, we aim to retain and grow the diversity of talent in Ōtautahi Christchurch and Waitaha Canterbury. A key part of that work is our strong support for the Children's University, which reaches into diverse schools, including those where university is not an accepted ambition. Despite the interruptions related to COVID-19, the Children's University Canterbury Partnership (CUCP) continued to deliver its excellent work to members via the Online Portal. The CUCP team offered 69 online activities developed by academics from the College of Science and the College of Arts. From March through to May, the children enrolled in CUCP took up the opportunity to complete the activities available in the portal over 1,000 times. The CUCP team was also successful in winning a \$17,500 grant from the Lincoln University Centennial Trust.

The Children's University Canterbury Partnership is delighted and honoured to have been given a te reo Māori name – Te Mātāpuna Mātātahi | Children's University. Special thanks to Ngāi Tūāhuriri and Ngāi Te Ruahikihiki for their ongoing support.

Turning to broader initiatives that support community understanding and engagement on key issues of contemporary interest, here are some examples of recent successes.

UC Law Professor Neil Boister appeared before the Foreign Affairs, Defence and Trade Select Committee on Thursday 30 April (along with Kennedy Graham from the NZ Centre for Global Studies) to urge inclusion of the crime of aggression within a set of amendments to the International Crimes and Criminal Court Act 2000. This is necessary step for New Zealand to ratify the Kampala Amendments to the Rome Statute of the International Criminal Court, which puts aggression into the jurisdiction of the International Criminal Court.

The Art of Science Competition closed on Friday 8 May with 149 entries from year 1 to year 13 students across New Zealand. Links to online learning resources have been shared with science teachers from across New Zealand. These include Backyard science videos and a Geography lecture on COVID-19 and transport.

On an alumni note, the TV series based on the book *The Luminaries* started screening on TV One recently. Eleanor Catton wrote the book while she was a writer in residence at UC. In another connection, Aotahi staff member Teena Henderson, whose hapū Ngāti Waewae have mana whenua of Hokitika where the story is set, was a cultural consultant for the series and composed one of the waiata used in the series.

Education – Accessible, Flexible, Future-focused

UC is embarking on the journey to achieve its most ambitious goal: to stimulate and support academic development and innovation to become the best educator in Aotearoa New Zealand.

The events related to COVID-19 have accelerated the University's Strategy to ensure our education is accessible and flexible. Term Two began on 20 April with all courses being taught online, and in the subsequent weeks many students have also completed online assessments. It is pleasing to note that the IT infrastructure and the Learning Management System (LMS) have managed the increased demands well, thanks to the hard work of IT Services and e-learning teams.

The recent drops in COVID-19 Alert Levels enabled a limited number of fieldwork and on-campus activities to resume following a well-managed request and approval process to ensure the safety of everyone involved. Students have been supported in their online studies and general wellbeing in a number of ways, including though the provision of devices and internet access, e-learning guides and supports, online Library and Academic Skills support, ongoing responses via the UC Protect channel, Student Care, and specific support for international students. As students begin to prepare for exams, staff are monitoring performance and ensuring students are continuing to make good gains in learning.

UC aims to stimulate and support academic development and innovation so staff can become the best educators in Aotearoa New Zealand. UC has developed a tool for educators and students to help keep students thoroughly engaged in their learning. When a student might be falling behind or disengaged with their learning, Analytics for Course Engagement (ACE) alerts both educators and the student so that the student can receive support to get back to positive learning.

ACE launched the teacher-facing dashboard this week, which now enables all teaching staff in 100- to 400-level courses to monitor their students' level of engagement. Although 100-level at-risk students are centrally managed, teaching staff also have the capability to bulk email 200- to 400-level students who are not engaging, making outreach easier. Work will now begin on promoting the use of this tool among all teaching staff. ACE can already report some positive wins from the system as proactive interventions are underway in response to low engagement scores.

As part of this suite of tools to support learning, and in response to the rapid shift online, pulse surveys are being used. The pulse survey is a dynamic way of capturing feedback about the online environment and employs a single question embedded in the LEARN platform. It will be a critical tool for UC to monitor the e-learning environment with greater certainty and to inform future areas of professional development for staff and academic support needs of students.

UC aims to provide a learning environment that uses effective pedagogies, facilities and learning technologies to support the needs of each generation of learners and employers. Again the COVID-19 lockdown accelerated our moves to provide learning in accessible and flexible ways. UC staff had to quickly find new ways to teach and support students remotely. This was a particular challenge for lab-based courses. However, unique solutions have enabled students to carry on learning in lockdown. The following examples illustrate how our colleges are progressing and accelerating online learning and grappling with some of the bigger challenges.

In the School of Earth and Environment (SEE), staff and postgraduate students including Senior Lecturer Alex Nichols, Associate Professor Ben Kennedy and postgraduate students Kamen Engel and Sriparna Saha have been working together to develop a virtual demonstrator for exploring three-dimensional rocks up-close using interactive images of very thin slices of rock taken under a microscope.

The aim of the virtual demonstrator is to enhance students' lab skills in mineral observation and identification. Students studying remotely are using it while getting live online feedback from the lecturer and demonstrators. Through this process they gain the same or even better levels of feedback and have extra flexibility compared with 'normal' on-campus lab sessions. The virtual demonstrator is the latest in a suite of similar tools that UC has developed for students using state-of-the-art digital interfaces in combination with traditional field trips. For Christchurch geology and geomorphology trips, for example, some students can self-guide themselves around town using the resources on their devices, avoiding the need to crowd together in vans.

Learning how to sniff out the difference between fragrances such as lemon and bergamot is a key requirement for UC product formulation students studying fragrance design. The COVID-19 lockdown created a problem for lecturers who would usually teach fragrance fundamentals at on-campus lab sessions. Second-year students learn about 25 fragrance compound classes before using them to make a perfume of their choice. At third-year level, another 40 fragrance compounds are added in preparation for advanced fragrance design.

Led by Professor Conan Fee and two technicians, sample kits were developed, consisting of over 1,600 fragrance samples plus sets of mixing pots, eye droppers, smelling strips and more. The kits were then packaged up – using cardboard tube-holder racks laser-cut by a technician – and mailed to individual students. Super-sets were also sent to four lecturers including two industry guests.

Through live lab sessions on Zoom, students have been able to experience fragrance samples and learn how to blend them into sophisticated fragrances or various personal care products. Feedback from students and industry experts has been very positive: "I've been incredibly impressed with Conan's ability to 'pivot' and produce a Virtual hands-on experience for the fragrance course."

In contributing to our Strategy to deliver a curriculum that prepares our students to be enquiring and enables them to create and contribute knowledge for a better society, the College of Science is working on a range of new programmes that respond to current science challenges facing society. The College of Science continues to make substantial progress in developing new programmes and delivering a flexible on-campus undergraduate programme. This includes virtual options for

distance students and those unable to come to campus. The field trips for virtual delivery that College staff have developed lead global pedagogy in this area. Associate Professor Ben Kennedy and Technical Officer Dr Jonathan Davidson were invited to give an online seminar, “Virtual Field Trips ... What works?” , to the Undergraduate Field Experiences Research Network (U-FERN). The event had 230 academics and teachers from right around the globe joining in. In another example, Associate Professor Travis Horton and Dr Kate Pedley put together an outstanding virtual geological mapping field trip that starts from Glens of Tekoanear Culverden. The virtual field trip has been uploaded to the Teach Geoscience Online Website.

Across in the College of Education, Health and Human Development, staff have continued advancing a range of programme development and refinement activities, in response to both the UC Strategy and the circumstances of COVID-19. With the Education papers in the BA already fully online for several years, the College has collaborated with the College of Arts to accelerate the development of a fully online offering. Staff in the School of Teacher Education have created a full suite of innovative, practice-focused learning modules to support students in Initial Teacher Education programmes who have been unable to undertake practicum placements to meet the New Zealand Teaching Council standards. The Ministry of Education has asked staff in the Child Well-being Research Institute who work on the Better Start Literacy project to put forward a route to train facilitators in this research-based approach.

Like the rest of the University, the College of Arts has been focused on expanding modes of delivery. With the rapid move to online provision in Semester One, areas such as Human Services and Linguistics have stepped up their development of full distance versions of their programmes in Semester Two and beyond. Now the Master of Strategic Communication is one of two master’s degrees on offer fully online to international students, with a Semester Two start date. The College has also begun developing a range of possible massive open online courses (MOOCs) and micro-credentials in areas as diverse as Chinese for Business, Text Analytics, the Legacy of Alan Turing, Mahinga and Māra Kai (customary food gathering and cultivation), and Crime and the Media.

Research – Impact on a Changing World

UC aims to increase and diversify funding sources for its research portfolio, including for research institutes, centres and clusters.

The University continues to advance its aim of having a high impact in a changing world as it secures important research grants and its staff are engaged in research and communication with global impact.

Centres of Research Excellence (CoREs) Fund. As the TEC explains, CoREs “are inter-organisational research networks, with researchers working together on commonly agreed work programmes. CoREs make a contribution to New Zealand’s development and link to user groups. They also build research capacity and capabilities through post-graduate programmes and the training of new researchers.”

The CoREs Fund Expressions of Interest (EOI) led by Professor Jen Hay (Linguistics/New Zealand Institute of Language, Brain and Behaviour), and involving 71 academics from a range of institutions and disciplines, has made it through a demanding first-round process to reach the final round. Its proposed CoRE – Te Hiranga Reo – will be a centre of excellence focusing on the creation, curation and analysis of large collections of annotated language data (corpora) in languages of significance to Aotearoa New Zealand, including Māori, Pasifika languages, New Zealand English and New Zealand Sign Language. Researchers working across different disciplines will collaborate in curating and analysing language corpora to address social, scientific and technological challenges.

QuakeCoRE, hosted in the College of Engineering, has also made it through to the second round. This is an existing UC-hosted CoRE under Director Professor Brendon Bradley. The final 10 CoREs that are selected will be funded for eight years.

Staff in the HIT Lab have been successful in attracting to UC the prestigious and world's largest virtual reality conference, the Institute of Electrical and Electronics Engineers Conference on Virtual Reality and 3D User Interfaces in 2022. That will make Christchurch the first city in the southern hemisphere to host the gathering of over 400 virtual reality experts from around the globe.

Four **Marsden proposals** with a strong social science focus led out of the College of Arts are proceeding to round two of the applications process:

- Associate Professor Nik Taylor and Professor Annie Potts – “Understanding and preventing human-animal violence links in Aotearoa, New Zealand”, with Associate Investigator (AI) Dr Yvonne Crichton-Hill
- Dr Lynn Clark – “Understanding the onset of vernacular reorganisation”, with AIs Dr Amy Scott, Professor Gail Gillon and Associate Professor Brigid McNeill
- Professor Bronwyn Hayward – “Critical hope: Supporting young people's citizenship capabilities in chaotic climate futures”, with AIs Professor Angus Macfarlane and Associate Professor Sara Tolbert
- Dr Jonathan Dunn (Fast Start) – “How do population movements influence language change?”.

Research & Innovation (R&I) continues to work with UC academics to develop proposals for the Ministry of Business, Innovation and Employment's (MBIE's) recently released \$13.7 million COVID-19 Innovation Accelerator Fund. Four applications have been submitted and three others are in development, within an ongoing and rolling MBIE decision process on funding. Interestingly MBIE is proactively encouraging and facilitating innovators to collaborate – an ultraviolet sterilisation proposal from UC has been invited to collaborate with two others making a proposal in the same field.

Through the Kiwi Innovation Network Limited (KiwiNet) programme, R&I has joined with MBIE and other innovation directors for the first in a series of workshops targeted at finding creative ways to use innovation to tackle COVID-19 and remobilise New Zealand's economy and society. In addition, R&I remains strongly engaged with ChristchurchNZ in developing the “Food and Fibre” supernode, for which UC is externally funded to map the local innovation ecosystem and develop a tool to enable greater collaboration and engagement among existing and new participants.

COVID-19 is having a significant impact on UC academics and actions of public research funders. In partnership with UC principal investigators, R&I is triaging the impact of COVID-19 on research, which typically involves no access to laboratories due to the campus lockdown, travel restrictions, and difficulties with recruiting international PhD students and postdoctoral fellows. Our major funders are sympathetic about the impact of this crisis on research and have indicated they are flexible about how we use existing research budgets to meet the objectives, which includes a willingness to accept reduced or modified deliverables. Due to the number of contracts affected, major funders have indicated they prefer to batch process variations, but all research providers are still waiting for clear instructions on this process. To date, only six-month funding extensions have been granted for MBIE Endeavour projects ending on 30 September. UC has 11 such projects in which it is the lead or a sub-contractor. As a consequence of these funded extensions, the 2020 Endeavour Smart Ideas round has been cancelled half-way. For UC, this means 28 proposals will not be considered this year. In addition, R&I is processing contract variations with smaller funders on an ad hoc basis where those funders have been willing to offer no cost extensions.

Allied with COVID-19, R&I has responded to multiple requests, including from MBIE, the Ministry for Primary Industries and the Children’s Commissioner, on aspects of the impact of COVID-19.

The business of securing research income has continued apace. To date for 2020, total awarded research value is \$26.3 million, which comprises 96 funded proposals. Over 170 proposals are also still under review and decision. Of the 108 Marsden EOIs that UC put forward, 17 have been invited to submit full proposals, which represents a disappointing conversion rate of 16% for this round. In contrast, as noted above, two of four UC-hosted CoRE proposals have made the nationwide shortlist of 15 proposals (from an initial 31 submitted proposals) and now progress to “site visits” before final funding decisions.

Postgraduate research development has also had an expected COVID-19 focus. The wellbeing and continued progress of our doctoral cohort continue to be our prime focus, as we respond to areas of need students identify. For example, on the UC YouTube channel and PG Learn website, Professors McAuliffe and Veer from the Postgraduate Research Office (PGRO) presented their interview with IMT Leader Steve Gibling on concerns students had raised about what Alert Level 3 would mean for them. Planning for GradFest continues, which this year will be entirely online. Planning is also underway for the annual Thesis in 3 event.

The Dean of Postgraduate Research has been actively involved with university deans and directors of graduate schools across New Zealand to correspond with and respond to TEC and Immigration New Zealand (via Universities New Zealand) on funding of doctoral students and limitations of visas for international students affected by COVID-19. Responses from both agencies have been encouraging and pragmatic.

Associate Professor Rebecca Kelly-Campbell has joined the PGRO as an Associate Dean of Postgraduate Research. We wish to thank Professor Bronwyn Hayward, whose secondment as Associate Dean (Admissions) has ended, for her contribution.

As part of the **Library’s COVID-19 response**, staff have been continuing to provide a wide range of online services while working from home. The Library has received very positive feedback from both staff and students.

The move to Level 3 led to an expansion of Library services. Under Alert Level 3, the ‘click and post’ service enabled postgraduate students and staff to access the physical collections and it has been well received. Library staff have been scanning up to 50% of the print copies of required textbooks and making these available via LEARN under the special conditions agreed with Copyright Licensing New Zealand.

The [subject librarians](#) and Macmillan Brown specialists have been supporting academic staff and students from their home offices using innovative approaches and drawing on digitised resources. Staff have delivered information literacy tutorials for multiple courses and have created or enhanced online guides to support teaching, including guides on Ōtautahi, rare books, Pacific gender and the Wai 262 claim.

The online enquiry service, AskLive, has continued to be busy and available during evenings and weekends. Responsiveness to student feedback has led to changes, for example in messaging to make it clear that Library services are available despite the physical closure of buildings. Library staff have expanded access to online resources and continue to negotiate with publishers through the Council of Australian University Librarians negotiating consortium for a 0% increase in the cost of

continuing resources at the next renewal time. Already, internationally other universities may have no option but to cancel resources as a consequence of COVID-19.

The Library is using the COVID-19 response and implementing UC's new Strategy to reimagine its environment and delivery of resources for both teaching and research. It will modify its early plans to operationalise UC's strategy to reflect a shift in priority and greater emphasis on online teaching. The Library is engaging in discussions about chatbots and new integrated ways to manage student engagement, including the greater use of Open Educational Resources (OERs) and their role in supporting online learning.

Many academic staff have featured nationally and internationally in conferences, media and other forums to share their research and expertise. The following are some of the latest examples.

Staff and postgraduate students in the College of Education, Health and Human Development have been participating in the Cancelled Conference Conversations. This online forum was initiated and convened by the Associate Deans of Education (Research) for Auckland, AUT, Waikato, Wellington and Canterbury, as part of the research enhancement strategy of the New Zealand Council of Deans of Education. Associate Professor Annelies Kamp has been leading this effort at UC, working with the other university leads to host weekly virtual symposia where scholars present their national and international cancelled conference presentations. So far, five events have been hosted, with strong attendance both nationally and internationally.

UC Law Professor John Hopkins is one of a number of social scientists that Massey University's joint Centre for Disaster Research has invited to participate in the Health Research Council's review of the COVID-19 response. He is also involved in the Royal Society's COVID-19 work, first by contributing to the Royal Society Science Media Centre's 'expert opinion' on the Government's proposed changes to the Resource Management Act 1991 as part of its COVID-19 recovery package. Professor Hopkins has since been invited to join the Royal Society's COVID-19 academic panel, which will provide advice to Government and the media on policy issues related to COVID-19.

UC Marketing Professor Michael Hall was featured in an article about COVID-19 and climate change. In the article, he shares his thoughts on rethinking tourism.

Dr Marwan Katurji (SEE) secured a \$1.2 million research contract for five years, as part of the Antarctic Science Platform research programme. Dr Katurji, who is leading the project, will be working with UC colleagues in SEE (Peyman Zewar-Reza, Heather Purdie, James Brasington) and Biological Sciences (Jonathan Tonkin), as well as with researchers from the University of Otago (Nicolas Cullen), NIWA (Jonathan Conway) and the University of Munster, Germany (Hanna Meyer). The research focuses on understanding the hydrological and climate systems of the terrestrial regions of the Ross Sea through continued support for fieldwork and subsequent modelling.

Staff in the College of Science continue to be heavily involved in COVID-19 responses. Associate Professor Malcolm Campbell (SEE) has been contributing significantly to tracking and tracing efforts. This work has recently been covered in articles in *The Conversation*, *Stuff* and the *New Zealand Herald*, as well as on television and in RNZ interviews.

Associate Professor Ann Brower has been busy supporting the complexity CoRE Te Punaha Matatini's (TPM's) health modelling efforts. She has taken on the role of 'science communicator' for the COVID-19 Take Control simulator. With the simulator, people can use TPM's models – which have had a high profile in the media – to set beginning and end dates for different COVID-19

levels and public compliance within those rules. In this way the public can see what changes do to both detected and silent case numbers. The Cabinet has also reviewed the simulator.

A 2013 *European Journal of Special Needs Education* paper in which Dr Dean Sutherland (School of Psychology, Speech and Hearing) and Dr Sonja Macfarlane (School of Health Sciences, College of Education, Health and Human Development) were co-authors achieved the top Altmetric score for the journal in 2019. In this measure of online attention, including press and social media as well as policy documents, the paper's score put it in the top 25% of all research outputs scored by Altmetric¹.

Professor Philip Schluter (School of Health Sciences) is the New Zealand lead in a study that gathers data across six countries (Canada, United States, England, Hong Kong, Philippines and New Zealand). The project is entitled "The role of communication strategies and media discourse in shaping psychological and behavioural response to the COVID-19 outbreak: an international comparative analysis". It is principally funded by the Canadian Institutes of Health Research, supported by the University of Hong Kong, and conducted in collaboration with the World Health Organization's Thematic Platform for Health Emergency and Disaster Risk Management.

Associate Professor Arindam Basu has been providing many insightful contributions to public knowledge about COVID-19. He has appeared in Euronews Live TV about why New Zealand's response has been so effective to date, spoken to SBS TV on the meaning of herd immunity and masks, and was interviewed on RNZ to answer questions about lockdown and NZ's recovery. Associate Professor Basu has been mentioned in over 20 articles circulated in Australia, New Zealand, India and the United Kingdom on these topics, including in *The Conversation*.

Distinguished Professor Emerita Niki Davis commented on e-learning during lockdown for the Science Media Centre and in the *Gulf News*. She provided insight into the question: What should young people consider when structuring their day for learning remotely, especially when parents may also be working remotely?

Meeting three of our key themes in the Strategy (engagement, accessible education and international impact), the UC Science radio podcast offers a new episode each week. Its featured interviews to date are with UC scientists Simon Kingham, Sarah Masters, Tammy Steeves and Ben Kennedy.

In her UC Science Blog, MSc student Courtney Bennett explores the similarities between town planning in New Zealand and flatting – and where mana whenua fits in. Professor Julia Rucklidge (School of Psychology, Speech and Hearing) published an article in *The Conversation* on the effect of a healthy lifestyle on the immune system. It has been shared on Facebook over 1,500 times.

At the end of April, Associate Professor Ben Kennedy was featured in a *Stuff* article about White Island. He was also featured along with Professor Tom Wilson in the *New Zealand Herald* on other matters related to the White Island eruption.

People – Nurturing Staff, Thriving Students

UC aims to develop and provide targeted interventions and a positive environment to support student and staff success and wellbeing.

¹ (Arthur-Kelly, M., Sutherland, D., Lyons, G., Macfarlane, S., & Foreman, P. (2013). Reflections on enhancing pre-service teacher education programmes to support inclusion: perspectives from New Zealand and Australia. *European Journal of Special Needs Education*, 28(2), 217–233.)

Staff

After the Government's announcement that Aotearoa New Zealand would move to Alert Level 2, I spoke to staff via a Zoom webinar about our return to campus. I congratulated staff on their hard work to get us to this stage and thanked everyone for their dedication to teaching and research, and for continuing to provide and support a high-quality student experience. I also spoke about UC's financial position and the importance of proactively supporting the physical distancing, location tracing and safety plan initiatives to keep COVID-19 out of UC when staff return to campus. Around 555 staff attended the webinar.

I also held an interactive Zoom meeting with the Admin Plus group about UC's response to COVID-19 and there were about 90 participants.

A second Pulse survey was sent to staff covering the same areas as the last one so we can measure trends. The main focus is people's wellbeing. The results are being analysed at the time of writing.

After the government announcement advising a move to Level 2 an email was sent that same day to all staff advising that the campus would open to staff and students on Thursday 14 May. It covered the key principles of our re-opening and included information on the facilities opening dates and times, Halls, parking costs, and supporting students. A key message to staff is to stay home if they are unwell, or if they have health vulnerabilities, and to return to the campus only after the safety plan for their area of operation has been approved and the protocols are in place.

Students

Student wellbeing and support have been at the forefront of our plans and services. UC Wellbeing Services made a rapid transition to online service delivery and the Health Centre had the agility to devise safe means of continuing to service patients no matter where they were located and whether they were seen in person or virtually.

Wellbeing Services has also developed a range of new student care resources and procedures quickly to meet the needs of staff and students under the alert levels. A Student Wellbeing plan has been developed for Level 2, using the framework in the Interim Code of Pastoral Care.

A further initiative from Wellbeing Services has been to marshal a range of teams and individuals across UC to manage large student callouts, which has received some very warm and positive responses and has generated referrals as needed. The period has equally posed some challenges for the teams, with key areas including: hearing students' very real struggles with studying; experiencing issues such as juggling parenting with study and managing mental health issues; and feeling overwhelmed and isolated – all impacts of the COVID-19 lockdown.

UC Science held a student-led Facebook live session on 1 May for students. Here science students talked about their experiences and shared their ideas about studying online.

In terms of halls experience, all students living in halls apart from Rochester & Rutherford could opt to stay during the lockdown. Overall we have about 453 students and residential assistants and tutors staying in halls of residence, all but eight in Campus Living Villages (CLV) halls. Both UC and the halls emphasised the Government's advice to students that they should return home if it was possible and safe to do so. The international and domestic students still living in the halls had a variety of reasons for doing so, ranging from not being able to get to their home country safely, to having family members with an immune-compromised system, to having connectivity issues that would prevent them from learning online at home.

Some media interest has focused on the approach universities are taking to charging of halls fees. In CLV accommodation, students who are in a room and using all the services are paying 100% of the

normal fees. Those who have vacated their room pay 50% of the fees for the time they are away until they can return to the University and hall. The discount includes reductions in food, utilities, maintenance and overhead costs. CLV is providing online programming including tutorials and pastoral care. The other independently managed halls have yet to decide on the options for a rebate due to uncertainty about when students will be able to return. UC has reviewed the approaches taken across the country. Some universities, such as Waikato and Massey, have chosen to waive all halls fees during lockdown while halls associated with Auckland, AUT, Otago and UC have provided varying discounts. UC discounts are mostly aligned with those of others.

Law ME: The Law ME student mentoring programme has just concluded for 2020, under the leadership of Lynne Taylor. The School of Law is enormously grateful to the team of senior law student mentors who assisted our first-year students in their transition to university and the study of law, providing virtual support for their mentees during the lockdown period. As in 2019, first-year students have responded positively to the programme, describing it as providing “an emotional base and safe space” and “a breath of fresh air”.

UC Business and Law Schools’ Autumn Arrival: College student advisors, the outreach coordinator and the international business development coordinator took part in the virtual UC Autumn Arrival event on 7 May. This event, led by the University of Canterbury Students’ Association (UCSA) and the UC Student Success team to welcome students back to Term Two, is normally held on campus, but this year was a Facebook event with short recordings followed by an open Zoom session for Q&A. This event was well-attended, with over 100 views of our video. It also prompted a significant flurry of student requests to meet with Business and Law student advisors.

Internationalisation – Locally Engaged, Globally Networked

Enhance the internationalisation of the curriculum and student experience.

The impact of COVID-19 is most notable in the international student arena. UC is working closely with other New Zealand universities and Education New Zealand in relation to market reassessment, recovery and growth strategies. Among the workstreams underway are those aimed at taking up the opportunities to engage with the Government on border opening, immigration policy and quarantine management. A scoping paper is in preparation to create consistent minimum standards for the sector, which is intended to give confidence to officials and Government, while ensuring risks are appropriately managed.

In terms of recruitment, applications over the last month are down 39% year-on-year, but offers of place are up 23%. Offers of place accepted are down 48%, but enquiries are up over both 2019 and 2018. The recruitment team has run in excess of 125 online webinars and information sessions during the lockdown period, including programme-specific webinars involving academic experts from the colleges. We are soon to launch a Semester Two “online to on-campus” pathway for a select group of programmes that traditionally have significant mid-year intakes. This will also mark the launch of our new “World’s Best Choice” marketing campaign and overhaul of the international-facing website. Further work involves enhancing UC’s online and offshore presence through web, social media and communications strategies.

UC International College (UCIC) has experienced a significant downturn in student numbers, which will impact UC’s future pipeline of students. The College has taken decisive action, in consultation with UC. First was a shift to online delivery of UCIC programmes to onshore enrolled students. This was managed swiftly with the support of UC colleagues, Navitas Learning and Teaching and the UCIC team. UCIC has retained these students, who are keen to come back to campus and continue their pathway towards UC when it is safe to do so.

Associate Professor Donald Matheson and Professor Natalia Chaban, working in collaboration with the College of Arts' International Committee and assisted by a PACE intern Joseph Perry, designed and conducted a study of perceptions, attitudes and narratives of learning experiences among international postgraduate students in the College. The study followed the UC-wide surveys of international students in 2019. A series of focus groups took place in summer 2020. A final report was presented to the International Committee and the College's leaders in April and May 2020, and will inform future development of postgraduate programmes and support in the College.

Organisational Efficacy

Ensure the University's structures and systems empower those who work with them, are integrated and streamlined, promote a constructive culture, and have one focus – high-quality learning, teaching and research.

Domestic recruitment

As the secondary school term began online for the students we engage with, the Liaison Team has regularly 'zoomed' into schools and supported careers advisors with new online content. Preparations for online information evenings from 26 May to 11 June – which have drawn over 1,200 registrations to date – and a virtual open day in July are well underway. Recent mailings to students have attracted a 60% open rate.

In parallel, the Accommodation Services team is working on new ways to showcase our halls with 360 virtual tours, videos, updated images and presentations for information evenings. Content for the Whānau Guide, Undergraduate Prospectus and Accommodation Guide is progressing. Images for the new accommodation development Tupuānuku are now available and the hall has a logo that is representative of the cultural narrative and will help students to experience a real sense of belonging.

Advancement

The UC Foundation (UCF) had an unqualified audit from Audit New Zealand for 2019, which was the first year its accounts were consolidated with UC. Newly appointed investment advisors, Craigs, are transitioning the UCF's investments from 14 different fund managers.

UCF's income to date is \$4 million and it has received 414 donations from 248 donors, up on previous years. Distributions to UC stand at \$1.1 million. The Emergency Student Relief Fund has raised pledges and donations totalling \$127,500 from 84 people, which has been distributed in the form of food and other vouchers, and grants to students via UCSA.

In addition to providing alumni eNews, Chronicle and COVID-19 updates, UCF has liaised with particular groups of alumni including those in Malaysia, Singapore, the USA and the UK. It has contacted all pledgers, major donors and regular givers, and calls have been well received, with no particular problems in the community and no reduction in support evident so far.

From a strategic perspective, UCF is undertaking a major assessment of UC's approach to advancement and expects to be in a position to share the results in coming months.

News media

It is pleasing to see UC's positive coverage at 73% and our Media Impact Score above the industry average at 2.6. Our volume of stories related to published research grew from 179 in the fourth quarter (Q4) 2019 to 249 in the first quarter (Q1) 2020. Over the same period, positive message

penetration improved from 17% in Q4 2019 to 50% in Q1 2020. UC's Media Impact Score² increased from 1.4 in Q4 2019 to 2.6 in Q1 2020. Most of UC's coverage is in broadcast media.

From 9 April to 11 May 2020, national online, print and broadcast media made 665 mentions of UC. Stories related to COVID-19 remained dominant in the media landscape, which favoured expert opinions on pandemics and development of innovations that prove useful in the age of COVID-19. Other coverage related to new geological research on Whakaari (White Island), a ground-breaking astronomical discovery and new research showing how heavy cannabis use affects human genome. In addition to the positive media coverage UC generated, over 70 media queries were handled over this period. The following UC news stories appeared in national media:

- UC epidemiologist on NZ Government's new lockdown rules
- Canterbury tech entrepreneur returns to help the SVA mobilise nationwide
- HIT Lab NZ Director advises on best practices for virtual conferences
- Astronomers discover the science behind star bursts that light up the sky
- Whakaari (White Island) rocks hold clues to eruption risk – new research
- University of Canterbury invention could 'beam up' faster 3D printing
- Why coronavirus emerges in clusters, and how New Zealand plans to eliminate outbreaks after lockdown
- UC engineers aid development of thermal imaging cameras to spot COVID-19 symptoms
- UC Fine Arts graduate wins inaugural national Springboard award
- UC discovery could help monitor inflammation in heart disease and SARS-like diseases
- New fast-track to professional Engineering degree for ex-pilots, technicians
- New UC study finds heavy cannabis use affects human genome
- Environmental and ecological research to benefit from generous bequest to UC
- NZ researchers lead new international book on Human-Robot Interaction
- Innovative students virtually solve social isolation
- UC launches FutureU \$7500 grants for businesses, employees affected by COVID-19
- UC planet-hunters discover new 'one in a million' Super-Earth

The Conversation

In January 2020 we signed a one-year contract to become a member of The Conversation. This represents our strategy to increase awareness, and strengthen and grow UC's reputation globally.

The Conversation is an independent, non-profit publisher of commentary and analysis, authored by academics and edited by journalists for the general public. The articles are syndicated by media outlets across the world.

A small group of academics have led the way with articles on COVID-19 impacts. We are aiming to grow academic contributors from 10 to 100. In the period from 7 April to 13 May 2020, we published seven articles by seven authors. Our article reads total over 175,000 across the world.

² The Media Impact Score is calculated based on the tone of the media coverage, as well as the likely impact of that coverage on our key audiences and communities. The benchmark for the Australia and New Zealand education sector is 2.5; the score can range from –10 to 10.



During the past month I participated in a panel convened by the National Academies of Sciences, Engineering, and Medicine (NASEM) Forum on Postsecondary Response to COVID-19 and a podcast episode for the new Council for Advancement and Support of Education, CASE xchange series of conversations with global leaders around educational advancement. Both podcast series are listened to across the globe.

Environmentally Sustainable

Ensure UC research contributes to resolving global sustainability challenges.

One of the effects of the lockdown at Alert Levels 3 and 4 has been a marked reduction in air travel. Annual flying days have fallen from 55,000 to 14,000.

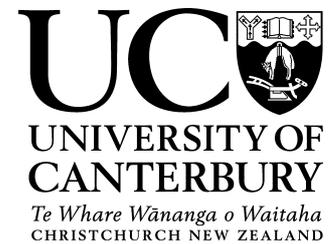
With travel expected to be minimal in 2020, we are actively encouraging people to find new ways of remote working nationally, building on our experiences at Alert Levels 3 and 4.

VC's Activities

Past Events	
30 April 2020	<ul style="list-style-type: none"> • Attended Universities New Zealand meeting via Zoom
6 May 2020	<ul style="list-style-type: none"> • Met with Chief Executive of Ara, Tony Gray, via Zoom • Met with Partner of More Partners, Moss Cooper, via Zoom
7 May 2020	<ul style="list-style-type: none"> • Interviewed via Zoom by Martin Ince, Chair of the Global Academic Advisory Board, for QS article
7 May 2020	<ul style="list-style-type: none"> • Attended Christchurch Economic Recovery Forum meeting via Zoom • Attended Universities New Zealand meeting via Zoom • Attended UC Foundation Board of Trustees meeting via Zoom
12 May 2020	<ul style="list-style-type: none"> • Addressed UC staff members via Zoom
14 May 2020	<ul style="list-style-type: none"> • Interviewed by CASE xChange for a podcast series • Spoke at UC Admin Plus meeting via Zoom • Attended Universities New Zealand meeting via Zoom
15 May 2020	<ul style="list-style-type: none"> • Chaired Academic Board
26 May 2020	<ul style="list-style-type: none"> • Attended UC College of Arts Executive Team meeting

Upcoming Events	
28 May 2020	<ul style="list-style-type: none"> • Attending Council Strategy Day
4 June 2020	<ul style="list-style-type: none"> • Attending UC Foundation DSG meeting • Attending Zoom meeting for Universities New Zealand
8 June 2020	<ul style="list-style-type: none"> • Delivering welcome address at UC GradFest
9 June 2020	<ul style="list-style-type: none"> • Attending UC Business and Law College Executive Meeting
10 June 2020	<ul style="list-style-type: none"> • Attending UC College of Education, Health and Human Development Leadership Team Meeting • Attending AGM for The Canterbury Tertiary Education Chaplaincy Committee
12 June 2020	<ul style="list-style-type: none"> • Chairing Academic Board
18 June 2020	<ul style="list-style-type: none"> • Attending Universities New Zealand meeting
19 June 2020	<ul style="list-style-type: none"> • Attending Universities New Zealand meeting

Memorandum/Pukapuka



To:	Ki:	Council
From:	Nā:	Executive Director of People, Culture and Campus
Date:	Rā:	18 May 2020
Subject:	Kaupapa:	Health, Safety and Wellbeing report

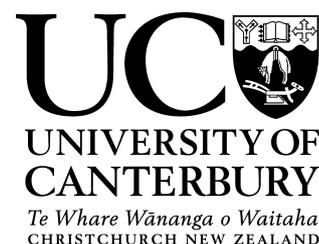
Purpose: For discussion and noting.

Recommendation: That the report is noted

Paper Progress:

To:	Date:	Decision:
ARC	18 May 2020	Recommended for noting
COUNCIL	27 May 2020	

Audit and Risk Report



To:	Audit and Risk Committee of UC Council
From:	Steve Hunter – Health and Safety Manager
Date:	18 May 2020
Subject	Health, Safety and Wellbeing at UC - January 1st - April 30th 2020

The intent of this May 2020 report is to provide assurance to Council that satisfactory arrangements are in place for managing Health, Safety and Wellbeing (HSW) risk across the University of Canterbury.

Contents:

1. Executive Summary
2. Reported Events
3. Health, Safety and Wellbeing risks
4. 2020 Health, Safety and Wellbeing Operational activities
5. Statistics

1. Executive Summary

This 2020 report is a statement of the University of Canterbury's HSW performance for the period January 1 – April 30, with any relevant updates included to the date of writing the report.

Covid-19 has dominated the HSW agenda. As we move through Alert Levels, the Senior Leadership Team, the COVID-19 Incident Management Team (IMT), with the support of the Health and Safety team, have focussed on supporting student and staff wellbeing, whether that be with Working From Home (WFH) engagement issues or general Wellbeing issues.

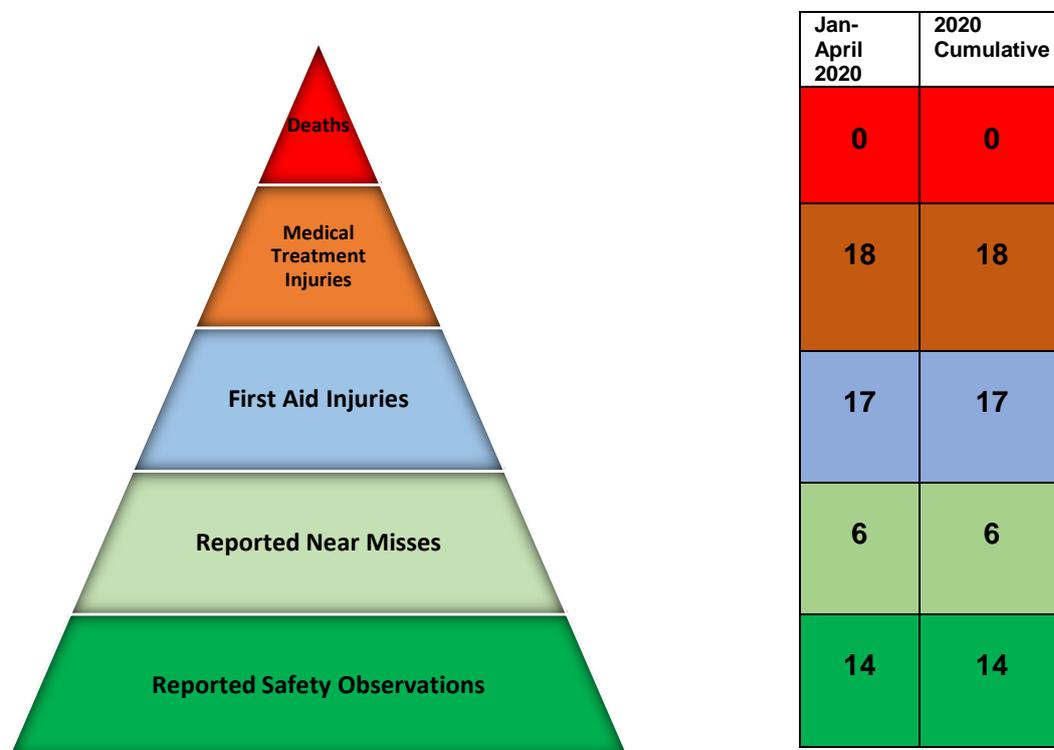
In this report we advise on the following one-off issues: a follow-up report on the High Voltage Laboratory Fire (covered in another paper), the positive outcome of a student event, a switchboard fire, and a health and safety audit of the Tupuānuku construction site.

The top HSW risks are set out, alongside the objectives in the HSW Implementation Plan (*Please refer to Appendix 1*) that are addressing them.

Underneath the HSW Implementation Plan there are a number of HSW operational initiatives and these are set out to illustrate the level of activity to support a strong health and safety culture.

2. Reported Events

The below chart provides some lead indicators by way of reporting near misses and safety observations (i.e. where harm may have occurred but action has been taken to prevent it).



High Voltage Laboratory fire

As previously reported, on February 28, 2020 the Fire Service attended a fire located in the UC College of Engineering High Voltage Laboratory. No-one was injured during this incident. A follow up report is in this month's Council papers.

Student Incident

On March 20, 2020 a UC male student fell from his third floor apartment external window to the ground below, sustaining serious injuries. His apartment is located within the CLV Student Accommodation, Ilam Apartments, Hinau Complex.

He received first aid treatment at the scene before attending paramedics conveyed him to hospital where he was admitted to ICU. The Police, UC Security and Fire Service also attended this incident.

The cause of the fall has yet to be confirmed by witnesses. However, it is apparent that Wilson fell whilst leaning against a fixed external window louvre designed for reducing sunlight and not for physical contact. These louvres are common to the Hinau Complex apartment block.

A full investigation is underway by the CLV Health and Safety Manager with support from the UC Health and Safety Manager, and will be concluded in Alert Level 2, once witness statements are finalised.

Since this incident, retro fitting of window restrictors above 1 metre height from ground level with a maximum opening of 150mm on the Hinau Complex has been initiated, "Danger Fall" signs are on order and investigations are in place to identify any other CLV student accommodation facilities which may require corrective actions.

The student has since been released from hospital and plans to return to CLV accommodation on a gradual return programme. It should be noted that if not for a passing student carrying out potentially lifesaving first aid immediately, a much more serious outcome may have occurred.

Switchboard Fire

On March 24, 2020 the Fire Service attended a fire located in a boiler house sub-station in the Facilities Services operational yard. The fire occurred in a low voltage electrical main switchboard. The fire was extinguished quickly and no-one was injured.

An inspection of the switchboard identified the fire was seated in a 23 year old Power Factor Correction (PFC) module. Findings from the investigation show that this was a component failure and not caused by unsafe acts.

Following this incident, an external expert inspected damage sustained and declared the switchboard irreparable. He was then commissioned to audit the 19 other PFC units.

UC electricians isolated all "near end of service life" PFC units until further assessment.

A survey of all other switchboard facilities is planned with consideration given to installing appropriate fire alarm systems where required.

A review of all PFC unit life spans is being undertaken along with adjustment of maintenance schedules and associated tasks as deemed appropriate.

Audit – Tupuānuku Construction Site

On February 20 an external audit revealed Southbase Construction (Tupuānuku Project) was under-performing in key areas including health and safety culture, use of equipment, spill kits and PPE. In response to these findings the Southbase Health and Safety Manager is now

present on site. He is ensuring implementation of corrective actions. Tool Box talks with contractors on site have been stepped up. UC's Project Manager for Tupuānuku and the Senior Health and Safety Consultant continue to engage with Southbase, reinforcing UC Health & Safety requirements for construction projects. Further UC and external audits will re-commence when COVID-19 Alert Level allows.

3. Health, Safety and Wellbeing risks

COVID-19 is obviously a critical current HSW risk to the University. The Health & Safety team will continue to fully engaged with SLT and IMT providing support and guidance through all Alert Levels. Procedures and advice towards safe return to campus for staff and students is a high priority. Beyond this risk, the key risks are:

Risk	Action/Key Control	Projected Completion
Notifiable Injury or Illness to Staff, Students or Visitors, or Notifiable Incident	Continuous review of systems and procedures appropriate to risk ratings e.g. HSW Plan objectives 3 and 6*	Ongoing, reviewed in annual plan
Hazardous substances	Review of hazardous substances storage and processes – HSW Plan objective 2*	December 2020
Student and Staff Wellbeing	UC and Me Staff Wellbeing programme; Range of programmes through Student Services and Colleges	Ongoing
Health, Safety and Wellbeing System	Market appraisal underway for replacement – HSW Plan objective 1*	July 2021
Hazardous Substances Inventory Management System	Market appraisal underway for replacement – H&S Plan objective 4*	May 2021

*See Health, Safety and Wellbeing Plan – Appendix One

3.1 Further information on risks and mitigations

3.1.1. Notifiable injuries or illnesses to Staff, Students or Visitors or Notifiable Incident

A requirement of the Health and Safety Act is for a PCBU (Person Conducting a Business or Undertaking) to provide an environment that is safe and healthy for staff, students and anyone who is affected by University activities. Notifiable injuries, illnesses and incidents are managed at UC by:

- Council and Senior Leadership and monitoring
- Council and Senior Leadership safety tours (programme being reviewed)

- Continuing external SafePlus and internal audits throughout the year with regular re-audits appropriate to risk level
- Maintaining and continuously improving the health and safety committee meeting network
- Risk management training for appropriate staff members
- Encouraging culture and behaviour based education programmes in liaison with the People and Culture Department for managers and staff, including any campus contractors
- Sharing of learnings with other universities at NZ Health and Safety Managers meetings held throughout the year and international AUSA (Australian Universities Safety Association) events

3.1.2. Campus Hazardous Substance Project

Throughout UC there are numerous hazardous substances. Locations, content and quantities of these substances require robust documentation. A campus wide project has been running in collaboration with appropriate staff, managers and technicians to determine:

- Hazardous substance locations
- Types of substances/classes stored
- Quantities of substances
- Status of locations
- Work required to achieve compliance.

The initial focus was on compliance in high risk areas, with the main outcome of this being the creation of a central hazardous substance triaging, storage and distribution centre. The focus for the project to December 2020 is on lower risk areas.

4. 2020 Health, Safety and Wellbeing Operational Activities

Underneath the key objectives in the Health, Safety and Wellbeing Plan there are a number of operational activities. A summary of these activities is:

Item	Actions	Status
Staff Wellbeing	<ul style="list-style-type: none"> • Support staff back into BAU activities providing advice and support • Working from home (WFH) procedure updated and guidance material provided • Advise staff, especially when WFH to undertake UC or ACC online ergonomic assessments 	<ul style="list-style-type: none"> • In progress • Implemented • Implemented

Health Monitoring/Flu Vaccinations	<ul style="list-style-type: none"> • Flu Vaccinations: (Initially under COVID-19 environment, staff and students with immune system conditions, older and essential workers prioritised) • Spirometry, audiometry and skin checks 	<ul style="list-style-type: none"> • In progress • Scheduled for October/November 2020
Audits/Assessments	<ul style="list-style-type: none"> • SafePlus Audits: Campus Services, CAPE, Biological Sciences • Machinery Audits: Facilities Services, Geological Sciences, School of Product Design • KPI's set for managers conducting internal H&S audits 	<ul style="list-style-type: none"> • Scheduled for third quarter of 2020 • Scheduled for third quarter of 2020 • In progress
Compliant Laboratories HSW (Hazardous Substances) Regulations	<ul style="list-style-type: none"> • Authorised persons only in labs • Lab managers present • Hygiene levels maintained • Laboratories meet required standards • Hazardous Substance Inventory Updated Annually • Lab user training documented • Emergency Response Plans tested annually • Inductions into labs 	<ul style="list-style-type: none"> • Implemented
Health and Safety Inductions project	<ul style="list-style-type: none"> • All new employees attend health and safety induction within three weeks of commencing employment • Staff re-induction new procedure 	<ul style="list-style-type: none"> • Initiated • Scheduled for October 2020
Health and Safety Representatives (HSR's)	<ul style="list-style-type: none"> • Maintain appropriate number of trained HSR's for all business areas 	<ul style="list-style-type: none"> • Review scheduled for June 2020
Incident/Event Reporting	<ul style="list-style-type: none"> • RMSS Training for users • All incidents/events to be entered in a timely manner 	<ul style="list-style-type: none"> • Ongoing • Ongoing encouragement of

	<ul style="list-style-type: none"> Investigations completed appropriate to severity of incident/event 	<p>incident/event reporting at college/department committee meetings, DSO and HSR meetings. (Implementation of a replacement H&S management system will significantly improve reporting, statistics and investigative measures)</p> <ul style="list-style-type: none"> Implemented. Contact managers, DSO, HSR's to set timeframes for completions and corrective actions.
Worker Rehabilitation	<ul style="list-style-type: none"> All injured employees have Return to Work programmes 	<ul style="list-style-type: none"> Ongoing
Contractor Management	<ul style="list-style-type: none"> Inductions Auditing of works 	<ul style="list-style-type: none"> Implemented Ongoing
Construction Management and Performance	<ul style="list-style-type: none"> Inductions Internal and external auditing Round table meetings Construction Performance 	<ul style="list-style-type: none"> Implemented Scheduled for when Alert level allows Take place fortnightly Internal and external audits carried out on a regular basis
Key Training (External)	<ul style="list-style-type: none"> First Aid: continue refresher training to maintain appropriate number of first aid qualified staff HSR Level 1 and 2 Fire Extinguisher and Evacuation Hazardous Substance Certified Handler Risk Management 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing As required Ongoing

5. Statistics

COVID-19 Alert levels have impacted our levels of reporting. Overall there has been a decrease in the number of incidents reported from the same period last year.

Steps are taken to investigate incidents at the appropriate level and to review risk assessments to ensure suitable and sufficient controls are in place.

Safety Observations are showing gradual improvement. Substantial improvements will be made upon the implementation of a replacement health and safety management system and subsequent education and continuous encouragement.

Lagging Performance Indicator Statistics January 1st – April 30th 2020

Note: Lagging Performance Indicators indicate the number of events which have already occurred, an indication of where you have been rather than where you are going. Improving Leading indicators significantly reduces Lagging Indicators.

Lagging Performance Indicators January 1 - April 30	Comments	2018	2019	2020
Injury (Actual physical injury to persons)		60	64	36
Low		44	58	32
Medium		16	5	3
High		0	1	1
Incident (No Injury)		9	20	10
Low		9	17	7
Medium		0	3	2
High		0	0	1
Illness		3	0	3
Low		2	0	3
Medium		1	0	0
High		0	0	0
Discomfort or Pain (Experienced at work)		16	19	16
Low		14	17	16
Medium		2	2	0
High		0	0	0

Rec Centre Events		15	24	10
Low		14	23	10
Medium		1	1	0
High		0	0	0
Total Number of Reported Events - Employees		134	154	95
Total Number of Reported Events – Employees		58	53	26
Total Number of Reported Events – Non Employees		76	101	69
Total Number of Reported Events Less Recreation Centre		119	130	85
Lost Time Occurrences				1
Days Lost				1
UC Average days Lost				1
Events Notifiable to WorkSafe	*High Voltage Lab Fire 28 February 2020. WorkSafe Notified. No actions taken.	0	1	*1

Leading Performance Indicator Statistics January 1st – April 30th 2020

Leading Indicators can be measured without an incident, accident or property damage occurring and are useful in being able to help predict or prevent future events. These are favourable statistics where an improvement of health and safety culture is desired.

Leading Performance Indicators	Comments	2018	2019	2020
Council Safety Tours		2	1	1
SMT Safety Tours		0	2	4
External Audits		3	0	1
Staff Training Sessions		9	9	9

H&S Committee Meetings	During COVID-19 Alert levels 4 and 3, Zoom Committee meetings continue	10	11	10
H&S Representatives (HSR's)		83	83	77
Near Miss reporting		20	17	6
Low		10	9	3
Medium		8	7	2
High		2	1	1
Safety Observations		11	10	14
Ergonomic Assessments		53	64	123
<i>*Before Lockdown (with assessor & on-line tool)</i>				30
<i>*After lockdown (using on-line tool)</i>	Significant increase through COVID-19 Levels 4&3			93
Flu Vaccinations	2020 vaccinations not yet completed	1047	1092	320

Appendix One

University Health, Safety and Wellbeing Implementation Plan 2019 - 2020



SEPTEMBER 2019

University of Canterbury Health, Safety and Wellbeing

IMPLEMENTATION PLAN 2019-2020

"LET'S DO SAFETY WELL"

IMPLEMENTATION PLAN 2019-2020

The Health and Safety (HS) Team are committed to lead by example, act with integrity, demonstrate bi-cultural respect and deliver compliant advice leading to workable solutions. We believe that success is achieved by ongoing engagement and collaboration with our people regarding health, safety and wellbeing.

The overall health, safety and wellbeing system at UC is predicated on a model of shared responsibility, led by SMT. The central health and safety team act as trusted advisors to the organisation. The team also provides a leading role in coordinating UC wide health, safety and wellbeing activities. This dispersed responsibility for health, safety and wellbeing management is both necessary and appropriate, given the sheer size of the University and the diverse array of environments in which health, safety and wellbeing must be managed.

OBJECTIVE

The Health and Safety Team 2019/2020 focus is “Let’s do safety well”, simply and collaboratively

PURPOSE

The role of the health and safety team is to contribute to the University vision of being ‘Engaged, Empowered and Making a Difference’, by providing exceptional professional guidance and support.

COMMITMENT

We are committed to working with our leaders and wider UC community, in developing a constructive health, safety and wellbeing culture that is agile and supports continuous improvement.

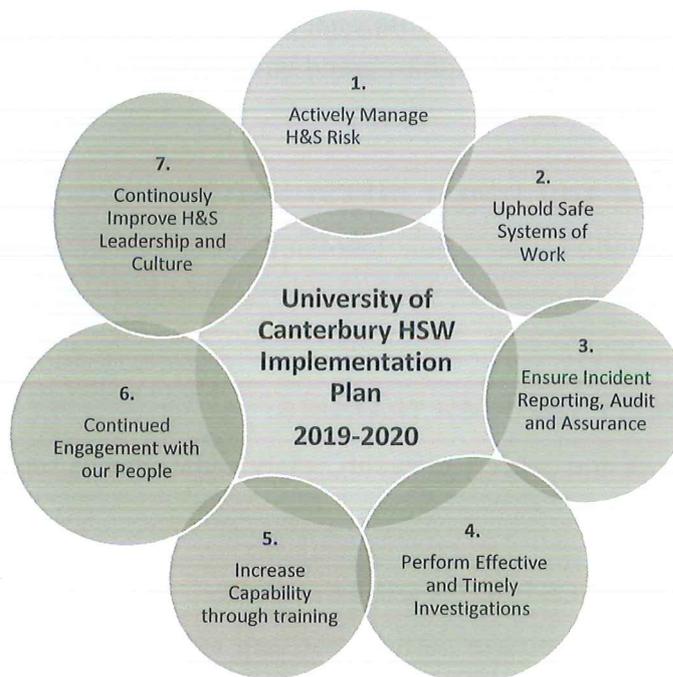
We will achieve this by:

- Enhancing the current Safe Working Environments
- Developing health, safety and wellbeing knowledge and capabilities for now and for the future
- Helping our leaders build a collaborative and engaged workforce
- Challenging ourselves by seeking opportunities to enhance our health, safety and wellbeing performance through a set of goals and focused priorities
- Enabling and supporting continuous improvement toward a constructive health, safety and wellbeing culture
- Contributing toward a positive experience for our students

OUR HEALTH, SAFETY AND WELLBEING STRATEGIC FOUNDATIONS

'Let's do Safety Well'

Our Health, Safety and Wellbeing Implementation Plan will be achieved through a focus on the following goals:



1. ACTIVELY MANAGE HSW RISKS:

Ensure that Risk Assessments are in place for work activities with significant risk and that these Risk Assessments are reviewed at least annually, following any related incidents/events/near misses, or when any significant changes to processes or activities are made. Recognising the expertise among academic and professional support staff is fundamental to identifying and managing risk. The health and safety team will provide supportive administrative systems that enable hazards associated with research teaching and support activity, to be managed in a way that is proportional to the risk presented. The focus for this period will be the revision of the tools and administrative systems, to ensure that these are fit for purpose and adequately meet user requirements. The health and safety team will contribute to a UC Wellbeing strategy that recognises that the physical and cultural environment that we are empowered to manage, forms an essential part of ensuring individual and collective wellbeing.

2. UPHOLD SAFE SYSTEMS OF WORK:

Where risk cannot be completely managed through the use of engineering controls alone, ensure that safe systems of work are documented, communicated, implemented and complied with across the University of Canterbury.

3. ENSURE INCIDENT REPORTING, AUDIT AND ASSURANCE:

Ensure that corrective actions identified through proactive monitoring (inspections, tours, audits/assessments) are closed out within agreed timeframes.

4. PERFORM EFFECTIVE AND TIMELY INVESTIGATION:

Ensure that corrective and all other actions identified through the investigation of accidents, incidents, near misses and ill-health are closed out within agreed timeframes.

5. INCREASE CAPABILITY THROUGH TRAINING:

Monitor the attendance and delivery of health, safety and wellbeing training.

6. CONTINUED ENGAGEMENT WITH OUR PEOPLE:

Continue to enable and encourage participation and collaboration among staff and the wider UC community to achieve our health safety and wellbeing goals, recognising the critical contribution made by staff and student representative bodies.

7. IMPROVE HSW LEADERSHIP AND CULTURE:

To encourage and support UC leadership to collectively and individually lead health, safety and wellbeing, recognising responsibilities in exercising primary duty of care for the wider UC community. The focus in this period will be to raise the visibility of leadership by facilitating participation in front-line engagement activity including participation in HSW meetings, undertaking health, safety and wellbeing walkabouts, participation in assessments, identifying and inducting (training) new leaders.

These seven key foundation stones underpin all of the programs of work identified in the Health, Safety and Wellbeing Implementation Plan 2019/2020. This is a live plan to be reviewed on an annual basis commencing December 2020, or when any landscape/legislative changes dictates otherwise, to ensure objectives and programs of work still align with the overall University of Canterbury vision and strategic objectives.

HEALTH AND SAFETY IMPLEMENTATION PLAN

ENABLING EVERYONE TO MAKE A DIFFERENCE - SAFELY

University Objectives 2019-2020

Key Element – Lead Health, Safety & Wellbeing



1. Scope Potential replacement for the Health, Safety and Wellbeing Management system with mobile app function

SMT Member

HS Manager

To replace current system with a responsive, user friendly system. One that is able to improve measurement, to enable the team to develop and share better data to improve decision making

HS Manager

December 2019

Key Element – Manage Hazards and Risks



2. Identify, audit, assess and map hazardous substance store locations
3. High risk campus workplace identification (people and functions)
4. Continue to plan for implementation of a hazardous substance management system
5. Continue to support risk management proportionate to the risk presented

HS Manager

HS Manager

To ensure the team can manage risks effectively and proportionately

HS Advisor/Consultant

June 2020

HS Manager

HS Manager

To enable the team to identify capability gaps and provide visibility of the different roles people are required to have to manage high risk areas.

HS Advisor/Consultant

December 2020

SMT Member

HS Manager

Work collaboratively with IT project teams to bring the new system forward as soon as practicable and to introduce UC wide use to ensure compliance under legislative requirements

HS Manager

June 2020

HS Manager

HS Manager

Provide professional advice and support as resource allows

HS Manager

Ongoing

September 2019

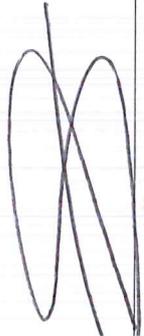
Implementation Plan 2019-2020

0

University Objectives 2019-2020		Key Accountability	Implementation Responsibility	HS Team Objectives	HS Team Responsible	Completion Date
Key Element – Engage in Health & Safety						
						
6.	Health and Safety toolkit transition to Website	HS Manager	HS Manager	To ensure clear and effective processes are represented on the new Web based platform. Help staff enable clear pathways can be followed for ease of use	HS Advisor/Consultant	December 2019
Key Element – Wellbeing at Work						
						
7.	Integrate staff wellbeing (risk factor) into the overall wellbeing plan	H&S Manager Director, Wellness Services	H&S Manager	Work collaboratively with Wellness Services to assist the team to better manage work related mental health risks	HS Manager	December 2019

Steve Hunter
Print First and Last Name

Health & Safety Manager
Title


Signature

4/11/2019
Date

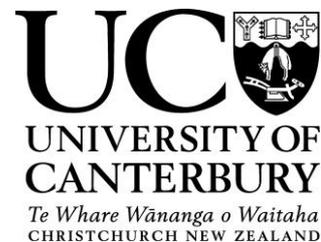
Print First and Last Name

Title

Signature

Date

COVER SHEET



To:	Ki:	Council
From:	Nā:	Keith Longden
Date:	Rā:	20 th May 2020
Subject:	Kaupapa:	<i>31 March 2020 quarterly capital expenditure report</i>

Recommendation:

That the 31 March 2020 quarterly capital expenditure report be received for information.

Purpose: To show continuing progress on current projects.

Executive Summary:

The report shows continuing progress on many projects, with an actual overspend against the 2020 year to date capital budget of \$2.013 million, which is contributed by \$8.361 million overspent on UC Futures and underspent \$6.348 million on other projects and Colleges and Services Units.

Rehua project's final settlement resulted in March 2020, and \$9.183 million is paid to Hawkins/Downer on 31st March 2020.

The current COVID-19 Alert Level 4 has put almost every inflight projects on hold. The two major construction project: Tupuānuku | Garden Hall and Arts Precinct (Locke and Logie) will face some supply chain and programme delays. Garden Hall could potentially not be ready for Semester 1 2021 should the lock-down continue post four weeks. The Arts Precinct (Locke and Logie) will be delayed but is highly likely to be completed in 2020.

The Recreation Centre project has 100% developed design completed, and approved by April PCG. It allows the team to commence detailed design and start the enabling works procurement process. The detailed design phase does not require as much stakeholder interaction as previous phases and it is possible for the design team to work remotely.

The A3 Briefing Document for Wellness Precinct Parking, Transportation and Safe Access was approved by March PFRC to proceed to Business Case in Q3, and also agreed to an increase in the forecast cost to \$7.250 million as recommended by the Recreation Centre PCG.

The Student First Project re-set has taken place and reporting provisions are now against the agreed scope and budgetary envelope. Two releases were deployed in this quarter:

- Release 19 - provided technical foundation functionality required to support the 2020 Jade decomposition work and also included enhancements to our UC - the staff portal and connectUC - the agent portal.
- Release 20 - was technical foundations required for the 2020 work plan that will be available to staff in subsequent releases.

The Digital Payment Solution project has been tracking well against the project deliverables, the forecast end date as 29th June 2020. The last quarter the project team will:

- Finalise and execute technical vendor contracts (payment gateway and POS)
- Commence implementation of POS and e-commerce (Sprints 1-3)

- Implement integration to Oracle
- Commence development of Parking and Oracle apps

Key Points/Strategic fit: After six months of negotiations, the contract for UC to become a Participating Member of the edX platform was executed on 23 March 2020. This contract solely applies to the production of Massive Open Online Courses (MOOCs) and not Micro-masters, which UC will look to engage edX on later in the year.

Smart Cities led by Associate Professor and MBA Director Chris Vas, is in its final production stages and will be the first UC MOOC to go live on the platform. This is targeted for the end of April. Ten other potential MOOCs are being compiled and discussed by the PVCs currently.

Financial implications: The capital forecast below is based on the key assumption that Canterbury has a 4 week Level 4 lockdown, and a number of projects a deferred with design activities continued for 2020. Therefore, the forecast does not yet reflect the potential capital deferrals / change in capital priorities that may be required as part of UC's response to COVID-19. Forecast 2020 Capex is \$100.090 million, compared to Budget Capex of \$111.988 million with \$11.897 million reduction in Capital spend.

Grouping	2020 FY Budget	2020 Capex Forecast Spend	Reduction
UCF+CWRK+Minor Capital	95,610,222.01	82,407,097.70	13,203,124.31
BAU Col / Services Units	11,692,583.00	11,275,583.00	417,000.00
DVC	4,684,973.00	4,020,738.65	664,234.35
Strategy Items	-	2,387,000.00	-2,387,000.00
TOTAL	111,987,778.01	100,090,419.35	11,897,358.66

Attachments: Quarterly capital expenditure report

Quarterly Capital Expenditure Report

FINANCIAL SERVICES

March 2020

Prepared by:	Sarah Guo and Project Managers
Prepared for:	Keith Longden
Date:	20 May 2020
Version:	3.0

Contents

EXECUTIVE SUMMARY	5
CAPITAL PROJECTS – IN FLIGHT (EXCLUDING UC FUTURES PROJECTS AND LTCP PLACEHOLDER).....	6
5 YEAR FORECAST	7
PROJECTS DISCOVERY PHASE	7
POST IMPLEMENTATION REVIEWS	7

Executive Summary

Overall position – UC Capex

The reconciliation to the 31 March 2020 monthly report is as follows:

Capex	2020 YTD Capex Actual	2020 YTD Capex Budget	YTD Variance	2020 FY Capex Forecast	2020 FY Capex Budget	FY Variance
Other Projects + Minor Capital Works	19,095,755	25,058,894	5,963,139	75,826,939	95,808,886	19,981,947
Colleges + Service Units	2,960,322	3,345,479	385,157	12,215,260	13,697,583	1,482,323
	22,056,078	28,404,373	6,348,296	88,042,199	109,506,469	21,464,271
UC Futures	8,872,366	511,038	- 8,361,328	12,048,221	2,481,309	- 9,566,912
TOTAL	30,928,444	28,915,411	- 2,013,033	100,090,419	111,987,778	11,897,359

* UC Futures includes RRSIC, CETF and Rehua

Notes:

1. At the end of Quarter 1, the three UC Futures Projects are \$8.361 million over full year budget. The main contribution to this variance is Rehua \$9.183 million final settlement with Hawkins /Downer. The final settlement was budgeted for the end of 2019, and was not carried over in the 2020 budget.
2. Quarter 1 spend on other projects was \$5.963 million under full year budget. Some of the projects have not progressed as quickly as was anticipated during 2020 budget cycle, such as Ilam Boiler project, Cyber Security Project and Further Risks Remediation Programme. Some of the projects have been put on hold due to the limited resources, such as Storage Enhancement Minor Capital and Office365 full Implementation Phase 1. Under delivery in Minor Capital sector (Audio Visual, Facilities Services and Campus services) is due to current budget / actual timing differences.
3. Colleges / Services Units capital spend is \$0.385 million under full year budget. The current COVID-19 and lockdown may put pressure on the supply chain for the equipment, but no material changes have been made to the forecast as of yet. The process for identifying new proposals for the 2020 Strategic Research fund is on hold until all budget unknowns are clarified, including the residential pastoral care issue and ITS unknowns.

Capital Projects – In flight (excluding UC Futures projects and LTCP Placeholder)

Capital Projects \$000's		2020 YTD Capex	Financial Summary			
			Cost To Date (Opex+Capex)	Current Total Approved Budget	Forecast Total Cost (Opex+Capex)	Variance (Current Approved - Forecast Total)
Top Projects						
1	Student First Programme	587	18,468	21,800	21,742	58
2	Arts Precinct - Locke & Logie	1,632	9,164	11,948	11,948	-
3	Garden Hall Accommodation	12,991	45,973	77,735	77,735	-
4	CMP - Sport and Recreation Centre	727	2,922	56,838	56,838	-
5	Wellness precinct transport and safe campus access	123	278	7,249	7,249	-
Buildings and Services						
6	CWRK GS25 Ilam Boiler - Low Carbon Energy Strategy	-	277	15,604	15,604	(0)
7	CWRK UN00 Ilam Building Assessment - Low Carbon Energy Strategy	-	64	110	257	(147)
8	New Teaching Spaces	-	1,055	1,365	1,055	310
9	CWRK UN00 Product Design School Growth	15	1,259	1,500	1,500	(0)
10	Business & Law Expansion – Short Term	16	175	151	175	(25)
11	Campus Wide Enhance & Humanise the campus (JOAB)	-	40	540	40	500
Technology and Business						
12	Storage Enhancement	23	3,892	4,824	3,908	916
13	Identity Access Management (Stage 2) - IAM	93	3,157	3,268	3,407	(139)
14	Digital Payment Solutions	87	560	1,394	1,393	0
Total Open Projects		16,393	87,995	204,324	203,563	761
Minor Capital						
	Library - Information Resources	1,069	1,069	4,450	4,450	-
	Library - Others	22	22	87	87	-
	Facilities Services - Minor Capital	1,074	1,076	9,506	5,692	3,814
	ITS - Equipment	134	134	3,603	2,402	1,201
	ITS - AV	92	92	1,453	969	484
	Campus Services	73	73	610	203	407
	Finance Services - RPA	144	144	460	460	-
	DVC Strategic Research	735	735	2,005	735	1,270
	College / Unit Minor Capex + VCOF	1,971	1,971	11,233	10,786	447
Total Minor Capital		5,315	5,318	33,405	25,784	7,621
Closed Projects						
	Co-location of Communication Disorders	-	2,737	-	-	-
	Connon Hall	-	1,402	-	-	-
	UCSA Building	206	31,323	17	207	(190)
	UC Wellness Precinct Infrastructure	2	3,731	-	2	(2)
	Clearing the Villages (Ilam, Dovedale and Wheki)	25	2,457	-	28	(28)
	Te Papa Hauora (Health Precinct)	-	1,466	-	-	-
	Increased accommodation capacity for College of Engineering PG's	-	60	-	-	-
	Windows 10 and Office 2016 upgrade	-	758	-	3	(3)
	Reconcil line	347				
TOTAL		22,056	97,452	237,730	229,347	8,382

KPI - Traffic Light

Green - Below Current Total Approved Budget

Amber: Within 5% of Current Total Approved Budget

Red: 5% + above Current Total Approved Budget

5 Year Forecast

Capital Projects \$000's		Total Forecast (Opex + Capex)						
		Prior Years	2020	2021	2022	2023	2024	Total
Top Projects								
1	Student First Programme	17,590	4,151	-	-	-	-	21,742
2	Arts Precinct - Locke & Logie	7,200	4,748	-	-	-	-	11,948
3	Garden Hall Accommodation	32,982	44,753	-	-	-	-	77,735
4	CMP - Sport and Recreation Centre	2,185	2,739	25,537	21,276	5,102	-	56,838
5	Wellness precinct transport and safe campus access	152	524	3,326	2,689	558	-	7,249
Buildings and Services								
6	CWRK GS25 Ilam Boiler - Low Carbon Energy Strategy	261	1,016	6,145	8,182	-	-	15,604
7	CWRK UN00 Ilam Building Assessment - Low Carbon Energy Strategy	57	200	-	-	-	-	257
8	New Teaching Spaces	1,055	-	-	-	-	-	1,055
9	CWRK UN00 Product Design School Growth	1,244	255	-	-	-	-	1,500
10	Business & Law Expansion – Short Term	159	16	-	-	-	-	175
11	Campus Wide Enhance & Humanise the campus (JOAB)	40	-	-	-	-	-	40
Technology and Business								
12	Storage Enhancement	3,866	42	-	-	-	-	3,908
13	Identity Access Management (Stage 2) - IAM	2,969	437	-	-	-	-	3,407
14	Digital Payment Solutions	467	927	-	-	-	-	1,393
Total Open Projects		70,839	59,908	35,008	32,147	5,660	-	203,563

* Minor Capital 5 years Forecast will be reviewed due to the current COVID-19 and lockdown.

Please note that the COVID-19 delays may push individual project expenditure from 2020 into 2021, for example Arts Precinct (Locke & Logie) and Tupuānuku | Garden Hall

Projects Discovery Phase

Projects Under Discovery Phase \$000's		Project	Discovery Cost PTD
1	CWRK UN00 Kirkwood Village Rehabilitation Project	B1928	25
2	Wellness precinct transport and safe campus access	B1920	278
3	Cyber Security Programme	L0271	403
4	Hazardous Substance Remediation	L0297	53
5	Higher Degree Management & Ethic Monitoring	L0312	
6	Work Integrated and Off-Campus Learning	L0313	
7	Expand UC in the city with a business focus	SN101	

Post Implementation Reviews

The following projects are being proposed for review as part of the 2020 PIR Plan.

Project code	Description	Actual end date	Total budget approved (\$000)
B1846	Arts Centre (Completed in March)	May 2017	4,551
L0180	Skype for Business (Completed in March)	Dec 2017	1,584
B1984	Dovedale accommodation (Sonoda extension)	Feb 2018	10,253
B1982	Te Papa Hauora	Jul 2018	1,611
B1493	Rehua	Dec 2018	82,614

Note: The RRSIC PIR will be scheduled at the end of Stage 2.

COVER SHEET

To:	Ki:	Council
From:	Nā:	Keith Longden, CFO/Executive Director: Planning, Finance & IT
Date:	Rā:	20 May 2020
Subject:	Kaupapa:	UC Trust Funds Quarterly Report to 31 March 2020

Recommendation:

That the UC Trust Funds Quarterly Report to 31 March 2020 is received for information.

Purpose:

To present the quarterly report to 31 March 2020.

Executive Summary:

The longest equity bull market in history ended in March with markets falling by up to 30% in some areas of the globe. A shock to the oil market and fears from the widespread impact of the COVID-19 virus rippled through the global economy and into financial markets. Bond markets were not immune as indiscriminate selling ensued due to investors demanding liquid cash. Central banks cut cash rates swiftly in March, back to historical lows. Fiscal stimulus was applied rapidly by many developed countries to unprecedented levels. Economic data released through the month already shows the devastating effects the shutdown is having on the global economy. It is still early days, but intervention by central banks has improved liquidity in financial markets. Government stimulus has been directed at health care to fight the virus, and also to businesses in the hope of keeping companies afloat and reducing job losses. We expect an L-shaped recovery as some countries get back on their feet sooner than others.

The Fund performance against the objective of NZ CPI plus 4.5% per annum is shown in the graph below.

The Fund outperformed the weighted average benchmark over each time horizon except 3, 5, and 10 years. The Fund outperformed the Morningstar Conservative benchmark over 3+ years. It outperformed the Morningstar Balanced benchmark over the quarter and year.

The current proportion of growth assets is 55.2%. Income assets make up the remaining 44.8% of assets. These are within the target asset allocation ranges. All individual assets are within their allowable ranges.

FUND RETURN VS FUND OBJECTIVE



Financial implications:

Attachments:

- UCTF March 2020 report

Documents on Sharepoint for information: N/A

Paper Progress:

To:	Date:	Decision:
PFRC/RAC	N/A	
SMT	N/A	
FPRC/ARC	18 May 2020	
COUNCIL		

UNIVERSITY OF CANTERBURY TRUST FUNDS

QUARTERLY REPORT 31 MARCH 2020

14 APRIL 2020

STRICTLY PRIVATE & CONFIDENTIAL

Please note the information contained in this document is of a highly commercially sensitive and confidential nature. It is not to be made public and is only for the use of the Executive and Directors/Trustees of client organisations of EriksensGlobal. This report is subject to Intellectual Property rights by EriksensGlobal. It is not to be released to any other third parties in any format (including electronically or verbally), without the express written permission of EriksensGlobal. The information in this report has been gathered from a variety of sources that we believe to be reliable. Whilst using all reasonable care to obtain this information, we do not accept any responsibility or liability for errors or omissions.

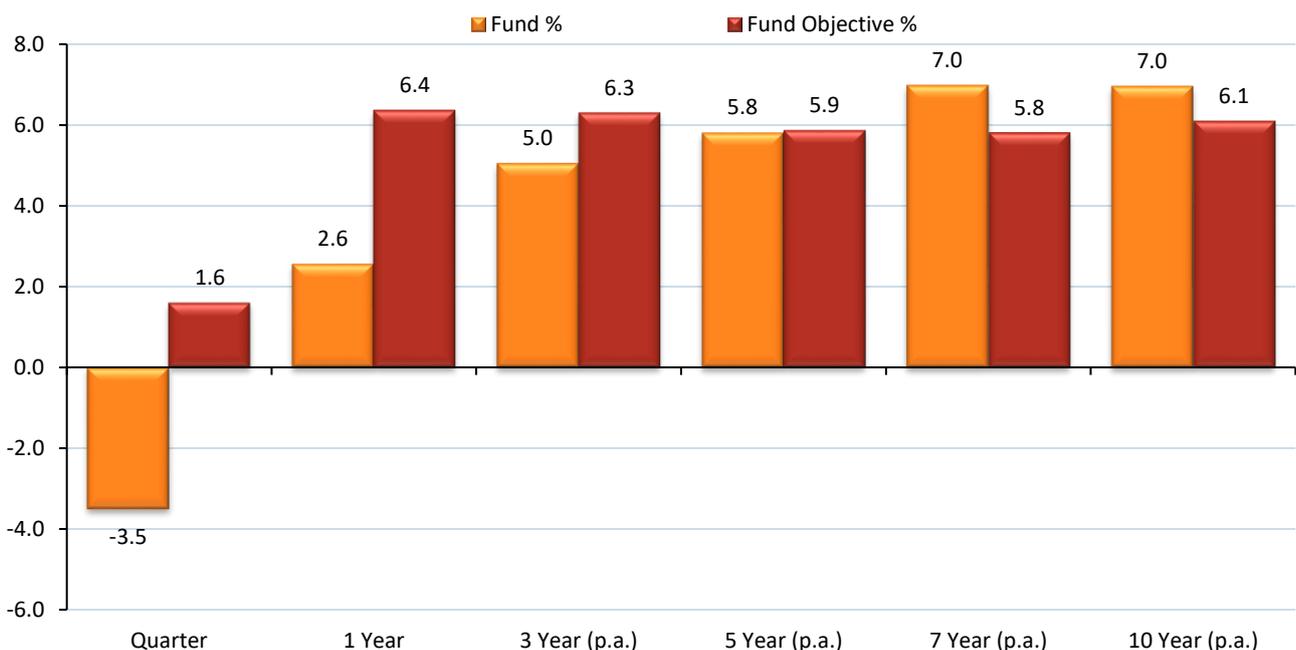
CONTENTS

Executive Summary	3
Introduction.....	4
Fund Performance.....	5
Fund Growth.....	7
Asset Analysis	8
Asset Allocation	9
Market Performance	11
Economic Commentary	12
Appendix: Benchmarks.....	18

EXECUTIVE SUMMARY

- The longest equity bull market in history ended in March with markets falling by up to 30% in some areas of the globe. A shock to the oil market and fears from the widespread impact of the COVID-19 virus rippled through the global economy and into financial markets. Bond markets were not immune as indiscriminate selling ensued due to investors demanding liquid cash. Central banks cut cash rates swiftly in March, back to historical lows. Fiscal stimulus was applied rapidly by many developed countries to unprecedented levels. Economic data released through the month already shows the devastating effects the shutdown is having on the global economy. It is still early days, but intervention by central banks has improved liquidity in financial markets. Government stimulus has been directed at health care to fight the virus, and also to businesses in the hope of keeping companies afloat and reducing job losses. We expect an L-shaped recovery as some countries get back on their feet sooner than others.
- The Fund performance against the objective of NZ CPI plus 4.5% per annum is shown in the graph below.
- The Fund outperformed the weighted average benchmark over each time horizon except 3, 5, and 10 years. The Fund outperformed the Morningstar Conservative benchmark over 3+ years. It outperformed the Morningstar Balanced benchmark over the quarter and year.
- The current proportion of growth assets is 55.2%. Income assets make up the remaining 44.8% of assets. These are within the target asset allocation ranges. All individual assets are within their allowable ranges.

FUND RETURN VS FUND OBJECTIVE



INTRODUCTION

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

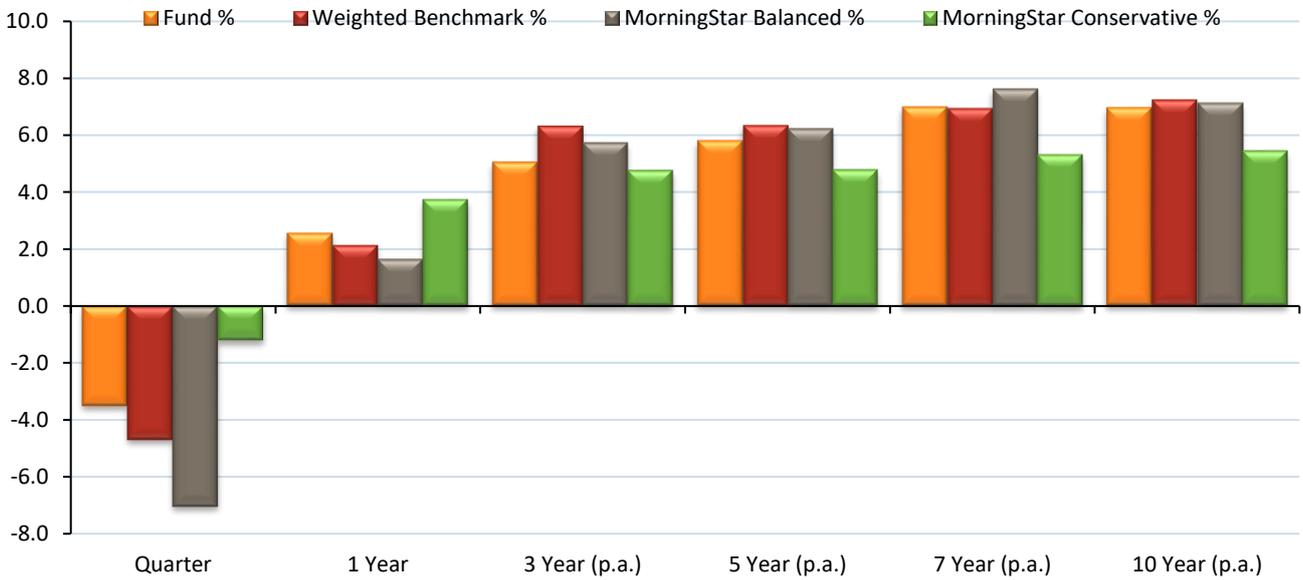
All performance figures are time-weighted returns shown net of fees and gross of tax, and include gains and losses associated with conversion back to NZD.

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

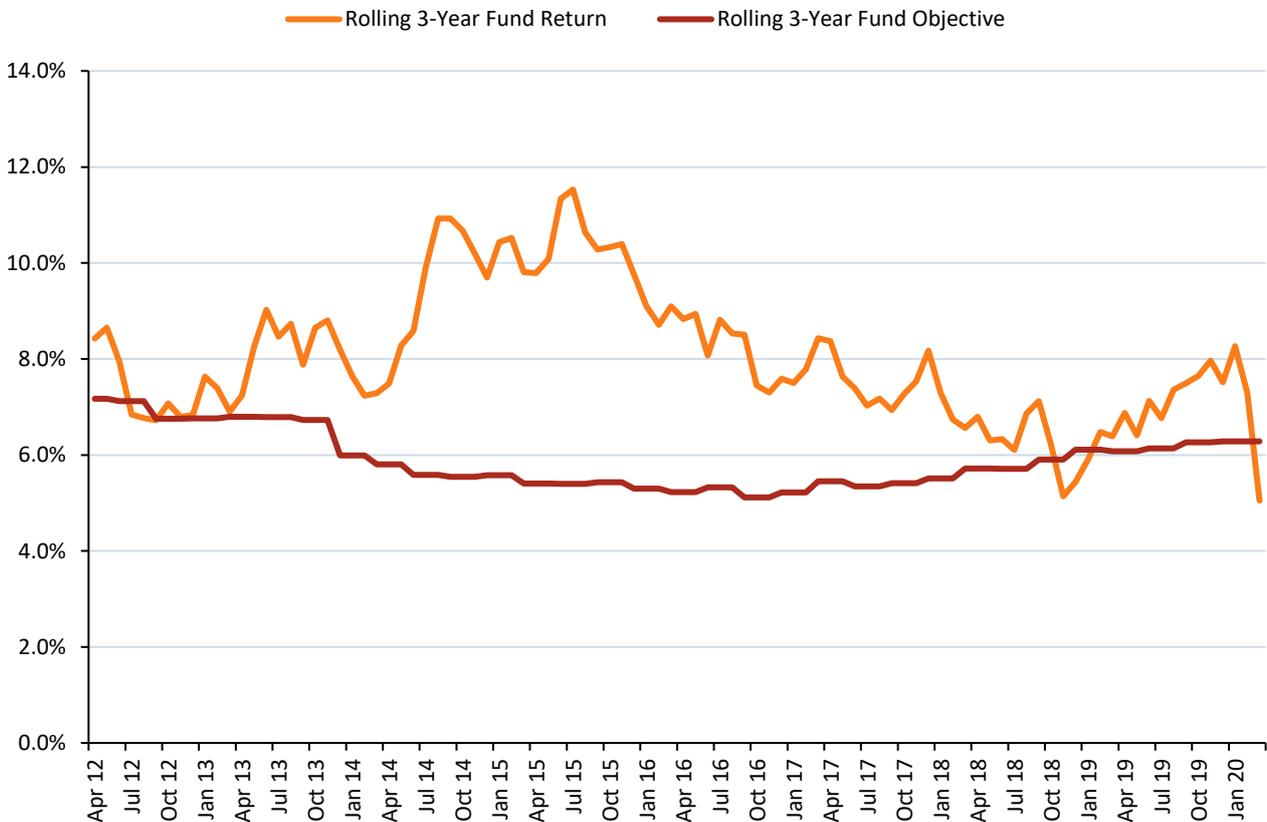
The target allocation as per the SIPO is split 50%/50% between growth and income assets.

FUND PERFORMANCE

FUND RETURNS VS WEIGHTED BENCHMARK AND CATEGORY AVERAGES



ROLLING THREE-YEAR FUND RETURN



FUND RETURNS SUMMARY

	3 Month %	1 Year %	3 Year (p.a.) %	5 Year (p.a.) %	7 Year (p.a.) %	10 Year (p.a.) %
Global Equities						
Magellan Global *	(2.1)	13.8	14.0	12.0	13.5	
<i>Value Added</i>	8.1 ✓	10.7 ✓	6.3 ✓	3.8 ✓	2.4 ✓	
T Rowe Price Global Equity*[^]	(5.1)	5.7	13.2	11.0	13.5	
<i>Value Added</i>	5.1 ✓	2.6 ✓	5.5 ✓	2.8 ✓	2.4 ✓	
Global Diversified Growth						
Castle Point 5 Oceans	(4.7)	0.9				
<i>Value Added</i>	(5.6) ✗	(3.2) ✗				
Schroders Real Return 5% *	(5.6)	(1.4)	0.3	2.8	1.6	
<i>Value Added</i>	(6.8) ✗	(7.5) ✗	(6.3) ✗	(4.0) ✗	(5.4) ✗	
Trans-Tasman Equities						
Milford Active Growth	(13.7)	(2.4)	5.7	6.7	9.2	
<i>Value Added</i>	(16.1) ✗	(12.4) ✗	(4.3) ✗	(3.3) ✗	(0.8) ✗	
Perennial WD * ^{^^}	(20.4)	(10.9)	(3.5)	(0.6)	0.8	
<i>Value Added</i>	3.4 ✓	4.3 ✓	(1.1) ✗	(2.3) ✗	(1.2) ✗	
QuayStreet Altum	(8.8)	(1.9)	3.3			
<i>Value Added</i>	(10.4) ✗	(9.0) ✗	(4.2) ✗			
Self-Managed Equities	(11.1)	(8.4)	6.4	15.0		
<i>Value Added</i>	3.7 ✓	(7.9) ✗	(4.4) ✗	4.1 ✓		
Alternative Investments						
Private Equity ~ **	0.9	7.3	8.5	12.9	17.7	
<i>Value Added</i>	14.8 ✓	3.8 ✓	(6.7) ✗	(2.4) ✗	1.2 ✓	
Diversified Income						
Credit Suisse Longevity **	21.5	(71.2)	(40.1)	(27.4)	(20.5)	
<i>Value Added</i>	20.1 ✓	(77.2) ✗	(44.7) ✗	(31.8) ✗	(25.8) ✗	
Fermat ILS Yield *	(0.0)	4.9	0.9	4.3		
<i>Value Added</i>	(1.3) ✗	(0.8) ✗	(5.3) ✗	(2.1) ✗		
Harbour Income	(7.0)	(1.2)	3.4	4.0		
<i>Value Added</i>	(8.0) ✗	(5.8) ✗	(2.0) ✗	(2.0) ✗		
Mint Diversified Income	(6.0)	(1.1)	3.3			
<i>Value Added</i>	(7.2) ✗	(6.0) ✗	(1.5) ✗			
Fixed Interest & Cash						
AMP Capital NZ Fixed Interest	1.4	3.7	5.1	4.7	4.7	5.7
<i>Value Added</i>	(1.1) ✗	(1.0) ✗	(0.2) ✗	0.0 ✓	0.3 ✓	0.3 ✓
AMP Capital NZ Cash	0.4	1.7	2.1	2.4	2.7	
<i>Value Added</i>	41.1 ✓	41.7 ✓	16.7 ✓	10.4 ✓	7.7 ✓	
In-house Cash	0.2	1.1	1.5	1.7	2.0	2.5
<i>Value Added</i>	(0.2) ✗	(0.5) ✗	(0.3) ✗	(0.5) ✗	(0.5) ✗	(0.1) ✗
Fund	(3.5)	2.6	5.0	5.8	7.0	7.0
<i>Value Added</i> #	1.2 ✓	0.5 ✓	(1.3) ✗	(0.6) ✗	0.1 ✓	(0.2) ✗

~ Weighted average # Versus the weighted average benchmark

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

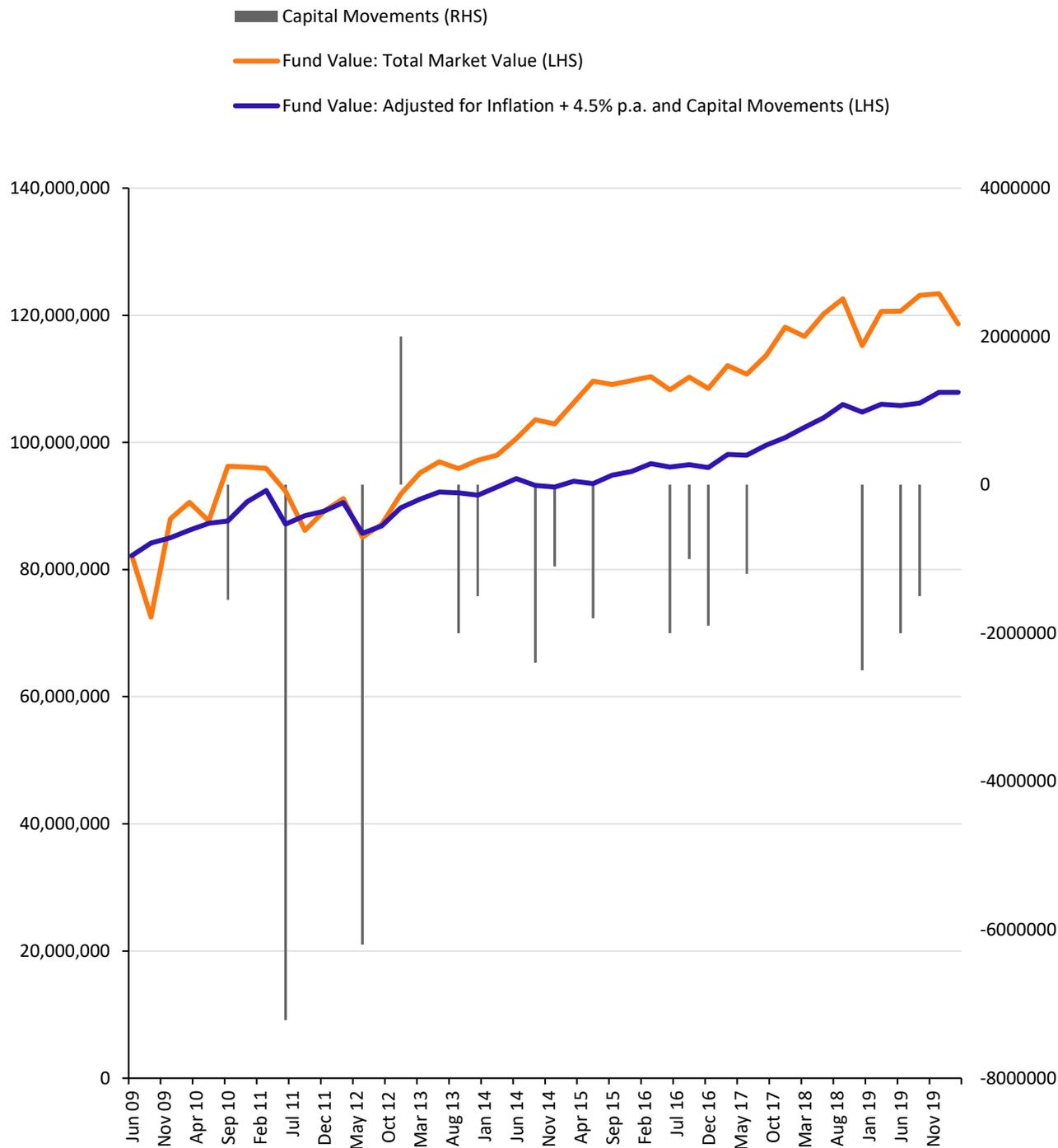
** Investments are valued quarterly

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

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

FUND GROWTH

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



ASSET ANALYSIS

Global Diversified Growth Schroders Real Return 5%	Quarter %	1 Year %	3 Year (p.a.) %	5 Year (p.a.) %
NZD	(5.6)	(1.4)	0.3	2.8
Benchmark	1.2	6.1	6.6	6.8
<i>Value Added</i>	(6.8) ✘	(7.5) ✘	(6.3) ✘	(4.0) ✘
AUD	(4.7)	(0.5)	2.3	2.6
Benchmark	1.2	6.1	6.6	6.8
<i>Value Added</i>	(5.9) ✘	(6.6) ✔	(4.3) ✘	(4.2) ✘

	Quarter %	1 Year %	3 Year (p.a.) %	5 Year (p.a.) %
Castlerock	(0.4)	16.1		
Benchmark	1.9	8.0		
<i>Value Added</i>	(2.3) ✘	8.1 ✔		
Continuity Capital PE No.2	2.2	13.3	10.6	11.6
Benchmark	(13.9)	3.5	15.2	15.3
<i>Value Added</i>	16.1 ✔	9.8 ✔	(4.6) ✘	(3.7) ✘
Continuity Capital PE No.4	(3.4)	1.8		
Benchmark	(13.9)	3.5		
<i>Value Added</i>	10.5 ✔	(1.7) ✘		
Direct Capital IV	1.1	(11.6)	6.5	19.9
Benchmark	(13.9)	3.5	15.2	15.3
<i>Value Added</i>	15.0 ✔	(15.1) ✘	(8.7) ✘	4.6 ✔
Direct Capital V	(0.7)	4.9		
Benchmark	(13.9)	3.5		
<i>Value Added</i>	13.2 ✔	1.4 ✔		
Magic Memories	0.0	(11.8)		
Benchmark	(13.9)	3.5		
<i>Value Added</i>	13.9 ✔	(15.3) ✘		
Movac 4	(1.1)	8.8		
Benchmark	(13.9)	3.5		
<i>Value Added</i>	12.8 ✔	5.3 ✔		
Murray Capital	0.0	0.0	(10.8)	(34.0)
Benchmark	(13.9)	3.5	15.2	15.3
<i>Value Added</i>	13.9 ✔	(3.5) ✘	(26.0) ✘	(49.3) ✘
Pencarrow Bridge	2.0	9.1	5.2	
Benchmark	(13.9)	3.5	15.2	
<i>Value Added</i>	15.9 ✔	5.6 ✔	(10.0) ✘	
Pencarrow V	12.5	15.9		
Benchmark	(13.9)	3.5		
<i>Value Added</i>	26.4 ✔	12.4 ✔		
Pioneer Capital II	0.0	2.1	5.4	10.5
Benchmark	(13.9)	3.5	15.2	15.3
<i>Value Added</i>	13.9 ✔	(1.4) ✘	(9.8) ✘	(4.8) ✘
Pioneer Capital III	0.0	23.0	22.5	
Benchmark	(13.9)	3.5	15.2	
<i>Value Added</i>	13.9 ✔	19.5 ✔	7.3 ✔	
Total Private Equity	0.9	7.3	8.5	12.9
Benchmark	(13.9)	3.5	15.2	15.3
<i>Value Added</i>	14.8 ✔	3.8 ✔	(6.7) ✘	(2.4) ✘

ASSET ALLOCATION

	Asset Value \$	Allocation %	Target & Range %	Status
Global Equities				
Magellan Global	10,531,585	8.9	5 < 7.5 < 10	✓
T Rowe Price Global Equity	10,257,030	8.6	5 < 7.5 < 10	✓
Sub-Total	20,788,615	17.5	10 < 15 < 20	✓
Global Diversified Growth				
Castle Point 5 Oceans	2,736,884	2.3	2 < 6 < 10	✓
Schroders Real Return 5%	13,070,584	11.0	6 < 9 < 12	✓
Sub-Total	15,807,467	13.3	10 < 15 < 20	✓
Trans-Tasman Equities				
Milford Active Growth	6,317,782	5.3	2 < 4 < 6	✓
Perennial Wealth Defender	3,501,474	3.0	2 < 4 < 6	✓
QuayStreet Altum	1,695,609	1.4	0 < 1 < 5	✓
Self-Managed Equities	1,922,372	1.6	0 < 1 < 5	✓
Sub-Total	13,437,237	11.3	5 < 10 < 15	✓
Alternative Investments				
Private Equity*	15,451,371	13.0	0 < 9 < 20	✓
Residential Property	0	0.0	0 < 1 < 5	✓
Sub-Total	15,451,371	13.0	0 < 10 < 20	✓
Growth Total	65,484,690	55.2	42.5 < 50 < 57.5	✓
Diversified Income				
Credit Suisse Longevity	517,526	0.4	0 < 2 < 4	✓
Fermat ILS Yield	9,472,585	8.0	4 < 7 < 10	✓
Harbour Income	7,773,776	6.6	2 < 5 < 8	✓
Mint Diversified Income	10,482,992	8.8	2 < 6 < 12	✓
Sub-Total	28,246,878	23.8	10 < 20 < 30	✓
Fixed Interest & Cash				
AMP Capital NZ Fixed Interest	18,877,124	15.9	13 < 19 < 25	✓
AMP Capital NZ Cash	3,457,261	2.9	0 < 3 < 10	✓
In-house Cash	2,570,328	2.2		
Sub-Total	24,904,714	21.0	20 < 30 < 40	✓
Income Total	53,151,592	44.8	42.5 < 50 < 57.5	✓
Fund Total	118,636,282	100.0		

*Twelve different private equity investments

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

PRIVATE EQUITY: CALLED VS. UNCALLED CAPITAL

Name of Fund	Total Commitment \$	Paid In Capital \$	Uncalled Capital \$	Net Asset Value \$
Castlerock	1,000,000	1,000,000	0	1,060,000
Continuity Capital PE No.2	2,000,000	1,700,000	300,000	1,353,466
Continuity Capital PE No.4	2,000,000	900,000	1,100,000	867,641
Direct Capital IV*	6,750,000	4,022,325	1,377,675	512,246
Direct Capital V	3,000,000	1,777,800	1,222,200	2,165,403
Magic Memories	530,001	530,001	0	410,295
Movac 4	1,000,000	738,600	261,400	867,162
Murray Capital	2,000,000	1,320,000	0	87,616
Pencarrow Bridge	2,000,000	1,640,000	360,000	1,904,000
Pencarrow V	2,000,000	900,000	1,100,000	991,360
Pioneer Capital II	3,857,197	3,622,535	234,662	3,409,614
Pioneer Capital III	3,000,000	1,677,371	1,322,629	1,822,568
Total	29,137,198	19,828,632	7,278,566	15,451,371

*Capital to be called capped at 80%

MARKET PERFORMANCE AND ECONOMIC COMMENTARY

MARKET PERFORMANCE

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

Index	1 Month %	3 Months %	1 Year %
Global Equities			
MSCI Emerging Markets	-13.0	-19.1	-13.0
S&P 500 (US)	-12.5	-20.0	-8.8
Nikkei 225 (Japan)	-10.5	-20.0	-10.8
FTSE 100 (UK)	-13.8	-24.8	-22.1
DAX (Germany)	-16.4	-25.0	-13.8
CAC 40 (France)	-17.2	-26.5	-17.8
Trans-Tasman Equities			
S&P/NZX 50	-13.0	-14.8	-0.5
S&P/ASX 300	-20.8	-23.4	-14.5
Bonds			
S&P/NZX NZ Government Stock	-0.1	3.5	5.3
S&P/NZX A Grade Corporate Bonds	-0.7	1.3	4.2
Barclays Global Aggregate Bonds (Hedged to NZD)	-1.7	1.4	6.0
FTSE World Government Bonds (Hedged to NZD)	0.0	4.0	8.5
Oil			
West Texas Intermediate Crude Oil	-54.2	-66.5	-65.9
Brent Crude Oil	-57.1	-67.7	-68.2
NZD Foreign Exchange			
AUD	0.7	0.9	0.9
EUR	-4.3	-10.1	-11.0
GBP	-1.5	-6.1	-8.6
JPY	-4.3	-12.7	-15.2
CNY	-3.1	-10.6	-8.3
USD	-4.4	-12.1	-13.1

Source: Nikko Asset Management

We make the following key observations:

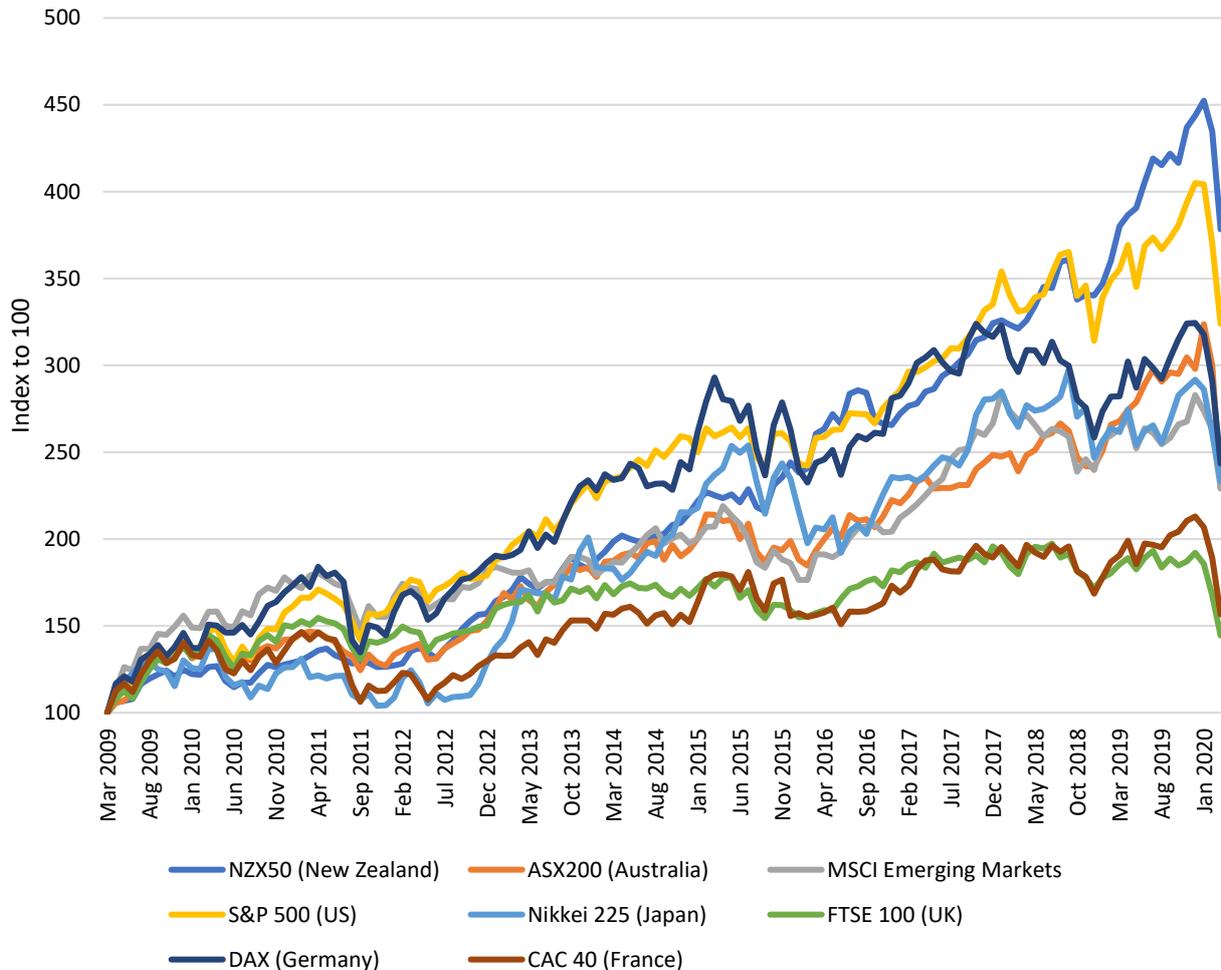
- Red ink across the board for equity markets, though notably the NZ market was only down 0.5% over the year ending 31 March.
- No escape from the sell-off, bond markets seeing slightly negative returns as investors rushed for cash liquidity.
- Immense fall in oil prices through February and March, down to 18-year lows.
- A rise of the NZD against the AUD due to the lower oil price having a more detrimental impact on Australia's energy sector.

ECONOMIC COMMENTARY

What has happened so far?

The equity market bull run finally came to an end in February/March 2020. The run lasted almost eleven years, the longest in history (see Figure 1).

Figure 1: Equity Market Bull Run (March 2009 – March 2020)



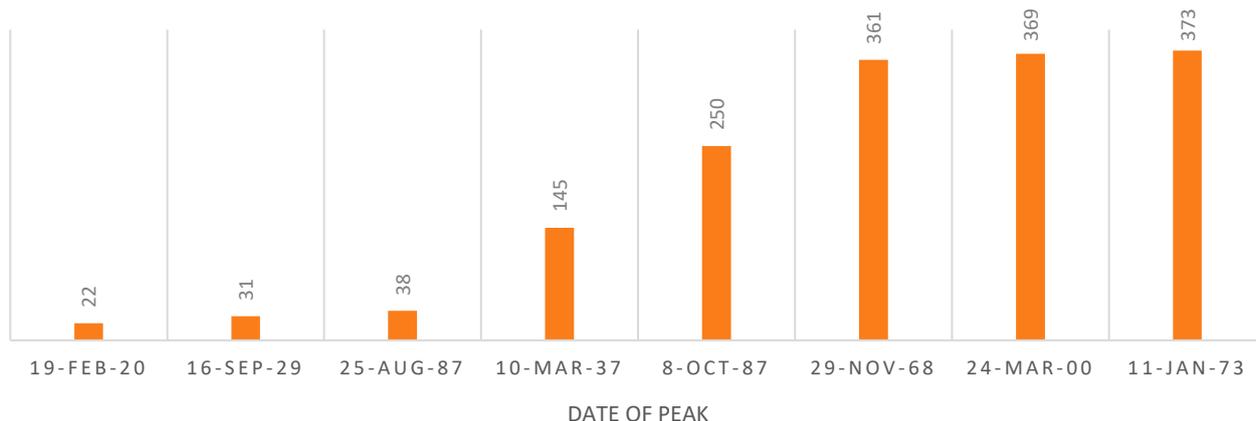
Through 2019 the market had become used to central banks suppressing any volatility in markets. Bad economic news was good news for markets as it meant central banks would reduce interest rates, thus providing valuation support to stocks. Markets continued to rise, though earnings were not able to keep up. The higher price-to-earnings multiples meant that equities naturally had further to fall and became more vulnerable to any kind of shock.

The shock that triggered the fall in equity markets was partly a supply shock in the oil market. The disagreement between Russia and Saudi Arabia on how much oil to supply meant the price fell steeply in mid-February. This became a twin shock as continuing concerns over Covid-19 meant a global shutdown would reduce the demand for oil. Prices in March fell to \$20 per barrel, an 18-year low. The break-even

price for many producers in the US is around \$40-50, so many are in danger of shutting down if the price stays around this level.

However, the key concerns for market participants through March were how severe the virus would be and how long it would last. Liquidity in markets became extremely tight and equity markets crashed as indiscriminate selling ensued due to investors demanding liquid cash. From the date of its peak in February, the S&P 500 equity market index fell 30% in just 22 days. The quickest fall in history.

Figure 2: S&P 500 – Number of days to fall 30% from Peak



Source: Schroders, Morgan Stanley

Indiscriminate selling in credit markets was also evident with spreads widening significantly as liquidity dried up. The market did not differentiate between issuers. The following graphs illustrate the stress on money markets (Figure 3) and investment grade debt (Figure 4) at present by showing a steep spike on the far right of the graphs. Though not as high as during GFC, the graphs show it is the most disruption credit markets have seen in the past ten years. A rise in the spread indicates that investors think there is a higher chance of default, so will demand a higher rate of return on the riskier asset (e.g. 3-month LIBOR in Figure 3), or alternatively accept a lower return on the safer asset (e.g. 3-month Treasury Bill in Figure 3).

Figure 3: TED Spread (3-Month LIBOR minus 3-Month Treasury Bill)

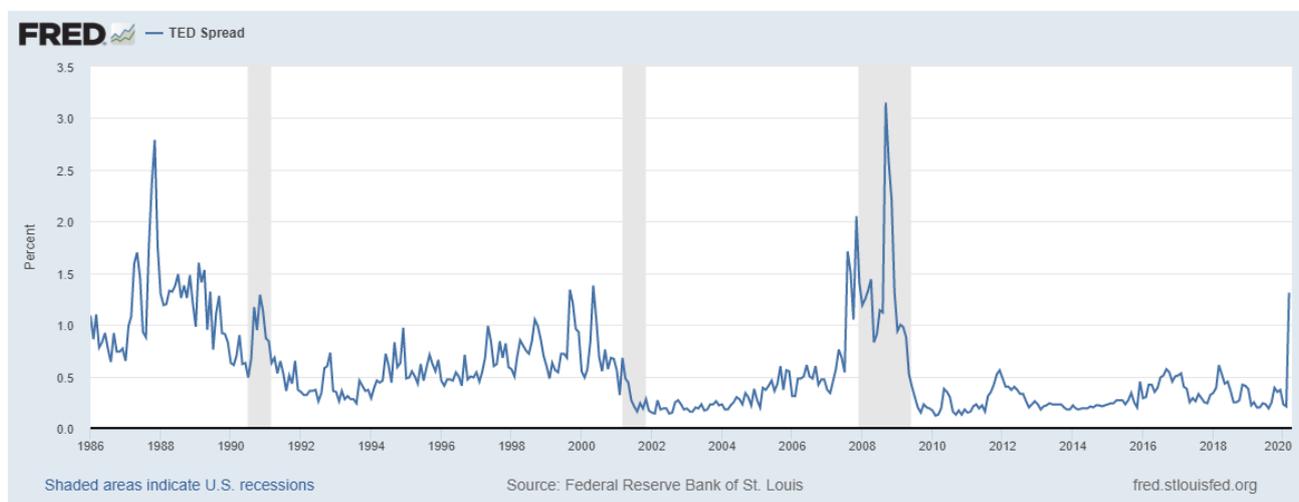
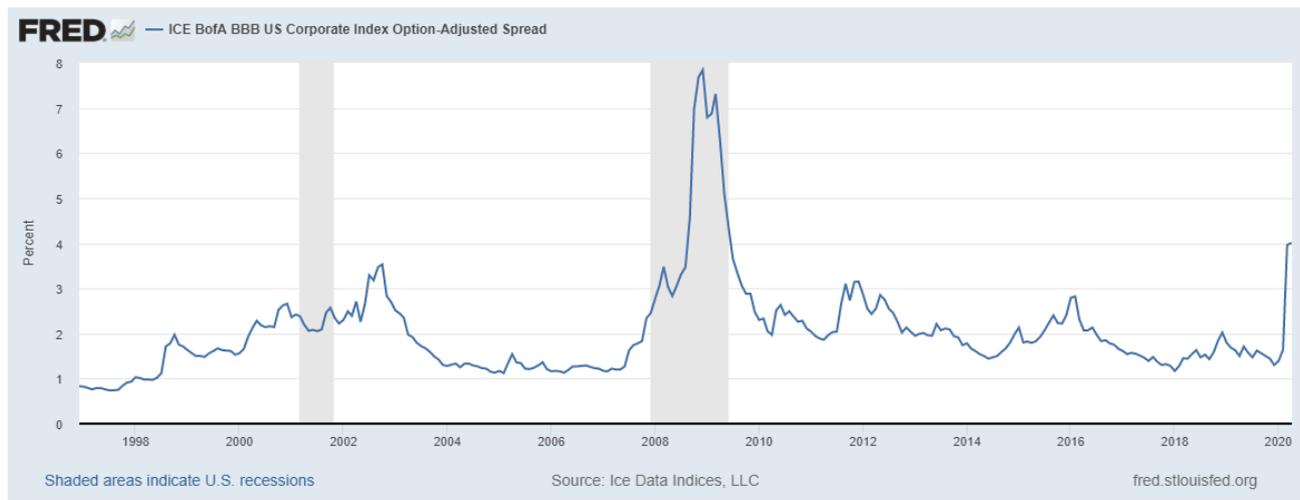


Figure 4: Option-Adjusted Spread of the ICE BofAML US Corporate BBB Index



Of some comfort should be the relatively well capitalised banks this time around. Banks should be part of the solution rather than the problem. Action taken by central banks around the world to inject liquidity helped reduce friction in markets through March. The actions taken to-date have been unprecedented in many economies. For example, in the US the QE asset purchases in late March were up to US\$75 billion per day. Rewind back to 2013 and the amount of purchases were US\$85 per month. Though, how effective monetary stimulus is to the real with interest rates already at low levels has been a risk for some time; so there is a greater need for extraordinary levels of fiscal stimulus to bridge the ‘gap’ and keep the economy going.

A summary of cash rate cuts and fiscal stimulus as a percentage of GDP is shown in Figures 5 and 6.

Figure 5: Covid-19 Cash Rate Cuts

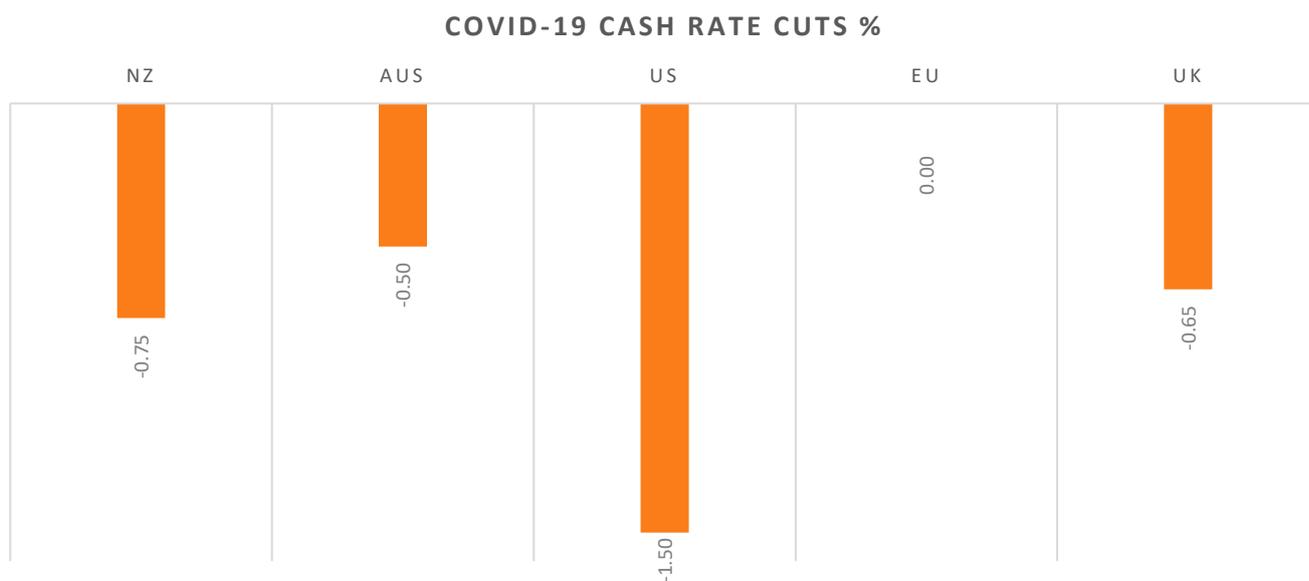
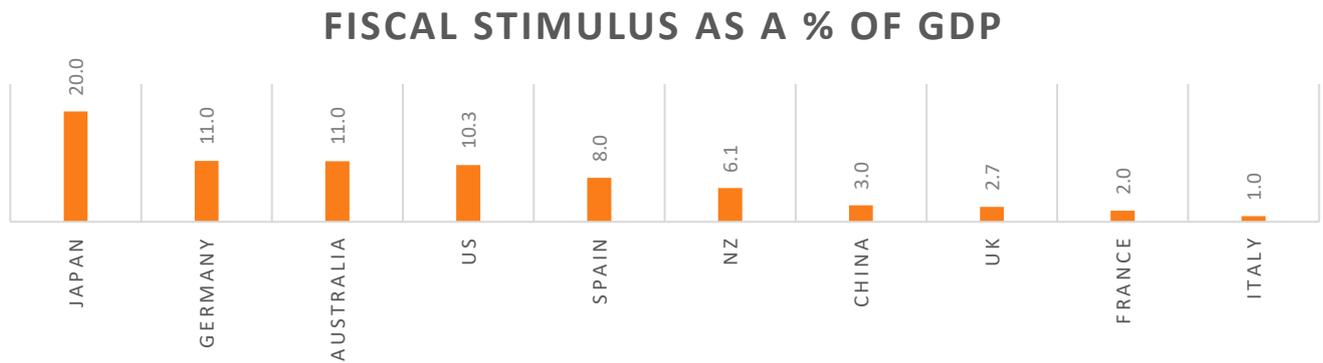


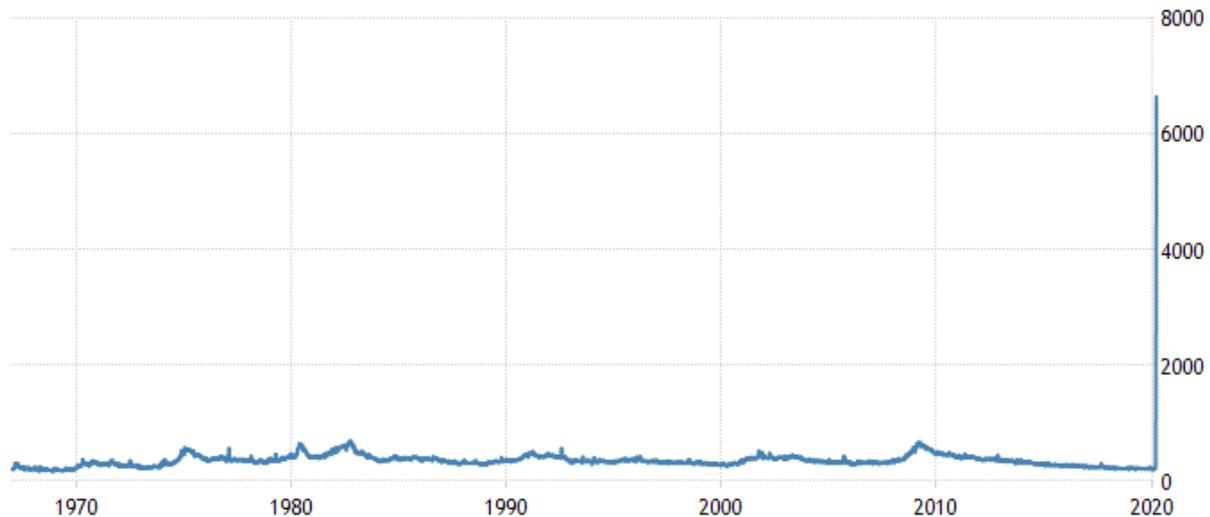
Figure 6: Fiscal Stimulus (as at early April)



SOURCE: HARBOUR, BLOOMBERG

Economic measures released so far show a severe drop off in jobs and economic activity already. For example, the Purchasing Managers’ Index for the service sector in the US fell to 39.1 (a level above 50 indicates economic expansion), this was the steepest decline since October 2009. US initial jobless claims (a weekly measure) sky-rocketed to over 3 million in mid-March then 6 million at the end of March (Figure 7). The highest level seen up until this point was just under 700 thousand.

Figure 7: US Initial Jobless Claims



SOURCE: TRADINGECONOMICS.COM | U.S. DEPARTMENT OF LABOR

Where to from here?

There are three broad actions needed for people, the economy and the market to recover:

1. Beat the COVID-19 virus.
2. Effective monetary stimulus.
3. Effective fiscal stimulus.

First and foremost is focusing on people’s health and the ability for different countries to fight off the bug.

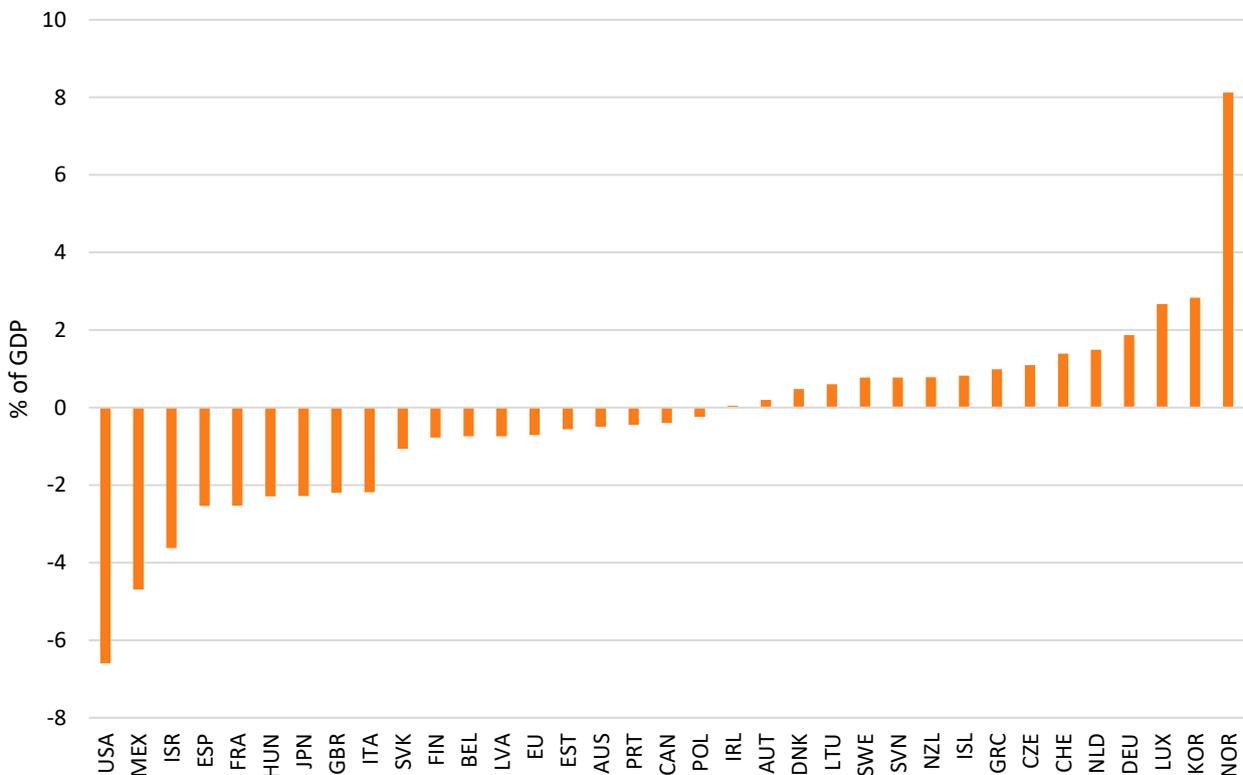
Countries which are isolated like Australia, New Zealand and Pacific Island nations, with wise government controls to prevent the spread and sound health care systems are well placed to recover quickly. In fact these countries all have young healthy active populations for whom the mortality rate is very low. Less than one death per 1,000 people who catch COVID-19!

In Australia and New Zealand we are blessed with dedicated, professional, well-trained and relatively well-resourced health workers including doctors, nurses and paramedics, not to mention the armies of support staff and volunteers. Our hospitals have cancelled elective surgery so are only half full to cope with the emergency cases. We also have supportive communities and neighbours.

Although winter is approaching, the climate is pretty mild so we should get through this pandemic in several months, not years. However we should expect the levels of isolation to vary, depending on the spread and incidence of the outbreaks. Our sympathy goes out to any of our readers who have lost loved ones, friends or colleagues at this time.

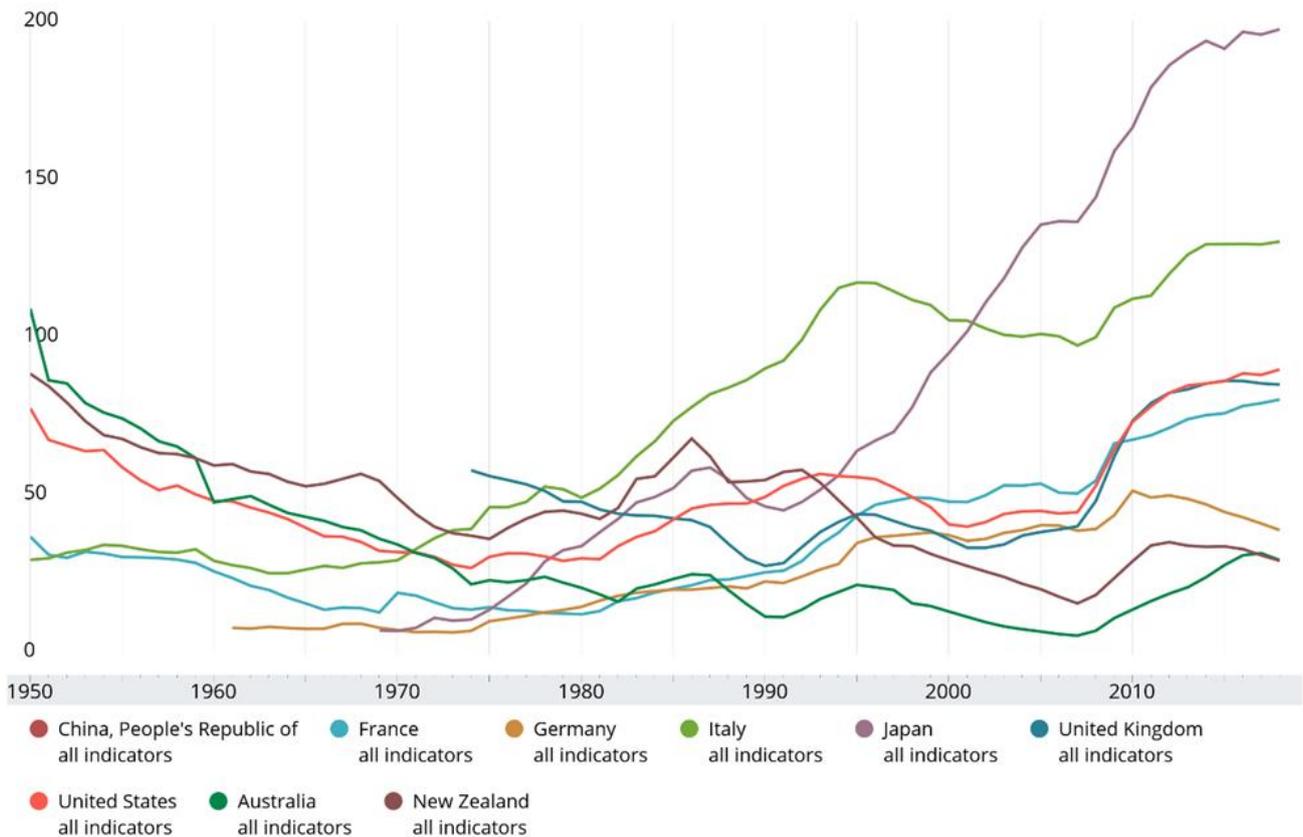
The effectiveness of monetary and fiscal packages is important for businesses to stay afloat and thus for people to keep their jobs. The money needs to get into the right hands as soon as possible. In saying this, a concern is that the stimulus measures are only a stop gap until business and economies have to yet again face the real consequences of the ever-growing debt overhang. Figures 8 and 9 show the variance in debt levels across different economies.

Figure 8: Government Deficit (% of GDP, 2018)



Source: data.oecd.org

Figure 9: Central Government (% of GDP)



©IMF, 2019, Source: Global Debt (December 2019)

Although it is early days we are pleased to report that liquidity is being restored to bond markets through central bank interventions. Financial markets are working smoothly again with very low interest rates and flattish but positive yield curves. Businesses needing to raise capital can, but have to pay an appropriate price for the risk. For example Carnival Cruise Lines borrowed \$6 billion but are paying an 11.5% p.a. yield.

The fiscal support from governments is also filtering through with considerable funds rightly going towards health care.

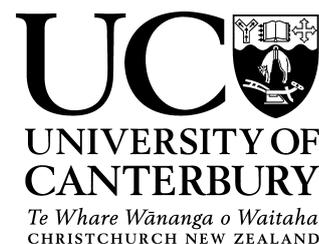
We therefore expect an L-shaped recovery as some countries get back on their feet sooner than others. Prepare for a period where austerity, accepting and adapting to change becomes normal.

Life will never be the same again.

APPENDIX: BENCHMARKS

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

Memorandum/Pukapuka



To:	Ki:	University Council
From:	Nā:	Professor Cheryl de la Rey, Vice-Chancellor
Date:	Rā:	19 May 2020
Subject:	Kaupapa:	Academic Board report

Recommendations:

- *that the Council notes the report of the Academic Board;*
- *that the Council approves the following curricula developments and forward the proposals to CUAP and TEC for their approval:*

The introduction of a Postgraduate Diploma in Cognitive Behaviour Therapy and a Postgraduate Certificate in Cognitive Behaviour Therapy

Purpose:

To advise Council on the Academic Board proceedings at its May meeting.

Executive Summary:

The Board considered various items including the University's response to COVID-19, 2021 academic year dates, four academic review reports, two proposals for CUAP and the allocation of senior scholar awards.

Key Points/Strategic fit:

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

Financial implications:

None.

Attachments:

- **Academic Board report**

Full papers commence overleaf.

Paper Progress:

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

RECOMMENDATIONS TO THE COUNCIL FROM A MEETING OF THE ACADEMIC BOARD HELD ON FRIDAY 15 MAY 2020

BUSINESS FROM THE CHAIR

The Chair acknowledged the contributions of Associate Professor Bronwyn Hayward, Associate Dean of Postgraduate Research whose term of office was ending.

She also noted that she intended to hold a half day workshop with members of the Board on 25 June to discuss curriculum-related matters including academic promotions and the implications of the pandemic on the future of teaching and research. She asked members to indicate their support for this proposal. The majority were in favour.

REPORT FROM THE VICE-CHANCELLOR

The Vice-Chancellor requested that Associate Professor Horton take over the Chair. Associate Professor Horton began with a whakatoki. The Vice-Chancellor:

- thanked all staff for their quick response to the decision to move teaching to an on line platform under extraordinary circumstances. She had been overwhelmed with the creativity demonstrated by the university community.
- noted that work on implementing the academic strategy was continuing but not on the timeline originally planned. By necessity the current focus has been on flexible degree options and delivery modes. She will be giving a presentation to a Council workshop at the end of May on what the current pandemic will mean for the future at UC and the wider context of campus-based education globally. This will also form part of the workshop for the Board in June.
- thanked the Incident Management Team for their dedicated and meticulous work over recent weeks. She continued to receive the results of staff and student feedback from surveys which ensure that UC is being responsive as it moves through decisions. She has been encouraged by the feedback from the first staff survey which was largely positive, with the main concerns around UC's financial position. Student engagement continued to be high at 80% or more daily. She thanked those staff, particularly from the UC Admin Plus group who had volunteered to help phone postgraduate students to check on their welfare and to assist with printing. She commended the hard work of the Student Volunteer Army in the wider community and of the UCSA Executive for providing opportunities for students to socialise online. Finally she thanked those staff who were contributing to fighting the pandemic through their work.
- reported that the Vice-Chancellors were continuing to work with the Ministry of Education and the TEC on how international students may be recruited in future, with appropriate measures in place to ensure everyone's safety.
- commended the work of the Library which she said was the heart of the university, and she had noticed was the busiest part of campus once level 2 arrived and had allowed spaces to begin to open up.

- suggested members listen to a [webinar](#) she had taken part in for the UC National Academy of Sciences, Engineering and Medicine on the implications of COVID-19 being a truly global event.

Questions and comments from the floor included:

- Does the core group that is co-ordinating planning for the post-COVID strategy and operations at UC include any academic staff? The Vice-Chancellor said that she intended that the group include two members of the Academic Board, but that these have been absorbed into a working group that reports to the core group, led by Professor Moran. Associate Professor Bronwyn Hayward has also contributed work on environmental scanning for the group. Currently the core group is collating the responses of the work streams but once the core group takes on more direct responsibility then academic staff will be called on as members.
- Is the figure reported on the Rehua settlement from contractual commitments or is it related to new events? The Vice-Chancellor asked Keith Longden to respond. He said that work on Rehua had been due to finish at the end of 2019 but there had been delays which resulted in the budget being underspent in 2019 but would be overspent in 2020 for Rehua. He agreed that looking at forecast figures from now on would be more meaningful in the circumstances than reflecting on the budget which had been prepared before the pandemic.
- The written report highlights the importance of UCIC and other international students to the Business School. What are the student success rates like from UCIC, for example completion rates by discipline? Professor Moran said there had been previous reports and would be able to supply them for the next meeting.
- The report also mentions the commissioning of a review of business continuity and recovery from Resilient Organisations Ltd. How was this organisation chosen? Mr Longden said that the company had close links with UC as it included former members of staff and had been chosen due to knowledge of UC's operations, particularly during the post-earthquake recovery period.
- It would be helpful if members were sent guidance documents in advance of the proposed workshop in June, including the possible effects on students if wider online teaching is to be considered in future. The Vice-Chancellor said that she would like to find papers to circulate that are more than just opinion pieces, but are based on data and meta-analysis.
- In times of high unemployment, traditionally university enrolments go up. Is this an opportunity for UC? The Vice-Chancellor agreed that this was the trend in previous recessions but cautioned that all eight universities will need to compete more aggressively for domestic enrolments than in the past. Two initiatives have already been launched – FutureU which targets those who have lost jobs due to COVID-19 and pathways into engineering for those who may be able to build on previous engineering knowledge.
- Student engagement levels may be positive, but there is some anecdotal evidence to suggest that they are not performing as well online and that there is a longer tail of poor outcomes than in the past. The Vice-Chancellor acknowledged that moving quickly online due to an emergency was different to following a course which had been designed to be taught in a blended way from the beginning. Professor Moran commented that she would encourage the comparison of assessments this year compared to last year and reminded members that grade distribution reports were available. The student pulse surveys included eight questions which covered impressions of their learning and assessment. Her team were pulling together 13,000 data points from students, alongside work carried out by the UCSA with student focus groups to triangulate data. She said that the Deans would be able to follow up with any specific issues.
- In recent days the Universities of Auckland and Otago had announced that they are going to introduce a blanket upgrade of marks for current students. Is UC considering a similar move? Professor Moran said she was about to send staff a message on this subject as she had heard concerns expressed about this decision and how it potentially created an uneven playing field for students. The Deans had met the previous day to discuss this and were confident that UC has good measures in place taking into account the circumstances including changed

assessments and specific measures such as extended deadlines and open book tests. The special considerations process was also important as it was not clear that all students had been impacted equally. The existing moderation processes should be used by Exam Boards who in any case look at grade distribution data. Heads of Department should continue to work with their Deans but that the main concern was that UC students do not feel disadvantaged.

REPORT FROM THE UCSA

Ms Mills said that there was excitement that New Zealand was entering alert level 2 with many students returning to Christchurch. The UCSA were continuing to seek feedback from students via clubs, advisory groups and class reps. Students were reporting that they feel confident in the communications received from UC and were clear about engagement and expectations but were missing their peer to peer support and connections. UCSA clubs had been proactive in supporting students academically arranging more tutorials, but she would encourage staff to set up online forums or google forms to help connect with students and share information.

Many students were finding structuring a study routine hard to manage. They were reporting that it helped when expectations for times of lectures, tutorials and office hours were made clear from the start and appreciate weekly checklists of learning and assessment expectations. There is not one preferred technical solution for on line teaching – the preference is for a variety to suit particular needs, such as Zoom for real time engagement, office hours for detailed questions and Echo as a revision tool. Students are clear about most assessment expectations but nervous about labs and how examinations will work so would encourage staff to talk about these and how the level and content is not expected to be harder. There is also uncertainty around closed book examinations – how will these work? She said that most students had reported that the lockdown had impacted on their health and wellbeing, not just in terms of social contact with friends but also due to difficulties with their home environment and poor connectivity for example and she asked staff to continue to be compassionate.

Ms McNoe added that Haere-roa would be open from the following week, partly to act as a place for clubs to meet alongside some cafes. She praised the work of the clubs during lockdown, and said that a number had taken advantage of the UCSA grants. She also thanked the Vice-Chancellor and those members of staff who had contributed towards Kono Iti, the fund to support students experiencing hardship.

Ms Hibbert-Schooner gave an update on behalf of Te Akatoki. She thanked all staff, and particularly Dr Darryn Russell's support. Te Akatoki had also surveyed its students and had received 50 responses which highlighted the conditions Māori students found themselves in during lockdown, including overcrowding in housing and financial hardship. Te Akatoki had run a successful campaign, the Smile project, to promote positive wellbeing which included kai vouchers, zuis, and inclusive workouts designed in collaboration with the Rec Centre. They are also releasing study packs which include a \$20 food voucher, self-care supplies, cleaning products and stationery. She said that Te Akatoki had been disappointed in the decision to not open the whare, although she understood that the UCSA had been included in discussions. She said that Te Akatoki wished to be treated as a separate organisations from UCSA – they were a partnership but not an alliance, so should be included in future consultations.

COVID-19 FINANCIAL POSITION

Mr Dixon spoke to his motion. He said that the 2019 annual financial report showed pleasing thrift and left UC in a strong financial position without large contractual commitments which was not the case for other NZ universities. He suggested that UC should spend now as it would face a deficit in the short term due to coronavirus, and that as a major player in Canterbury, contributing to the local economy would be a responsible act. Projects might include the boiler conversion, the new rec centre, opportunities for adult learners and helping students with the cost of resitting papers from Semester 1 where they found that the change to online learning had been problematic.

The Vice-Chancellor agreed that, as laid out in the strategy, UC has an important role to play in the community. She asked Mr Longden, as Chief Financial Officer, to add further comments about UC's position. He said that 2019 had been a good year, with a surplus of around \$11 million and positive cash flows which left UC with a high cash balance. However much of this income was from insurance settlements which had yet to be spent, including the boiler project which was due to take place over the next ten years and would require substantial work to around 30 buildings. He added that post-earthquakes, UC had invested in buildings and not in IT assets, so the surplus spending had been earmarked. The first 2020 forecast showed a loss of \$9 million, calculated on the assumption that UC would have no new domestic or international enrolments, however this had now been revised on the expectation that domestic students would be enrolling for Semester 2, to a new figure of a \$7.7 million drop, with a cash flow drop of \$13 million. UC would try to minimise CAPEX spending, however there are ongoing commitments to Tupuānuku | Garden Hall and Locke and Logie buildings, so there is an expectation of a drop of \$44 million for 2020 which is clearly not sustainable. UC is seeking new revenue opportunities and has a cash buffer but there is a need to look at saving expenditure. Following a recent call for proposals, 41 ideas have been received which will be part of the Council workshop. If necessary, there may need to be a look at reducing staff costs, but if at all possible, this will not include reducing continuing staff numbers. He said that the government decision on opening borders in 2021 would have a huge impact for UC, and he hoped that if these were opened for international students, alongside positive domestic enrolments then the 2021 outlook might be better than forecast. The Vice-Chancellor thanked Mr Longden for his presentation, saying she was a naturally optimistic person and so she felt confident about UC's future.

A member asked whether the recent government budget announcement included any updates for universities. Mr Longden said that the government had confirmed a 1.6% increase in SAC funding, and \$20 million for a student hardship technology fund but most of the budget had been concentrated on the vocational sector. There was still \$20 billion which had not been specifically allocated, which was likely to include the infrastructure fund. UC had put in a bid to the fund for CAPEX from this so may yet benefit further.

KEY DATES: ACADEMIC CALENDAR 2021

Professor Moran noted that the dates were aligned with Lincoln University's and that it was her intention to bring the 2022 and 2023 dates to a future meeting. She confirmed that this proposal was for the key dates only and that there would be separate discussions on approving multiple intakes for online programmes and on the points raised previously about the overall structure of the academic year.

REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE

Professor Moran asked the Dean of Science to speak to the proposals to introduce a Postgraduate Diploma and a Postgraduate Certificate in Cognitive Behaviour Therapy. Associate Professor Conradson said that the qualifications had been developed following a national review of mental health provision in 2018 which had recommended more access to therapies such as CBT. The UC proposals had been subject to wide consultation both within UC and externally with the CDHB and Ministry of Health.

ACADEMIC REVIEW REPORTS

Professor Moran asked the Dean of Engineering to introduce the first three reports.

- (i) ME, MEngSt, PGCertEng, (ii) MEFE and (iii) MET

Associate Professor Gooch thanked Professor Mitrovic and Dr Suszko who had been heavily involved with the reviews. He said that the Master of Engineering in Transportation (MET) review had highlighted low enrolment numbers despite a high industry demand. The Pro-Vice-Chancellor added that this degree was to be discontinued, but that the speciality would be subsumed into the Master of Civil Engineering.

- (iv) PGDip Child and Family Psychology

Professor Fickel asked that this item be considered, despite the Dean being absent. She took the report as read and said that she was grateful for the panel's hard work. There were no questions.

EQUITABLE ALLOCATION OF SENIOR SCHOLAR AWARDS

Professor Veer took his paper as read. He said that the proposal had been considered by the Postgraduate Committee and he had received emails of support from Colleges.

A member queried the thinking behind the proposal. He said that he had looked on the SMS to see how students intending to complete this year would rate under the proposed system, considering NCEA level 3 Excellence results. He said that 221 students in Engineering received Excellence compared to only 12 Education students which did not appear to be equitable for those Engineering students who would miss out under this proposal. Professor Veer said that the intention was to reward study for a particular major and that there would be a floor on GPA which would be a minimum of 8, but it should be possible to find a natural cut off where there were more students. Other members spoke in support of the motion.

REPORT FROM THE LEARNING AND TEACHING COMMITTEE

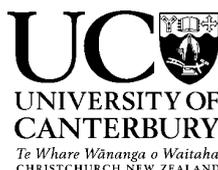
Professor Heinemann noted the discussions about English language testing during the COVID-19 restrictions. Anecdotally he had heard of more students struggling with English language and asked whether there was any specific quality assurance carried out on outcomes for students whose first language was not English to keep track of their progress. Professor Moran said that she was aware of tracer data for both UCIC and international students and she agreed to provide more information for a future meeting.

Ms Noble-Nesbitt added that those students who have been admitted following an online English test, due to COVID-19 restrictions, would be reviewed after four weeks and referred to the Academic Skills Centre or other assistance at that stage if required.

Professor Wright said that for PhD students, the process had been changed to strongly encourage supervisors to interview potential students by Skype or Zoom to get a sense of their English proficiency.

GENERAL BUSINESS

The Vice-Chancellor said she was keen for staff to return to campus but that they might need to be patient to ensure that there are clear approved safety procedures for their area before they can do so. She recommended staff look at the TEC Educational Guidelines for further information



(PG Diploma in Cognitive Behaviour Therapy and PG Certificate in Cognitive Behaviour Therapy)

1. Purpose of the proposal

To introduce a Postgraduate Certificate in Cognitive Behaviour Therapy (PGCertCBT) and a Postgraduate Diploma in CBT (PGDipCBT).

Executive summary

This document proposes a Postgraduate Certificate in Cognitive Behaviour Therapy (PGCertCBT) and a Postgraduate Diploma in Cognitive Behaviour Therapy (PGDipCBT). These will be advanced qualifications in the field of Psychology and will build on either undergraduate studies in Psychology or a related field, or studies leading to practice in health-related professions. The Certificate and Diploma qualifications are 60 points and 120 points respectively. Both qualifications are designed for part-time study and assume students will be employed in a clinical mental health role.

The PGCertCBT (60 points from two 30-point one semester courses) is a one-year qualification. Students wishing to enter the PGDipCBT must first complete the Certificate and then take a further two 30-point whole year courses. These 30-point courses will normally be offered one per year. Completing them will thus take a minimum of two further years of part-time study. Overall, students will therefore take a minimum of three years to complete the PG Diploma, combining part-time study with ongoing clinical work. The diagram below illustrates this structure.

	YEAR ONE		YEAR TWO	YEAR THREE
Qualification	PGCertCBT		PGDipCBT	
Course	PSYC442 30 points	PSYC443 30 points	PSYC446 (or PSYC447) 30 points	PSYC447 (or PSYC446) 30 points
Prerequisites	See regulations	PSYC442	PSYC442 & PSYC443	PSYC442 & PSYC443
Scheduled in	Semester 1	Semester 2	Whole year	Whole year
Clinical Practice	Supervised clinical practice (150 hours)	Supervised clinical practice (150 hours)	Supervised clinical practice (150 hours)	Supervised clinical practice (150 hours)

The 2018 New Zealand Government Inquiry into Mental Health and Addiction (*He Ara Oranga: Report of the Government into Mental Health and Addiction*) identified that one in five people in New Zealand experience significant mental illness or mental distress. The Inquiry identified the need for wellbeing and community-based solutions, including increased access to psychological/talking therapies that can be offered by both primary care and non-governmental organisations (NGOs). Existing talking therapies also

need to be modified to accommodate the unique cultural needs and perspectives of Māori in Aotearoa/New Zealand. Cognitive behaviour therapy (CBT) is the talking therapy with the strongest evidence of effectiveness for treating common mental health (e.g. depression and anxiety), substance misuse (e.g. alcohol and cannabis abuse) and complex mental health issues (e.g. co-occurring conditions, such as depression, trauma and personality disorders). Through the PGCertCBT and PGDipCBT, UC will contribute to training additional practitioners in CBT. This will increase access to talking therapies and thereby improve mental health and addictions outcomes for the community.

Alignment with UC strategic vision

These qualifications will enable UC to support the hauora/wellbeing of Canterbury residents by training existing health practitioners to provide evidence-based CBT to address mental health and addiction issues. By developing these courses in partnership with kaupapa Māori services, UC will further its commitment to training students who are biculturally competent and confident. The PGCertCBT and PGDipCBT will increase UC's presence and impact in Ōtautahi/Christchurch by enabling UC to work with partners in the community (e.g. Pegasus Health, Pura Pura Whetu) to improve the hauora/wellbeing of the community of Ōtautahi/Christchurch and Waitaha/Canterbury. The two qualifications will give students the choice to complete either a one-year certificate or the equivalent of a two year diploma (over 3 years). For Pacific peoples, the adoption of 'Pacific ways' to enable Pacific health and well-being is required. This is a holistic approach incorporating Pacific languages, identity, connectedness, spirituality, nutrition, physical activity and healthy relationships. By working in partnership with Pasifika community organisations (e.g. Vaka Tautua), the PGCertCBT and PGDipCBT will be tailored to incorporate the specific cultural needs of Pacific peoples, so that graduates of the Certificate and Diploma can work effectively with these communities.

It is anticipated that there will be 24 EFTS enrolling in the PGCertCBT each academic year. It is anticipated that 50% of these students will then progress to the PGDipCBT. Financial support for health sector employees to take the PGCertCBT and PGDipCBT may be available from the NZ Ministry of Health via Te Pou o te Whakaaro Nui (Mental Health, Addiction and Disability Workforce Development). Te Pou o te Whakaaro Nui (or Te Pou, as it is commonly known) is a national centre of evidence-based workforce development for the mental health, addiction and disability sectors in New Zealand. Being able to access Te Pou funding would enable local organisations (such as CDHB, Pegasus Health) to support their staff financially to complete the PGCertCBT and PGDipCBT qualifications. Discussions are ongoing to explore this possibility. The operation of these two CBT qualifications would require staffing of 1.0FTE academic or teaching only position, a 0.5FTE Clinical Educator and 0.5FTE administrator.

Market research to date has been broad and has demonstrated interest in the qualification from CDHB, Pegasus Health (mental health services) and Purapura Whetu to upskill their existing staff in CBT.

2. Programme Overview

Students will have the option of completing Year 1 and being awarded a PGCertCBT. Students who complete Year 1 and PSYC446 and PSYC447 will be awarded the PGDipCBT. Both the PGCertCBT and PGDipCBT will include supervised clinical practice and practical assessments.

PGCertCBT – Year 1	
PSYC442 Clinical Practice Guidelines and Introduction to Cognitive Behaviour Assessment	<ol style="list-style-type: none"> 1. Class presentation on theory (15%) 2. Oral paper case - functional analysis, including key marginalisation data for health outcomes for Māori (25%) 3. Written formulation (25%)

	<ol style="list-style-type: none"> 4. Interview exam (conducted in The Psychology Centre), including report with formulation and functional analysis (35%). Students must pass this assessment to pass the course.
PSYC443 Cognitive Behaviour Therapy Case Conceptualisation and Intervention	<ol style="list-style-type: none"> 1. Class presentation on research (15%) 2. Oral paper case – assessment, formulation, treatment plan, and plan to evaluate outcome (20%) 3. Case study (from supervised practice) including video of assessment, formulation, treatment plan, and plan to evaluate outcome (30%) 4. Case study (from supervised practice or this potentially could be from The Psychology Centre) including assessment, formulation, treatment plan, plan to evaluate outcome and video of CBT treatment (35%). Students must pass this assessment to pass the course.
PGDipCBT – includes PSYC442 and PSYC443 above, plus	
PSYC446: Frontiers of CBT I	<ol style="list-style-type: none"> 1. Reflection paper (1000-1500 words) on a process issue (20%) 2. Oral paper case – process issues and challenging clients (20%) 3. Case study 1 (from supervised practice) including assessment, formulation, treatment plan, plan to evaluate outcome and video of CBT treatment (30%) 4. Case study 2 (from supervised practice – again this could be from The Psychology Centre) including assessment, formulation, treatment plan, plan to evaluate outcome and video of CBT treatment (30%). Students must pass this assessment to pass the course.
PSYC447: Frontiers of CBT II	<ol style="list-style-type: none"> 1. Class presentation on research on the efficacy of CBT for specific disorders (20%) 2. Oral paper case – assessment, formulation, treatment plan, and plan to evaluate outcome (20%) 3. Case study 1 (from supervised practice) including assessment, formulation, treatment plan, plan to evaluate outcome and video of CBT treatment (30%). Students must pass this assessment to pass the course. 4. Case study 2 (from supervised practice) including assessment, formulation, treatment plan, plan to evaluate outcome and video of CBT treatment (30%). Students must pass this assessment to pass the course.

3. Prescriptions for courses

Teaching material from existing UC Post Graduate Diploma courses PSYC643, PSYC651, PSYC661 and PSYC662 will be repurposed to create the following four new courses.

PSYC442: Clinical Practice Guidelines and Introduction to CBT Assessment – 30 points, Semester 1

Students will be introduced to ethics and practice guidelines that support an understanding of the responsibilities involved in providing psychological therapies to individuals with mental health difficulties.

Bicultural competence and training will be woven throughout all teaching components and would ensure that graduates are familiar with the 7 kaupapa identified in the UC bicultural competence and confidence framework.

PSYC441 will be taught in a five day (6 hours per day) teaching block (total 30 hours)

On the first day of the block course, students would be welcomed with a mihi whakatau. An emphasis on whakawhanaungatanga will begin from day one of the teaching.

During day one of the teaching block, students would complete a specifically tailored course similar to Tangata Tū Tangata Ora (an internal University of Canterbury short course for staff that promotes bicultural competence and confidence).

Students will also be required to complete the free on-line Treaty of Waitangi Workshop offered by Mauri ora Associates. This will need to be completed prior to the Hui process being taught.

Students would be introduced to professional practice issues as a foundation to offering CBT in the fields of mental health and addictions.

Students would then be introduced to practical aspects of how to engage clients. This would be informed by the Hui process (Lacey et al., 2011) and interview skills.

Cognitive behavioural assessment and formulation, including functional analysis. Formulation would also include Te Whare Tapa Whā (Durie, 1984) as a way of conceptualising wellbeing.

The assessment would comprise:

- Student class presentations on theory (15%), with students being required to introduce themselves in Te Reo during the block teaching
- Oral paper case - functional analysis (25%) which will occur after the block teaching
- Written formulation assignment (25%), which will occur after the block teaching
- Interview exam (conducted in The Psychology Centre), including report with formulation and functional analysis which will occur after the block teaching (35%). Students must pass this assessment to pass the course.

PSYC443: CBT Case Conceptualisation and Introduction to CBT Intervention - 30 points, Semester 2

PSYC442: Clinical Practice Guidelines and Introduction to CBT Assessment will be a pre-requisite for entry into PSYC443, and it is expected that students will demonstrate the knowledge and skills developed in PSYC442 during their assessments for PSYC443.

PSYC443 will provide students with opportunity to further develop their CBT skills in case conceptualisation and formulation and to develop skills in CBT treatment strategies. The course will comprise of 5 days of teaching, with six hours per day.

The assessment will consist of:

- Class presentation on research (15%), to be completed during the teaching block
- Oral paper case – Assessment, formulation and treatment (20%), to be completed after the teaching block
- Assessment Case study (30%, conducted in supervised practice). Students will be required to submit a recording of CBT assessment of a client, and a written report detailing a formulation and proposed treatment and monitoring plan, to be completed after the teaching block.
- Therapy Case study (35%, conducted in supervised practice or The UC Psychology Centre). Students will be required to submit a recording of a CBT intervention with a client, and a written report detailing a formulation, the treatment undertaken and the progress made. The report is to be completed after the teaching block. Students must pass this assessment to pass the course.

All practical assessments will include the application of the bicultural skills taught in the course as well as those taught in PSYC442. Formulations would need to include Māori models of health and wellbeing where appropriate.

PSYC446 and PSYC447: Frontiers of CBT I & II – 30 points each, full-year

Successful completion of PSYC442 and PSYC443 is a pre-requisite for entry into both PSYC446 and PSYC447. PSYC442 and PSYC443 are required for the PGDipCBT, in addition to PSYC446 and PSYC447. Both PSYC446 and 447 will be delivered through a five day block, with each day comprised of 6 hours of teaching. Each 30-point course will thus involve 30 hours of face to face teaching. These courses will be taught as whole year courses, with only one of the courses offered each year. The rationale for offering the content over a full-year is to provide students with sufficient time to develop their skills through their clinical practice, and with the time to complete the assessments. PSYC446 and PSYC447 may be completed in any order. Their content can be summarised as follows.

PSYC446: Frontiers of CBT I

Application of CBT to more complex psychological problems, such as when clients present with comorbid problems or challenging process issues; advanced CBT formulation skills, including the abductive theory of method; CBT for Māori and other ethnic groups.

The assessment will comprise:

- A reflection paper on a process issue (20%).
- Oral paper case – process issues and comorbidity, bicultural and sociocultural issues (20%).

- Case Study 1 (from supervised practice) including assessment, formulation, treatment plan, plan to evaluate outcome, and video of CBT treatment (30%). Students must pass this assessment to pass the course.
- Case Study 2 (from supervised practice) including assessment, formulation, treatment plan, plan to evaluate outcome, and video of CBT treatment (30%). Students must pass this assessment to pass the course.

PSYC447: Frontiers of CBT II

Application of CBT to specific complex problems, tailored to the needs of Māori as required, including substance misuse, social anxiety, specific phobias, eating problems, trauma informed practice and health-related anxiety, CBT with children and adolescents, and delivering CBT in groups.

The assessment will comprise:

- Student class presentation on the efficacy of CBT for specific problems (20%), to occur within the teaching block
- Oral paper case – specific problems (20%), to be submitted after the teaching block.
- Two case studies (from supervised practice) (30% each), to include assessment, formulation, treatment plan, plan to evaluate outcome, and video of CBT treatment related to one of the specific problem areas being taught in this course. The case studies will be submitted after each teaching block. Students must pass both case studies to pass the course.

4. Proposed new regulations

Postgraduate Certificate in Cognitive Behaviour Therapy (PGCertCBT – 60 Points)

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

1. Version

- These Regulations came into force on 1 January 2021
- This certificate was first offered in 2021

2. Variations

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

3. The Structure of the Qualification

To qualify for the Postgraduate Certificate in Cognitive Behaviour Therapy a student must:
be credited with 60 points from Schedule C to these regulations

4. Admission to the Qualification

To be admitted to the Postgraduate Certificate in Cognitive Behaviour Therapy a student must:

- have satisfied the Admission Regulations for admission to the University; and
- have fulfilled the requirements for a Bachelor's degree in Psychology or related area with a B- Grade Point Average in relevant health-related courses at 300-level; and
- be working at least 0.5FTE in a clinical health related field, and have access to CBT supervision; and
- been approved as a student for the qualification by the Head of the School of Psychology, Speech and Hearing (or nominee) and by the Academic Dean of Science.

5. Subjects

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

6. Time Limits

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

7. Transfers of Credit, Substitutions and Cross-Credits

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

8. Progression

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

9. Honours, Distinctions and Merit

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

10. Exit and Upgrade Pathways to Other Qualifications

- (a) A student who has completed the requirement for the PGCertCBT with at least a B- Grade Point Average, and who has not yet graduated, may apply to the Academic Dean of Science to be admitted to the Postgraduate Diploma in Cognitive Behaviour Therapy, provided they meet the regulations for that Diploma.
- (b) A student who has graduated with the PGCertCBT from the University of Canterbury, may apply to the Academic Dean of Science to be admitted to the Postgraduate Diploma in Cognitive Behaviour Therapy provided they meet the regulations for that Diploma and have their Certificate subsumed in accordance with the General Regulations to the University.
- (c) There are no exit qualifications for this Certificate.

Schedule C: Compulsory Course for the Postgraduate Certificate in Cognitive Behaviour Therapy

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

PSYC442	Clinical Practice Guidelines and Introduction to Cognitive Behaviour Assessment	30	S1
PSYC443	Cognitive Behaviour Therapy Case Conceptualisation and Intervention	30	S2

Postgraduate Diploma in Cognitive Behaviour Therapy (PGDipCBT – 120 Points)

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

1. Version

- (a) These Regulations came into force on 1 January 2021
- (b) This diploma was first offered in 2021

2. Variations

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

3. The Structure of the Qualification

To qualify for the Postgraduate Diploma in Cognitive Behaviour Therapy a student must be credited with a minimum of 120 points from Schedule C to these regulations.

4. Admission to the Qualification

To be admitted to the Postgraduate Diploma in Cognitive Behaviour Therapy a student must:

- (a) have satisfied the Admission Regulations for admission to the University; and
- (b) have fulfilled the requirements for a Bachelor's degree in Psychology or related area with a B- Grade Point Average in relevant health-related courses at 300-level; and
- (c) be working at least 0.5FTE in a clinical health related field and have access to CBT supervision; and
- (d) been approved as a student for the qualification by the Head of School of Psychology, Speech and Hearing (or nominee) and by the Academic Dean of Science.

5. Subjects

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

6. Time Limits

The qualification adheres to the General Regulations for the University with a time limit of 60 months.

7. Transfers of Credit, Substitutions and Cross-Credits

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

8. Progression

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

9. Honours, Distinctions and Merit

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

10. Exit and Upgrade Pathways to Other Qualifications

Students with a B average or above may apply to the Dean of Science. Students who wish to advance to Master of Science or Master of Arts in Psychology may apply to the relevant Dean for entry.

A student who has not met the requirements for the PGDipCBT or who wishes to transfer to the Postgraduate Certificate in Cognitive Behaviour Therapy may apply to the Academic Dean of Science for admission.

Schedule C: Compulsory Course for the Postgraduate Diploma in Cognitive Behaviour Therapy

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

PSYC442	Clinical Practice Guidelines and Introduction to Cognitive Behaviour Assessment	30	S1
PSYC443	Cognitive Behaviour Therapy Case Conceptualisation and Intervention	30	S2
PSYC446	Frontiers of Cognitive Behaviour Therapy I	30	W
PSYC447	Frontiers of Cognitive Behaviour Therapy II	30	W

- **Text to be added to: Page 22 UC 2020 Calendar, under the College of Science section of the Admissions Regulations table**

Postgraduate Certificate in Cognitive Behaviour Therapy	Special application required by 30 November	24
Postgraduate Diploma in Cognitive Behaviour Therapy	Special application required by 30 November	24