COUNCIL
Te Kaunihera o Te Whare Wānanga o Waitaha

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

EMBARGOED UNTIL 2pm WEDNESDAY 28 APRIL 2021

Agenda

Date **Wednesday 28 April 2021**
Time 5.00pm
Venue Council Chamber, Matariki

		Refer to Page No.
1.	APOLOGIES:	
2.	REGISTER OF INTERESTS	3-6
3.	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*	
4.	MINUTES 4.1 31 March 2021	7-12
5.	MATTERS ARISING	x
6.	FROM THE CHANCELLOR 6.1 Chancellor's Meetings 6.2 Degrees Conferred in Absentia	13
7.	FROM THE VICE-CHANCELLOR 7.1 Monthly Report	14-33
8.	ACADEMIC BOARD 8.1 Academic Board Report (Professor Matthew Turnbull, Deputy Chair, Academic Board, in attendance)	34-114

9. PUBLIC EXCLUDED MEETING 115

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 31 March 2021, held 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	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.0 6.1	**From the Chancellor** Emeritus Professor Nomination	To protect the privacy of natural persons.	7(a)
6.2	Council Work Plan	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)
7.0 7.1	**From the Vice-Chancellor** The Vice-Chancellor's verbal 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. 8.1	**From the Finance, Planning and Resources Committee** Draft minutes FPRC meeting 19 April 2021	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	Sustainability Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	UCTF Report for FY2020	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.0 9.1	**Other Business** IT Transformation Project Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
10.0	**General Business**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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

10. REPORT FROM THE PUBLIC EXCLUDED SESSION

11. GENERAL BUSINESS

12. NEXT MEETING –Wednesday 26 May, 2021 at 4.00pm

UC COUNCIL
Register of Interests
April 2021

Name (Council members)	Date notified	Person and/or organisation with interest	Nature of interest
Sue McCORMACK (Chancellor)	2020	Canterbury Earthquakes Insurance Tribunal	Member
	2019	Canterbury Museum Trust Board	Trustee
	2009	Dress for Success	Honorary Solicitor
	2017	KiwiRail Holdings Ltd	Director, Deputy Chair
	2017	Swiftpoint Ltd	Trustee Shareholder
	2019	UC Foundation	Ex-officio Trustee
Steven WAKEFIELD (Pro-Chancellor)	2019	199 Johns Rd Ltd	Shareholder, Director
	2017	Brackenridge Services Limited	Director
	2017	CDHB – Quality, Finance, Audit and Risk Committee	Committee member
	2017	Carolina Homes Limited	Director, Shareholder
	2019	Christchurch Cathedral Reinstatement Limited	Board member (Ex officio – CPT Rep)
	2017	Church Property Trustees of Anglican Diocese	Trustee
	2020	Cookie Time Limited	Director
	2017	Court Theatre Trust	Citizens' Trustee
	2017	Crop Logic Limited	Director, Shareholder, Chair
	2017	Deloitte Limited	Former partner (now retired)
	2019	East Lake Trust	Trustee
	2018	EVNEX Limited	Shareholder, Director
	2018	Foodstuffs South Island Cooperative Limited	Independent Director
	2018	Foodstuffs South Island Properties Ltd	Director
	2017	Greater Christchurch School Network Trust	Chairman of Trustees
	2019	Health One Programme Steering Group	Independent Chair
	2021	House of Travel Wellington Limited	Director
	2017	Innovative Software Limited	Director, Shareholder
	2018	Lincoln University	Graduate (Post-Grad Diploma)
	2017	Mastaplex Limited	Shareholder
	2020	Medsalv Limited	Director
	2019	Menumaster Limited	Shareholder and Director
	2018	Murdoch Manufacturing Ltd	Director
	2017	New Zealand Health Innovation Hub	Director, Chair
	2017	Nutrient Rescue Limited	Director, Shareholder
	2020	Paenga Kupenga Limited	Director
	2017	Ravenscar Trust	Chairman
	2017	RHOAD Limited	Director
	2017	Saint Barnabas Fendalton Parish	Vestry Member, Synod Rep

	2017	Saint Barnabas Fendalton Trust	Chairman
	2017	Son, David Wakefield	Student at UC
	2017	Steve Wakefield Services Limited	Director, Shareholder
	2021	Swallowing Technologies Ltd	Director
	2017	Syft Limited	Shareholder
	2018	The Taurus Trust	Trustee
	2017	Townsend Fields Limited	Managing Director
	2018	University of Canterbury	Post Graduate Student
	2017	Wakefield Holdings Limited	Director
Peter BALLANTYNE	2013	Canterbury District Health Board subcommittees	Member Quality, Finance, A&R
	2021	Canterbury Health Care of the Elderly Education Trust	Trustee
	2019	Canterbury Scientific Limited	Shareholder via Hawkins Family Trust
	2012	Deloitte	Consultant
Liz BOND	2019	Tertiary Education Union	Member
	2019	University of Canterbury	Employee
Rachael EVANS	2020	Kereru Trust	Trustee
	2020	Law Society	Member
	2020	Te Rūnanga o Ngai Tahu	Employee
	2020	Te Rūnanga o Ngāti Tama	Member
	2020	Whanganui Iwi	Member
Kim FOWLER	2021	University of Canterbury	Student
	2021	UCSA	President
John HOLLAND	2021	Craigmore Dairy II GP Ltd	Director
	2021	Craigmore Farming GP Ltd	Director
	2021	Craigmore Forestry GP Ltd	Director
	2021	Craigmore Group GP Ltd	Director
	2021	Craigmore Permanent Crop GP Ltd	Director
	2021	Craigmore Sustainables Group LP	Shareholder
	2018	Glasson Trustee Ltd	Director
	2020	Hickman Family Trustees Limited	Director
	2019	JCG Trustee Ltd	Director
	2019	SIG Trustee Limited	Director
	2018	Southbase Construction Ltd	Director
	2021	Southbase Group Ltd	Director and Shareholder
	2021	Totara Forestry GP Ltd	Director
	2019	Winders Consulting Limited	Director and Shareholder
	2019	Winders Investments Limited	Director and Shareholder
Keiran HORNE	2019	AJ & MJ Horne Family Trust	Trustee and Discretionary Beneficiary
	2019	Breastscreen Otago Southland Ltd	Director
	2019	CEC Charitable Trust	Trustee and Treasurer

	2019	Christchurch City Council	Member, External Advisory Group, Infrastructure Strategy
	2019	Coalcorp Services Ltd	Director
	2019	Conductive Education Canterbury	Treasurer
	2019	Crown Asset Management Ltd	Director
	2019	Hamilton City Council	Chair, Audit Risk Committees
	2019	Horne Wildbore Family Trust	Trustee and Discretionary Beneficiary
	2019	New Zealand Lotteries Commission	Commissioner, Chair Audit Risk Committee
	2019	Nexia Christchurch Ltd	Consultant
	2019	Quayside Holdings Ltd	Director
	2019	Quayside Properties Ltd	Director
	2019	Quayside Securities Ltd	Director
	2019	ScreenSouth Ltd	Chair
	2019	Solid Energy New Zealand Ltd	Deputy Chair
	2019	Spey Downs Ltd	Shareholder
	2020	Television New Zealand Ltd	Director
	2019	Timaru District Council	Member, Audit and Risk Committee
Professor Roger NOKES	2015	University of Canterbury	Staff
Warren POH	2020	Christchurch Netball Centre	Board Member
	2018	GHD Limited	Employee
	2017	E&S Hop Holdings Limited	Director
	2021	FAN Advisory Board	Member/Independent advisor
	2018	GHD Limited	Shareholder
	2017	M&W Nominees Limited	Director and Shareholder
	2020	NOSSLO Group Limited	Director
	2018	Olsson Fire and Risk New Zealand Ltd	Director and Shareholder
	2017	Ofwarren Limited	Director and Shareholder
	2020	University of Canterbury	Husband of enrolled student
Cheryl de la REY (Vice-Chancellor)	2021	Academic Quality Assurance Board	Board Member
	2020	Association of Commonwealth Universities	Council Member Academic Quality Agency
	2020	New Zealand Qualifications Authority	Board Member
	2019	Universities New Zealand Vice-Chancellors' Committee	Member
	2019	University of Canterbury Foundation	Trustee (Ex-officio)
	2019	University of Canterbury Trust Funds	Vice-Chancellor
Gillian SIMPSON	2019	Anglican Schools Board	Board member
	2019	Canterbury Rugby Football Union	Independent Director
	2019	Christ's College Canterbury	Board member
	2019	Ministry of Education Statutory Services Provider	Independent contractor
	2019	New Zealand Education Scholarship Trust	Trustee

Shayne TE AIKA	2020	Rannerdale Home Care Limited	Director
	2020	Rannerdale War Veterans Home Ltd	Director
	2020	The Karshay Group Ltd	Director and Shareholder
Adela KARDOS (General Counsel/Registrar)	2020	University of Canterbury	Staff member

COUNCIL

Te Kaunihera o Te Whare Wānanga o Waitaha

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Minutes

Date	**Wednesday 31 March 2021**
Time	4.20 pm
Venue	Council Chamber, Level 6 Matariki
Present	Ms Sue McCormack (Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Ms Rachael Evans, Ms Kim Fowler (via Zoom), Ms Keiran Horne, Professor Roger Nokes, Mr Warren Poh, Ms Gillian Simpson, Mr Shayne Te Aika.
Apologies	Mr Steve Wakefield (Pro-Chancellor).
In Attendance	Ms Adela Kardos, General Counsel/Registrar and Council Secretary Professor Catherine Moran, Deputy Vice-Chancellor (Academic) Professor Ian Wright, Deputy Vice-Chancellor (Research) Mr Keith Longden, Executive Director, Planning, Finance and IT Mr Paul O'Flaherty, Executive Director, People, Culture and Campus Mr Richmond Tait, Director of Finance Mrs Raewyn Crowther, University Council Coordinator

REGISTER OF INTEREST

Corrections and updates were to be supplied to the Registrar.

CONFLICTS OF INTEREST

Rachael Evans noted that she was contracted to lecture in the School of Law and therefore had a perceived conflict in relation to the item on the disestablishment of the College of Business and Law. As the proposal did not address academic staffing this was not considered to be a conflict.

MINUTES

The minutes of the meeting held on 24 February 2021 were approved and signed as a correct record.

The minutes of the special meeting on 15 March 2021 were approved as a true and correct record.

MATTERS ARISING

There were no matters arising.

FROM THE CHANCELLOR

Chancellor's Meetings

The list of Chancellor's meetings was noted.

Moved

That: Council note the report on the Chancellor's meetings.

Carried

Election for Academic Staff Member of Council

The Chancellor noted the election of Professor Jack Heinemann as the Academic Staff Member of Council. Professor Heinemann would be completing the term vacated by Professor Nokes for a period of two years four months, to 31 July 2023.

Degrees Conferred in Absentia

Ms McCormack advised Council of the schedule of degrees to be awarded in absentia following approval by Council. The names of the graduates would be entered into the public record.

Moved

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

Carried

FROM THE VICE-CHANCELLOR

Monthly Report

The Vice-Chancellor commented on a number of matters:

- Term One was almost complete with all but one week spent in Covid-19 alert level one.
- There had been higher than expected domestic enrolments but TEC funding was likely to cover this growth, to be confirmed in May. Resourcing needs in areas of high growth would then be addressed in the budget review to take place mid-year.
- There had been a 24% increase in Māori enrolments and the challenge would be to retain these students, especially once the borders opened.
- UC had been contributing to the Greater Christchurch Partnership 2050 through the Knowledge Commons to embed academic knowledge into the strategic planning for the region.
- An event arranged by Dr Jarrod Gilbert to discuss policing today had been well attended.
- EducationNZ had presented to SLT suggesting a long recovery period would be needed and that former levels of international enrolment may never return. A recovery plan was to be developed across the sector with multiple enrolment options. NZ was now regarded as "fortress NZ" by young students who were at lower risk from the effects of COVID-19 and they were enrolling in numbers in places like the UK rather than delaying their education. This would be factored into budget discussions.
- Graduation ceremonies in April would follow the traditional format but changes would be considered for future events, such as an assembly point for the procession that avoided crossing main roads.

In discussion it was noted that:

- The success in enrolment growth was congratulated.
- The differing support needs of this cohort of students was being addressed.
- More was possible to achieve within the Lincoln University partnership once the relationship and trust was built.

Moved

<u>That</u>: Council note the Vice-Chancellor's Monthly Report.

Carried

FROM THE ACADEMIC BOARD

Academic Board Report and College of Business and Law Disestablishment

Professor Matthew Turnbull joined the meeting to present the report of the Academic Board, noting that most of the discussion at the meeting had centred on the proposal to disestablish the College of Business and Law. There had been strong support in principle for independent units to be established noting that the fine details were not yet available. It was agreed that the two groups had distinct cultures and should therefore go their separate ways, especially given the joint College approach had been tried and found not to work.

The Chancellor noted that the Academic Board had been evenly split on the proposal to merge the Schools in 2016. The Vice-Chancellor noted that it was unusual nationally and internationally to have this model, with long-established law schools having an identity. Neither school had grown in stature since the merger which had not been supported by the law school in its entirety. Separation would allow each of the schools to pursue a new academic vision.

Professor Neil Boister, Head of School of Law and Professor Paul Ballantine, Head of the Business School, were invited to the table for their input.

Professor Boister noted that:

- The School needed to split to build its identity.
- Many development opportunities would open up in areas such as micro-credentials.

Professor Ballantine noted that:

- With being part of the College of Business and Law there was an assumption made of the type of law taught.
- The School of Law had felt the merger was a strategic error from the start which had diminished the status of the school.
- The School of Law had disappeared in the eyes of the profession.
- The merger had been an administrative convenience.
- The structure of the degrees in law and business were different.

In discussion it was noted that:

- The practicalities of the disestablishment were still to be determined but the proposal would have little impact on the bottom line.
- The key reasons for merging in 2016 seemed to be the same reasons for now disestablishing the College.
- Disestablishment would enable clarity of roles; the current structure had a complex and unusual management arrangement. It was noted that the Academic Board was looking at the roles of Dean and PVC. A single head would provide academic and operational leadership.
- This proposal could lead to other College structure reviews.
- There was a need to make academic decisions to aid the strategy and deal with some historic issues.

Moved

<u>That:</u> Council

i) note the report of the Academic Board;

ii) approve the motion passed by the Academic Board regarding support for the academic case, in principle, for the disestablishment of the College of Business and Law and the reconstitution of the Business School and the School of Law as standalone units.

Carried

PUBLIC EXCLUDED MEETING

Moved

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

	General Subject Matter	**Reason for passing this resolution in relation to each matter**	
4.0	Minutes of the meeting held on 24 February 2021 and the Special Council meeting of 15 March 2021, held 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	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.0	**From the Chancellor**		
6.1	Emeritus Professor Nomination	To protect the privacy of natural persons.	7(a)
6.2	Council Work Plan	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)
6.3	Report from the Honours and Appointments Committee	To protect the privacy of natural persons.	7(a)
6.4	Report from the UCTF/UCF Transition Steering Committee	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

7.0 7.1	**From the Vice-Chancellor** The Vice-Chancellor's verbal 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 & Risk Committee** Draft minutes ARC meeting 15 March 2021	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	2020 Annual Report and ancillary papers	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	Internal Audit Reports	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 15 March 2021	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	Future of Dovedale	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.3	CLV Sale Process Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.4	Canterbury Museum Resource Consent	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
10.0 10.1	**Other Business** IT Transformation Project 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)
11.0	**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 6.29pm and confirmed for the public record:

- The award of the title of Emeritus Professor to Professor Roger Nokes.
- The Annual Plan for 2020
- The Commentary on the Annual Plan
- The Audit Opinion.
- The Letters of Representation.

GENERAL BUSINESS

The Chancellor noted that Council member Kim Fowler was representing UC at the New Zealander of the Year Awards in Auckland.

It was then noted that this was Professor Roger Nokes final Council meeting and his long and significant contribution to the work of the Council was acknowledged.

The meeting ended at 6.30pm.

NEXT MEETING

The next meeting was scheduled for 4.00pm on Wednesday 28 April 2021.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Memorandum

Chancellor's Office
Email: chancellor@canterbury.ac.nz

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

To:	Council Members
From:	Sue McCormack, Chancellor
Date:	21 April 2021
Subject:	**CHANCELLOR'S MEETINGS**

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

- Regular meetings with the General Counsel/ Registrar
- Attended the farewell for Lynn McClelland
- Attended FPRC agenda setting meeting
- Met with potential appointee to Council
- Attended April Graduation briefing meeting
- Met with Minister Chris Hipkins regarding ministerial appointees to Council
- Presided over three graduation ceremonies
- Lunch with alumni staff and potential donor
- Attended Tokona Te Raki Board meeting

Meetings attended on my behalf:

- Māori Graduation Celebration - Steve Wakefield
- Pasifika Graduation Celebration - Rachael Evans

Meetings planned between today and the Council meeting on 28 April:

- Meeting with VC and General Counsel/Registrar in preparation for Council workshop
- UCSA ANZAC Day Service – Steve Wakefield, on behalf

Sue McCormack
Chancellor

Vice Chancellor's Report to Council

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

April 2021

Introduction

The end of the first term brought the opportunity for a well-earned break for students and many staff.

Highlights of the post-Easter period were the three graduation celebrations in the Town Hall, where we celebrated the achievements of 1,097 students in total. We also convened two celebratory events to acknowledge the achievements of Māori and Pasifika graduates.

The teams across UC have been working hard to foster town and gown celebrations. Thanks to the work of Youth Liaison Officer, Katie Mills, Rollickin Gelato showcased its custom flavour to celebrate graduates; Bacon Bros offered free ultimate chips – 'UCs' - with every burger purchased during graduation and Kong gave every graduate a free glass of bubbles.

Additionally, Christchurch Airport lit up the tower and airport in red for graduates, a number of other local establishments offered their support and a dedicated webpage was set up to share all the offers to students and their whānau.

Record numbers of students booked for Rā Tūhura | Discovery Day, with an 11% increase on 2019 numbers (the event didn't run in 2020 due to COVID-19). In attendance on the day were 1,452 local Tau 12 students, who had the opportunity to explore UC subject choices, discover career pathways, and understand the importance of Tau 12 determining the options open to them in the future. Students chose their own timetable, attended short lectures (e.g. "What if nutrition could treat mental illness", "Global climate change – electrifying hope" and "Trump: world explained"), enjoyed lunch with a group of new friends and explored the opportunities that UC offers. Early findings indicate that attendees enjoyed the lectures, staff enthusiasm and the chance to explore UC as a future student. *"My highlight of the day was getting to explore and walk around some of the campus in between lectures and getting a feeling of what it would be like to attend UC."*A collaborative team from UC and University of Auckland associated with Te Pūnaha Matatini Centre of Research Excellence has won the premier 2020 New Zealand Prime Minister's Science Prize for its mathematical simulation of COVID-19 infection modelling and the social media response that has directly driven New Zealand's response to COVID-19 through 2020 and 2021. The UC part of the team comprises Professor Michael Plank, Associate Professor Alex James, Dr Giulio Dalla Riva (School of Mathematics and Statistics), former research students Rachelle Binny and Nic Steyn, and postdoc Dr Audrey Lustig. The prize (worth $500,000) is for a transformative scientific discovery or achievement that has had a significant economic, health, social and/or environmental impact on New Zealand or internationally. During the first half of 2020 the UC team members were part of a significant population modelling effort that was feeding directly into daily briefings of officials and ministers about how New Zealand would respond to COVID-19 and provided the scientific evidence that led the Government to proceed with the nationwide lockdown. The work has continued in 2021, underpinning decisions related to for city-wide lock-downs in Auckland. In addition to providing

direct assessments to Government, the team has undertaken a comprehensive programme of publishing peer-reviewed research so that modelling and the underlying method and assumptions are in the public domain. This work has been hugely significant for New Zealand in navigating its response to COVID-19, and we are proud of our researchers' contributions as recognised by this prestigious award.

Engagement

Increase our presence and impact in Ōtautahi Christchurch and Waitaha Canterbury.

To increase the University's presence in Ōtautahi Christchurch, a graduation communications plan was implemented in April to celebrate UC's graduands. Activities included communicating an overarching media story about the graduation ceremonies, as well as releasing news stories celebrating a graduand from each college. Graduation was also featured on the homepage of UC's website, with a link through to all April graduation stories. A full-page advertorial featured in the Mainlander section of the Press on 10 April, and throughout the week of the graduation ceremonies Time Saver Traffic advertising ran on NZME radio stations. Two graduate stories that were picked up by media outlet, Stuff with the headlines: New research by a university graduate could change the way premature babies are treated and PhD graduate used resilience and desire to 'get involved' to make Christchurch home.

The Communications and Engagement team worked with the Knowledge Commons to collate support, offers and discounts from Christchurch businesses for graduates. With the Alumni team, it ran a 'That was then, this is now' social media campaign celebrating UC alumni.

The Knowledge Commons has completed a report for the Ministry of Education on supporting our multicultural community's engagement with the New Zealand education system. The report was well received by the local office and has been passed on to the Minister of Education who has indicated that the model used in Christchurch could be the impetus for driving a nationwide approach to supporting our diverse community.

The New Zealand Society for Earthquake Engineering Annual Technical Conference was held at UC on 14 – 16 April with over 400 registered attendees. The theme for this year was the "Christchurch Earthquake 10th Anniversary: Turning Challenges into Positive Legacies". The meeting brought together practitioners and researchers to reflect on the lessons learnt over the last 10 years since the February 2011 earthquake and how these learnings are being implemented to leave a positive legacy for future generations and a more resilient Aotearoa. Engineering companies also set up exhibition stalls in the Core area to provide a busy and engaging event.

This month letters were sent from UC Māpura Bright Start scholars along with an update to the Tait Foundation on how its 2020 funding of $203,00 has supported Engineering research, PhD Accelerator Scholarships and the Women in Engineering programme.

The UC alumni survey has had over 3,600 responses, which is a 10% response rate. This is still being processed but so far over 1,000 alumni have indicated that they would like to be involved in mentoring current students and are employing our graduates, including through internships that assist our work integrated programme. Over 2,000 alumni would like to support UC by funding scholarships and research that will make a difference to global problems while also supporting our advancement

programme. Just over 900 volunteers would like to support UC's plans for the 150th celebrations by being part of focus groups and planning and organising activities.

The Alumni and UC Foundation team have supported work on the Rochester Hall Reunion, promotion of an MBA information evening, a Glenn Renwick event and an event for young international graduates still in Christchurch, finding lost alumni, invitations to a child well-being symposium and promotion of the History Foundation to History graduates. A young alumni financial planning seminar had 35 attendees and a Crusaders pre-match function had 60 guests.

Domestic recruitment

The 2022 advertising campaign has now kicked off with our UCME campaign combined with a nationwide brand positioning campaign that extends the message of "Believe U Can". Working with our local agency and video production company, we have produced a video featuring local talents and some of our students in versions lasting 90, 45 and 30 seconds. This video will appear on TVNZ OnDemand, 3Now on Demand, Stuff.co.nz, NZHerald.co.nz, Facebook, Instagram, IGTV and through programmatic digital buying (and YouTube). The media buy targets a diverse range of audiences including Māori, Pasifika, adult students and the youth market. Additionally, the campaign is designed to reinforce the positive difference UC can make to our alumni, our community, stakeholders, agents and our staff.

The campaign in 2021 features our largest number of students (31 individuals) and also contains an extension that highlights stories of a student and a key supporter on their journey (UCWE!). Targeting school leavers predominantly, it will feature in bus stop advertisements outside 169 high schools, over nine posting periods (in a total of 1,521 placements between April and September). There are also billboards in Wellington Auckland and Christchurch and dairy posters targeting particular regions, particularly lower socio-economic areas where 'seeing it' is very important. For this audience an extensive digital campaign is also run, and the UCME students have student videos that are shared on social media. Adult students are also part of the campaign, and separate media targeted to those audiences are included.

It is delightful that these students put themselves forward voluntarily to tell their stories, and share themselves so authentically with the world. We hope others see them, and feel that they relate and can aspire to similar success.

Eighty-four Rongo o te Wā careers advisors and international directors from schools across New Zealand came together to find out more about the latest UC programme offerings. Participants also had the opportunity to view our newest hall Tupuānuku (along with other halls) and hear about new student experience initiatives including the Takere success academy. Professor Catherine Moran, Sacha McMeeking and I spoke to the audience about the UC approach to the student experience, learning and teaching and highlighted the important role careers advisors play in helping students "Believe" they can – the new UC campaign.

UC was also well represented at the SPACPAC Pasifika Student Careers Expo held on 9 April. The event is the biggest of its kind for Pasifika students in Ōtautahi Christchurch. In addition to other initiatives for new students, an 'Old Skool Dinner' was held to give mature Pasifika students a sense of belonging and a chance to network with others.

Quarter 1 media analysis

Media Impact Score	2.7	3.0	2.7	1.7
Positive Message Penetration	70%	40%	39%	22%
Proportion of Proactive Coverage	65%	65%	64%	20%
Proportion of Positive Coverage	74%	75%	73%	n/a

Key findings

Overall the volume of coverage increased to 1,350 (Q1) from Q4 2020 (1,144 reports) and from Q1 2020 (1,140), which is rather significant when taking into consideration the summer break when we normally see a slight decrease in coverage. Reporting remained positive overall with almost three quarters of coverage positive in tone and the proportion of negative reports remained unchanged at 1%. The Media Impact Score [MIS] was slightly lower from 2.8 (Q4) at 2.7 which can be attributed to a decrease in the proportion of very positive coverage down from 2% to 1%.

Academic commentary remained the leading theme of coverage, followed by Research which were equally positively reported with a MIS of 3.7. Greatly driven by the proportion of proactive coverage accounting for 65% of all reporting.

Negative coverage included mentions of UC in the Education and Workforce select committee review and criticism from Georgina Knox daughter of researcher George Knox about the state of the Kaikoura Field Station.

As per usual there was a large proportion of positive and very positive stories to pick from, but some of the most positive touched or talked to some of the leading issues in 2021, COVID and Climate Change, with research pieces about potential COVID breath testing and storing carbon dioxide in rocks contributing some of the highest MIS scores.

There were very positive reports on UC's commitment to enable Māori youth to prosper, partnering with NgāiTahu's Tokona Te Raki Māori Futures Collective. Other positive coverage included reports on the positive trajectory of enrolment figures, these reports often conveyed the message that UC is a diverse and inclusive community where people feel like they belong.

Partnerships

Dr Myron Friesen, School of Educational Studies and Leadership was invited to a two-day hui in Wellington (29 - 30 March) organised by the Child Wellbeing Unit in the Department of the Prime Minister and Cabinet. The purpose of the hui was to connect those with expertise in brain development so they could translate the findings of neuro-developmental research for educators.

The School of Teacher Education has continued to develop and strengthen its partnerships with schools and early childhood centres, enabling strong practicum placements for the 847 initial teacher education students undertaking this work-integrated learning this semester. With the exceptional growth experienced in the secondary cohort, amounting to a total of 171 students, and the reach of the distance delivery model in the early childhood and primary education sectors, the School and College Professional Practice Office have been focused on developing new relationships beyond

Ōtautahi Christchurch. As a result, initial teacher education students are completing their seven-week practicum placements in communities across the full expanse of Aotearoa; including in the west, east Coast and top of the North Island, throughout Central Otago, and wider Southland. UC is now a key partner in preparing new teachers for all of Aotearoa.

Tokona Te Raki (Māori Futures Academy) – UC partnership

The Kaiārahi (Service Units) has begun a three-month secondment (0.4 FTE) at Tokona Te Raki (Māori Futures Academy) to lead the design and development of a new undergraduate degree programme. At an initial wānanga with key UC academic leaders, Kaiārahi from Te Waka Pākākano and representatives from Tokona Te Raki on 25 March, consensus was reached in full support of the preliminary design of this interdisciplinary degree programme. All present committed to continue to advance the programme's development over the coming weeks. Internal and external consultation is now underway.

The new Bachelor of Māori Innovation (BMINN) degree aims to better prepare students to work within iwi and/or Māori organisations through pioneering a new model of tertiary education delivery, enabling students to engage in employment integrated learning while completing an undergraduate degree. The BMINN focuses on providing taiohi (youth) with a strong foundation across a range of disciplines that they can use in working within the Māori sector. Centred on Indigenous knowledge and supported by a transdisciplinary curriculum that offers students pathways aligned to their aspirations and talents, this programme aims to develop solution building skills that are transferrable across contexts and career pathways.

The initial market for the programme is the newly launched Māori Futures Academy (the Academy), an anchor initiative of the UC, Ngāi Tahu and Ngāi Tūāhuriri partnership. The Academy aims to create both educational and paid internship opportunities for taiohi Māori, who will work with Māori and iwi organisations on design and innovation across systems change projects and tribal development aspirations. The 10-15 paid interns recruited each year for the next three years will serve as the initial pilot group for the programme with an extension beyond this to include new-to-UC students from outside of the Academy.

The degree has two principal parts: a core programme and disciplinary pathways. The core programme in the first year (75 points) consists of new papers in 'Māori Innovation'. These foundational papers will be fully structured in the first year to support students to have active roles in workplace projects. The five disciplinary pathways on offer at second- and third-year levels will comprise: *social transformation* (policy and strategic communications); *innovation ideator* (innovation management); *innovation inventor* (product design); *environmental innovator* (focused on science innovation) and a '*generalist*' pathway.

The pathways are designed to respond to anticipated student preferences and are within the traditional university delivery model, in which students attend lectures, tutorials and wānanga on campus, or via distance learning. This blended model of in-work tertiary education is likely to be increasingly important as the pace of change in the workforce accelerates. It is hoped that the BMINN will provide UC with insights into in-work tertiary education that can be incorporated into future innovations in programme design across UC.

Public engagement

Professor Gail Gillon, Director of our UC Child Wellbeing Research Institute, together with Professor Angus Macfarlane hosted a very successful research symposium on 8 - 9 April. The symposium was attending by 168 registered participants including researchers, practitioners and community leaders. All the leaders within the Child Wellbeing Research Institute were involved, which led to the presentation of an outstanding array of world-class research related to our tamariki's wellbeing across health, education, social science. Our doctoral students also attended and presented high quality poster sessions.

Honourable Judge Andrew Becroft, Children's Commissioner, and Glenis Philip-Barbara, Assistant Commissioner Māori gave a powerful and truly inspiring key note address. Judge Becroft applauded UC and the Child Well-being Research Institute for taking a holistic view of children's wellbeing from across a wide variety of research disciplines. The audience greatly valued the opportunity to attend the symposium in person and to network with their colleagues, which was reflected in their very positive survey responses. Feedback from participants included:

- "The whanaungatanga showed was amazing. Such a great sense of belonging in the symposium."
- "I've loved every presentation, being pampered with the delicious food, and the networking and discussions in the breaks was so valuable."
- "This symposium was fantastic – I really enjoyed all the speakers"

Each year the College of Arts hosts "An Evening With" series at our Arts Centre location in the central city. The first of these evenings featured Vana Manasiadis, the current Ursula Bethell Writer in Residence in the English Department, in conversation with Nicolas Wright, about her collection of poetry *The Grief Almanac: A Sequel* (2019), described as a"hybrid of poetry, memoir, letter, essay and ekphrasis". In the same week, again in our city location, Christchurch Art Gallery curator Ken Hall presented a talk at the Teece Museum on the influence of the art and iconography of the ancient lassical world for art and artists in Aotearoa New Zealand. The Teece also collaborated with UC Classics Society (Classoc) to host its first-ever classical board games' night, asking its participants "Are you a master strategist like Odysseus? Does Hermes always bring you luck in games of chance? Will Athena ensure that victory is yours?"

Canterbury University Press authors will feature in upcoming book festivals. At the Auckland Writers Festival - Jenny Sew Hoy Agnew, co-author of *Merchant, Miner, Mandarin: The life and times of the remarkable Choie Sew Hoy* (CUP, 2020), will participate in a session on whānau stories. In addition, Featherston Booktown Karukatea Festival. Roger Robinson, author of *When Running Made History* (CUP, 2019), will moderate a panel on sports writing.

The College of Engineering BrainDate series, held on campus for the public, is designed to bring industry and academics together around a common theme, to share academic research and hear from industry about some of the opportunities, innovations and challenges is experiencing. The BrainDate on 21 April showcased HealthTech and as usual featured external speakers together with UC academics. Audience numbers so far have been excellent, with over 60 attending in person and more online attendees at each event so far.

On 11 March Adrienne Paul presented at the Canterbury Woman's Legal Association Learn and Lunch event held at Buddle Findlay. Adrienne introduced general concepts related to tikanga Māori

and the law to a sold-out event. The presentation was well received with the audience enjoying the content and style of delivery. This event provided scope for further collaboration in the future.

In the last week of March, Dr Elizabeth Macpherson ran virtual training for judges in Ecuador on the rights of nature. This was a collaboration between an environmental non-governmental organisation CEDENMA, and the National Secretary for Human Rights in Ecuador. Ecuador is often credited with beginning the modern rights of nature movement through its their 2008 Constitution.

Professor Elisabeth McDonald made several significant presentations in March. On 11 March she delivered a seminar about her research findings on the rape trial process to members of the legal profession in Wellington – including Crown Law, the Public Defence Service and the Crown Solicitors (Luke Cunningham and the Wellington office of Meredith Connell). She then presented research findings to the High Court judges in Auckland on 25 March. Finally, 26 March, she delivered a seminar on the rules of evidence in family violence cases as part of a Te Kura Kaiwhakawā programme.

During March, the UC Centre for Entrepreneurship (UCE) held a two-day Marketing Smackdown Challenge in partnership with Cedra Express, New Zealand's leading specialist cold chain logistics business, operating in the healthcare, biotech and life sciences industries.

Forty students from two classes participated in complementary aspects of the challenge to bring it to life. MKGT340 (Event Management and Marketing) students worked in groups to ensure the smooth delivery of the challenge, including by creating content for social media, managing catering and scheduling activities. Teams of MGMT335 (Business and Sustainability) students developed marketing strategies and promotional event concepts or the company, to celebrate its 20th year in business.

The participants benefited from a diverse range of expert coaching, mentoring and feedback from entrepreneurs, industry and our own UC marketing specialists, as well as Cedra Express team members. The UCE team also shared expertise to help the students develop their ideas, which they ultimately pitched to three judges. The strategic approaches and ideas presented by the teams had to be feasible and deliverable during 2021.

The winning team presented a multi-faceted marketing strategy incorporating ice-cream delivery by way of event invitations, to demonstrate the firm's expertise in cold-chain logistics. Second place was secured by a team whose concept was to send event invitees a blue penguin soft toy featuring a QR code that, when scanned, shared the special event invitation details with the recipient. The team in third place suggested a series of 'CEDTalks', which would consist of conferences in New Zealand's largest cities featuring well-known scientists and health commentators.

At the recent Rongo o te Wā on 30 March, Dr Christoph Teschers, School of Educational Studies and Leadership introduced the Bachelor of Youth and Community leadership to the more than 85 high school career advisors who attended from across Aotearoa.

The College of Education, Health and Human Development is a partner in the Ministry of Education's Enhanced Mentoring and Induction initiative. It is designed to provide additional mentoring to support Provisionally Certificated Teachers (PCTs) during their first year for those PCTs who graduated in 2020 and experienced disruption to their practicum time in schools or early childhood centres. Mentors engage with PCTs to provide individualised support around research informed professional learning opportunities. With Dr Amanda Denston facilitating the project as project

manager, UC is currently supporting 30 PCTs across the Christchurch, Canterbury, Nelson-Marlborough, and West Coast areas. The College is pleased to have this opportunity to engage with PCTs early in their teaching journey and to be able to further develop relationships with schools and their staff.

Education – Accessible, Flexible Future Focussed

Stimulate and support academic development and innovation to become the best educators in Aotearoa New Zealand.

The first quarter of the year saw some highlights in academic development when our inaugural distributed teaching leadership fellows began work that will have an impact on students and fellow teaching staff. One such fellow is Dr Rosie Cameron, who is doing significant work for the delivery of MATH101 to personalise the approach to mathematics and build success for all learners. She is focusing on adaptive technology and personalised learning for Mathematics students.

Course design has been an area of 'wrap-around' academic development with the streamlining of Aropapaki workshops. Led by Ako Anamata | Future Learning and Development but characterised by a pan-university approach to course development, courses are designed for an online approach, while that can also enhance on-campus delivery. The first quarter of the year saw Aropapaki workshops supporting academics with the build of 24 online courses, mostly for Semester 2, 2021.

Deliver a curriculum that prepares our students to be enquiring and enables them to create and contribute knowledge for a better society.

Recently UC has seen the introduction of degrees for solving complex problems with a stronger transdisciplinary focus. The School of Product Design began the year with 18 students enrolled in its two new master's degrees: MProdDesign (13 students) and MProdInnovation (5 students). The first cohort of students in the Bachelor of Product Design graduated in December 2020 and employer feedback has been positive.

The Bachelor of Environmental Science programme, launched in 2021, has recently been reviewed by the accreditation panel of the Environmental Institute of Australia and New Zealand (EIANZ). During their three-day visit, panel members were particularly complimentary about the extent to which they observed very positive cooperation and collaboration across schools in the development and delivery of this degree, and also about our bicultural competence. If the accreditation proposal is successful, it will be the first degree in New Zealand to be accredited with EIANZ.

Ensure students are provided with lifelong learning opportunities through flexible degree and delivery options to allow a UC education to respond to the current and future needs of work and society.

While the University community enjoyed the 'buzz' around campus as students went to and from classes and study spaces at the start of the academic year, plenty was happening off campus as well. As of 8 March 2021, 22,681 students were enrolled in UCx courses (massive open online courses or MOOCs). The Mental Health and Nutrition MOOC generated almost half of the current enrolments at 10,390. Development is underway for three standalone MOOCs (Field Studies Earth and Environmental Science; Tree Based Statistics; Antarctica), two professional certificates (Robotic – Human Interaction; Bayesian Statistics) and a micro-master's programme (Industrial and Organisational Psychology) for roll-out in 2021. At the time of writing there had been 25,478 clicks on our MOOCs advertising campaigns and 9,839 clicks to edX from our MOOC pages.

Provide a learning environment that uses effective pedagogies, facilities, and learning technologies to support the needs of each generation of learners and employers.

One of the challenges for students as they start the university year is navigating their way through the workload and the new environment. Providing advice is a key way of supporting students, particularly when they first arrive at UC. At a successful workshop held as part of the Student Success Programme, many staff from colleges and service units discussed approaches to enhance advice offered to first-year students.

The Analytics for Course Engagement (ACE) system has helped students stay engaged in the first semester. The ACE coordinator reports a relatively smooth start to 2021. Successful robotics automation work has led to a time saving on the deployment of first texts to students who present 'at risk'. In Term 1, a total of 796 student were contacted, with over 70% (n=579) of these re-engaging following the first text.

Specific programmes in some disciplines have also supported first-year students. In week 1, 1,105 first-year students attended the peer mentoring scheme ENG ME! sessions across the University. In particular, special groups for Women in Engineering (45 mentees), students aged over 22 (45 mentees) and Māori (36 mentees) have seen a significant (33%) increase in numbers compared with 2020. In addition, 25 ENG ME! teaching assistants have been recruited and trained with the help of Dr Chris McGann, Luis Lau and Associate Professor Erik Brogt.

Undoubtedly, one of the greatest supports for students across all levels of the University is the Library. Herea tō Waka Orientation 2021 and the University of Canterbury Students' Association (UCSA) Haere-roa Summer Starter expo attracted over 800 visitors, enabling the Library to engage with UC colleagues and students. Promotional activities included competitions, manaakitanga lolly bags, meet and greet at Puaka-James Hight, postcard giveaways and Te Rua Makerspace events. This was a great opportunity to engage with students and promote Library services, expertise and spaces that support student success at UC.

The Library's online presence continues to grow, with its Facebook, Instagram and Twitter accounts all increasing their followers by over 10% each month. AskLive remains the most popular contact method among students and staff, who want swift online responses from the Library.

Subject librarians have been supporting student learning by providing workshops, with over 10,000 students attending 186 sessions in Term 1. One example of this work is the successful roll-out of integrated legal research skills into LAWS205. This is the first year that Law students have been engaged as learning cohorts, seeing every 200-level student taking Land Law in the same year. Library staff created modules on information literacy skills for these students.

Research – Impact on a Changing World

Gaining valuable insights into UC research impact

Professor Malcom Campbell led COVID-19 contact tracing research with UC's GeoHealth Laboratory, School of Health Sciences, Denmark's BERTHA Big Data Centre at Aarhus University and the New Zealand Ministry of Health to determine how a simple message designed to apply to everyone equally – 'stay home' – actually played out across the neighbourhoods we live in.

Professor Angus McIntosh of the School of Biological Sciences and Associate Professor Cate Macinnis-Ng of the University of Auckland have co-authored an article for *The Conversation*. Using Aotearoa New Zealand as a case study, they outlined how climate change accelerates biodiversity decline on islands by exacerbating existing conservation threats.

UC continues to progress its international research reach. Associate Professor Alan Wood from UC's research centre EPECentre has been appointed to the Research Advisory Panel for the Australian *RACE for 2030* Cooperative Research Centre (CRC). CRCs are Australian research centres working at the interface of academia and industry. *RACE for 2030* is a research centre that aims to accelerate the transition to reliable, affordable clean energy for 2030. Its work aligns with similar research initiatives in New Zealand, including significant UC research.

Dr Laura Revell and her research collaborators had three papers accepted into three international science journals in the space of three business days:

- "Atmosphere-ocean feedback from wind-driven sea spray aerosol production" in *Geophysical Research Letters*, with contributions from past UC Physics students Ngaire Wotherspoon and Ollie Jones, and current Physics PhD student Yusuf Bhatti along with collaborators at NIWA, the UK Met Office and the University of Otago.
- "Comparison of deposition sampling methods to collect airborne microplastics in Christchurch, New Zealand" in *Water, Air, & Soil Pollution* with contributions from past chemistry student Ella Knobloch and current postgraduate students Helena Ruffell and Alex Aves as well as collaborator Olga Pantos at ESR.

"WRF4PALM: A mesoscale dynamical driver for the microscale PALM model system 6.0" in *Geoscientific Model Development* led by atmospheric physics PhD student Dongqi Lin, with co-supervisors Professor Rudi Marquez and Dr Marwan Katurji.

Enhancing Post Graduate Research

The first UC Doctoral Orientation was held on 31 March, which hosted over 30 students from across UC, as well as students affiliated with the joint postgraduate school Food Transitions 2050. A highlight of the day was a panel session where experienced UC supervisors and students answered new students' questions and gave them tips and advice. Dean of Postgraduate Research Professor Megan McAuliffe and Postgraduate Research Manager Lisa Carter provided an overview of the doctoral journey at UC, highlighting the importance of key milestones and of seeing them as a learning opportunity. Professor Jason Tylianakis, Director of the Food Transitions 2050, gave a thought-provoking talk about working with your supervisor. The Doctoral Orientation day was developed in response to feedback from students in the Postgraduate Experience Questionnaire

(PEQ), who said they wanted clear and comprehensive information regarding expectations, degree requirements and important doctoral milestones as well as opportunities to meet with other doctoral students from across UC. The event also provided an opportunity for students to meet others, discuss their research and form networks that are likely to be strengthened across their doctoral journey at UC.

In the latest UC Science Radio podcast episode, PhD student Clare Wilkinson explains how her research into the way Kaikōura rivers responded to the 2016 earthquake increased her appreciation of the event's cultural impact and the valuable intersection of mātauranga Māori with western science.

Recruiting high quality research students

On 24 March, the Dean of Postgraduate Research and members of the Postgraduate Research Office (PGRO) and Academic Skills Centre met via Zoom with students who have commenced their PhDs overseas as a result of the COVID-19 pandemic. This informal discussion provided an opportunity for UC staff to hear about students' experiences thus far, as well as providing a forum for the PGRO to respond to questions from students and for the students to meet each other and hear about some of the services on offer at UC.

Following on from this meeting, informal cohorts of overseas commencement students have been developed. These Zoom hui will be held regularly with incoming students.

Improve global subject rankings

On 30 March, Research and Innovation (R&I) submitted the 2022 Times Higher Education (THE) data for the World University Rankings.

This data contributes to 28% of UC's overall score. The remaining 72% comes from two reputation surveys and Scopus citation data. The World Ranking result from this submission will be released in September 2021, and the related Subject Area results in November 2021. These rankings are based on data from 2019.

Among the data points we submitted, we have improved on our previous year's numbers by between 3% and 17%. The most notable is our 17% increase in doctorates awarded, with the total rising from 158 to 185.

The annual THE Innovation and Impact Summit co-hosted by Auckland University and Pennsylvania State University featured the publication of the THE Impact Rankings 2021, a global performance table that assess universities against the United Nations' Sustainable Development Goals (SDGs).

The theme of THE Summit was 'Cultivating resilience, changing the world' and I spoke in the session on 'Creating and sustaining impact: How can impact at variable scale'.

UC, with its inaugural submission into the Impact Rankings, has been ranked 201-300 out of nearly 1110 participating universities. UC submitted a portfolio of evidence, alongside a bibliometric assessment of research publications, for five of the 17 SDG's (comprising Sustainable Cities & Communities, Climate Action, Life Below Water, Life on Land, and Peace, Justice & Strong Institutions). A sixth goal (Partnerships for the Goals) was a compulsory goal for all submissions. For three of the SDG's submissions, UC ranked as high as 64th to 72nd globally, but the compulsory SDG score limited UC's overall rank to 201-300, but does show where UC can improve for next year.

Another university ranking scheme has also recently reported its annual results. The Centre for World University Rankings (CWUR) has ranked over 19,780 universities globally in its 2021–22

assessment, and places UC at 516. That puts UC in the top 2.7% internationally, 23rd within Oceania, and 3rd within New Zealand behind Auckland and Otago. The core of the assessment is based around the quality of education (as measured by major academic distinctions of alumni), alumni employment (as measured by top executive positions of alumni), quality of faculty (as measured by number of faculty winning major academic distinctions) and research performance.

Increase and diversify funding sources for the University's research portfolio including for research institutes, centres and clusters.

The Science Board of the Ministry of Business, Innovation and Employment (MBIE) has released its decision on which Endeavour Fund Smart Idea Concepts will progress to full proposal. UC researchers submitted 41 concepts, 13 of which have been invited to this next stage. Across Aotearoa New Zealand (inclusive of universities, Crown research institutes and private research institutes), 113 concepts have been invited, meaning UC represents over 11% of those in the next round. Full proposals are due on 19 May 2021 and we anticipate final funding decisions will be released mid-September.

As the first quarter of 2021 closes, UC is progressing well with its external research income capture. To the end of March, UC had secured (either through a contract or award letter) over $34 million of competitive funding.

Improve strategic local, regional and international research collaborations to increase research impact.

UC has been successful as a partner in two new Catalyst awards. The MBIE Catalyst Fund is targeted to support international collaboration, with a recent round specifically targeting space-related research with Germany. Associate Professor Wolfgang Rack (Gateway Antarctica) is the UC lead in both funded projects. The first involves working with Oceanum Ltd to detect sea-ice in the Southern Ocean, while in the second UC and Kea Aerospace are exploring the potential for Kea Aerospace solar aircraft to carry miniaturised sensors for glaciological monitoring and logistical support in Antarctica.

Associate Professor Kumar Yogeeswaran has partnered with Dr Diala Hawi from the Doha Institute for Graduate Studies and colleagues from the University of Auckland and Sidra Medicine on a three-year longitudinal study of social attitudes, personal values and health outcomes of the people of Qatar. This is the first time this type of research has been conducted extensively on a national scale and the results will assist with implementing mental health strategies, public policies and social interventions.

The Food Transitions 2050 postgraduate school has begun to widen its engagement with end-user businesses and government agencies. The purpose of this engagement is to establish relationships for many reasons, including for co-creation of future PhD projects. The school has started some discussions with the Ministry for Primary Industries about its interest in sponsoring PhD projects. Additionally, Deputy Vice-Chancellor of Lincoln University Professor Grant Edwards, UC's Pro-Vice-Chancellor Science Professor Wendy Lawson and Director Professor Jason Tylianakis have visited some Canterbury farming and related businesses to start to think about how the school might collaborate to support their goals. These organisations have expressed their strong support for the initiative and have indicated their willingness to host students in various ways.

Provide, access and share "state of the art" research, equipment, facilities and e-infrastructure.

The Dean of Postgraduate Research and Professor Jack Heinemann have been working on an academic case for the development of a graduate school at UC. Across February and March, they met

with staff from Te Waka Pākākano, colleges, various UC committees and the UCSA to hear the views of staff and students on whether there is support for the concept and, if so, which degrees and students would be associated with such a graduate school and what students and staff see as its priorities. This feedback has been combined with evidence from a Hanover Research benchmarking analysis, AQA Cycle 6 expectations, latest best practice documentation and the UC PEQ survey data to develop a proposal that was considered by Academic Board on 9 April, with support to continue and progress toward developing a business case.

Research support continued to grow with the provision of Jupyter and enhanced UC Research Repository statistics becoming available in Term 1 (see https://canterbury.libguides.com/jupyterhub). The Library continues to work with Research & Innovation, IT Services and the Postgraduate Research Office on providing a comprehensive suite of services for emerging and established researchers (see http://library.canterbury.ac.nz/research-lifecycle).

Content to support the growth in online courses has been purchased. The Library continues to support UC's ability to publish openly and increase its research impact, with new read and publish agreements and an increase in funding to the Open Access fund

(see https://canterbury.libguides.com/sharepublish/home).

The Wynn Williams and Co Torts Prize and Resource Management Prize for 2020 were awarded at a function held at Wynn Williams on 16 March. Emily McCulloch won the Torts Prize and the two winners of the Resource Management Prize were Rachel Bedggood and Gold Medal winner Harrison Smith (not present). There was a good turnout of staff from UC including Professors Liz Toomey, Stephen Todd, Annick Masselot and Robin Palmer and Dr Toni Collins, along with staff from Wynn Williams, who were wonderful hosts yet again.

People – Nurturing Staff, Thriving Students

People and Culture – staff development

For over a decade, many academic staff have taken part in a mentoring scheme. Individual senior and emerging staff are paired according to a number of criteria, with the aim of providing academic coaching and advice to the emerging staff throughout the year. It is pleasing to see that 27 pairs of staff are involved this year, and I wish to acknowledge all staff involved and express appreciation to the senior staff for their willingness to share their experience and expertise. The feedback each year is that both groups of staff find the programme valuable.

The School of Earth and Environment Research Committee has launched the "Meet your Peers" initiative. The objectives of the initiative are to encourage peer-to-peer engagement on topics that really matter, to foster collaborative opportunities, and to work on building transdisciplinary teams toward possible funding bids.

UC Values

Dr Darryn Russell and Professor Katharina Naswell presented UC Values at the UC Staff Forum and work to socialise the Values is now underway. The Amokapua Māori Tuarua and the Kaiārahi (Service Units) are co-leading three staff drop-in sessions from 13–15 April. The sessions aim to both socialise the new Values and better support staff to understand the meaning of manaakitanga; whanaungatanga and tiakitanga within the UC context. An activity has been designed using a range of behaviour statements that staff will work in small groups to align to the Values, which will give them an opportunity to understand what the Values look and feel like in practice. To date, 116 UC staff have registered to attend one of the three scheduled sessions.

Internationalisation – Locally Engaged, Globally Networked

We have recently reviewed our Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA) templates as we look to expand both the quantity and diversity of international partnerships in line with our strategic vision. This has also involved a significant review of our active and expiring MOU partnerships. We are looking diversified recruitment source countries and alternative transnational educational options, including providing feedback into Education New Zealand's (ENZ's) process for New Zealand study centres.

Following from the successful pilot of virtual exchanges of business students with two European universities in January, the virtual mobility programme has expanded, offering Arts and Law students short courses to undertake in the mid-year break in June and July. Partner universities include National University of Singapore, Singapore Management University, Stockholm University, Audencia Business School (France) and Vienna University of Economics and Business. Interest from UC students has been strong and selection processes are underway.

UC has applied to the Association of Commonwealth Universities (ACU) for virtual mobility funding. The proposed programme is centred on a summer school in Philosophy with a partner institution in Bangladesh, with a focus on engaging students who may be under-represented in accessing traditional student mobility models now due to the high cost of managed isolation and quarantine (MIQ), the increase in funds that international students are required to show ($20,000, up

from $15,000) and the very high cost of flights currently. An increasing number of students who are eligible to return through the '1,000' cohort are expressing disquiet about returning under these conditions.

UC has had 90% of our quota of 82 students among the '1,000' cohort approved by the Ministry of Education and expects to complete the quota by the end of the month (there are weekly submission points, as we await students' confirmation first). Although a significant amount of time is involved in moving through the Immigration New Zealand process, after a slow start we now have 13 students who have been granted visas under this exemption class. We expect them to be back in time for Semester 2.

ENZ's CEO Grant McPherson and Business Development Manager – University Sector Andy Walker recently attended our Senior Leadership Team meeting, along with International Deans, to share ENZ's vision for "building back better". The message was that options for international education are very limited in 2021, and that the timing of the border opening continues to be uncertain, although they anticipate it will be in the second half of 2022. The sector continues to face many challenges and the risk of losing both capacity and capability is significant.

Opportunities to transform the sector do exist. ENZ provides seed funding that we can use to explore new products and services to increase resilience, a digital learning platform to test learner demand for New Zealand online education options and offshore pathway initiatives that will enable learners to begin their New Zealand journey (a potential extension of the current Northern Consortium of the United Kingdom partnership to stand-alone New Zealand education centres).

International Student Experience

Peer mentoring for new and returning online international students is going well. We have also welcomed offshore students studying at our partner university, Huazhong University of Science and Technology, to the programme to help them keep connected to UC. Nine on-campus peer mentors are supporting 130 online students (both new and returning) who are currently outside New Zealand with a programme of activities to help connect them to important resources, provide support and educate on key New Zealand attributes. The UC Business School has a larger scale of students and runs its own similar programme, Tūhono, specifically supporting 40 of its new online students in Semester 1.

A positive indicator of the success of this programme is the relatively small number of online students who have chosen to withdraw from online learning: the retention rate across all courses is 91% (96% for UC Business School) at the end of withdrawal period. For new international students onshore, retention was 98%.

In collaboration with the UCSA, we held the first International Student Experience Working Group for 2021. This included an open round table discussion to gain input from all international students (on campus and offshore).

This year the College of Arts is pleased to welcome international students from China, Japan, Sri Lanka, Mongolia, India, Fiji and a particularly strong contingent from the United States into its taught master's programmes in Semester 1. Nearly half of these students have begun their studies via our 'online to onshore' pathway. Likewise, just over a third of this year's strong international BA

contingent joined via this pathway. Studying a wide range of majors, 42% of our international BA students in Term 1 are from China while 16% entered from India and 10% from Malaysia. The College also welcomed four PhD students studying online, who join 16 other international students in research degrees that range from Political Science to Sociology and Music, and from Linguistics to History.

Promote understanding of Aotearoa New Zealand's place in the world and its cultural distinctiveness, including Māori as Tangata Whenua and our responsibilities to Pacific nations.

The UC Business School Internationalisation team hosted a networking event for international students and alumni in Christchurch on 8 April. This is the first step in a mission to develop a community of belonging and support for the School's international students and alumni as they pursue their career goals.

The event included presentations from two alumni, Yeepin Low from Mint Design New Zealand and Chanya Ussaneerungrueng from Canterbury Tech, who shared their networking tips and advice for achieving career success.

The event received with widespread positive feedback from attendees, who comprised 28 graduates and seven current students. Planning will now turn to organising a follow-up event, and to considering ways to engage international alumni in other cities and countries. To help with this, a UC Business School International Alumni Group has been established on LinkedIn to keep alumni up to date about upcoming events and activities.

Organisational Efficacy – of a sustainable scale by 2030

Finances

The full-year operating surplus forecast in March has a movement against budget of $21.221 million. The forecast surplus is now $6.316 million compared with the original budgeted deficit of ($14.905) million.

This favourable movement in the forecast is largely related to a higher forecast of student income, including the Student Achievement Component (SAC) at $20.8 million or 7.9% ahead of budget this year. This improved forecast is driven by a strong increase in Domestic students following the national recession related to the COVID-19 pandemic.

We have some confidence that the SAC increases above the 102% threshold will be funded by the Tertiary Education Commission (TEC), so the March forecast includes all SAC from enrolled students. However, SAC funding above the 102% threshold is payable at TEC's discretion, so the risk remains that it may not be funded. The value at risk is estimated at $5.8 million.

Environmentally Sustainable

Grow and leverage our local, national and global sustainability networks to bring new thinking to our challenge and to share our practice

UC co-hosted the second online event in the Sustainable Development Goals (SDG) summit series in March, which was well attended by 138 people. The 15 speakers included Professor Bronwyn

Hayward and Sacha McMeeking, and Corban Te Aika was the MC. On social media, engagement pre-event reached around 50,000 people. We are now gearing up for the third event, to be held online again in June.

UC hosted EVO Cycles to run an e-bike trial on campus. It was an opportunity for staff and students to try out and ask questions about e-bikes. EVO has offered discounted e-bikes to staff and students 17 months with no payments and no interest. About 50 people attended the event.

The Sustainability Programme Board held its first meeting of 2021 in March. One of the topics covered was the new Sustainability Hub website, which is nearing a version that can go live. After identifying 14 degrees, majors and minors as pertinent to sustainability, the Board will continue to add groups of relevant courses to the list. This will mean that all colleges will have a presence in the topics they can contribute to. The Board also began a discussion on what a travel survey to all staff will look like, what questions it will ask and how it will use the information to formulate a new travel management plan, due in 2022. It also had an update on radiata pine planting plans, and the next step is to develop a business case for a strategy for Mt Barker. Finally, the Board has employed someone to prepare a single record that will align all UC activities (academic and non-academic) with the 17 United Nations Sustainable Development Goals.

VC Activities

Past Events	
31 March 2021	• Attended New Zealand Qualifications Authority Board (NZQA) meeting via Zoom
1 April 2021	• Hosted farewell for Lynn McClelland
8 April 2021	• Attended and spoke at the 2021 Child Wellbeing Symposium
9 April 2021	• Telephone meeting with Sir John Kirwan regarding Mentemia
13 April 2021	• Met with Christchurch District Health Board Chief Executive Peter Bramley • Attended Prime Minister's Science Prizes ceremony in Wellington • Along with the Chancellor, met with Minister Hipkins in Wellington
14 April 2021	• Attended UC graduation ceremonies • Speaker for the Research Impact Summit webinar via Zoom
15 April 2021	• Attended and spoke at UC celebration for Māori graduates • Attended UC Pasifika April graduation celebration
16 April 2021	• Attended UC graduation ceremony
21 April 2021	• With Professor Wendy Lawson, hosted Peter Lennox and Libby Harrison from Institute of Environmental Science and Research • Spoke at the CASE Asia Pacific Conference: the President's Plenary via Zoom
22 April 2021	• Spoke at Time Higher Education Innovation and Impact summit via Zoom • Attended Learner Success Project Steering group via Zoom
25 April 2021	• Attended Anzac Day Service at Christchurch Boys' High School
27 April 2021	• Attended Tokona Te Taki – Māori Futures Academy Board meeting
29 April 2021	• Attended NZQA Board Meeting in Wellington
30 April 2021	• Attended Universities New Zealand Vice-Chancellors' meeting via Zoom • Attended and spoke at the Ilam Fire Station opening

Upcoming Events	
5 May 2021	• Attending 2021 Smart Seeds as a panel judge
6 May – 7 May 2021	• Attending NZQA Courageous Conversations – Beyond Diversity Two Day workshop in Wellington
11 May 2021	• Meeting with new Audit Director from Audit New Zealand
12 May 2021	• Attending via Zoom Universities New Zealand Vice-Chancellors' meeting
14 May 2021	• Attending Lincoln University Faculty of Agribusiness and Commerce Graduation ceremony • Speaking at Christchurch Club Mother and Daughters dinner
19 May 2021	• Attending New Zealand Scholarship 2020 Top Scholar Awards in Wellington with NZQA Board members • Meeting with Minister Hipkins in Wellington with NZQA Board members
24 May 2021	• Attending and presenting at the Early and Emerging Career Research awards
26 May 2021	• Attending Courageous Conversations Beyond Diversity Unpack and Coaching workshop session via Zoom
27 May 2021	• Attending NZQA Board meeting via Zoom
28 May 2021	• Attending Universities New Zealand Vice-Chancellors' meeting via Zoom

Memorandum/Pukapuka

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

To:	**Ki:**	University Council
From:	**Nā:**	Professor Cheryl de la Rey, Vice-Chancellor
Date:	**Rā:**	14 April 2021
Subject:	**Kaupapa:**	**Academic Board report**

Recommendations:

- ***that the Council notes the report of the Academic Board;***
- ***that the Council approves the following curricular proposals for submission to CUAP for their noting and approval:***

College of Arts | Te Rāngai Toi Tangata

1.1 Changes to the Bachelor of Arts *(for approval)*
1.2 Changes to the Bachelor of Music *(for approval)*

College of Education, Health and Human Development | Te Rāngai Ako me te Hauora

1.3 The introduction of a Doctor of Health Sciences (*for approval)*

1.4 The introduction of:
1) Postgraduate Diploma in Youth and Community Leadership (for approval)
2) Postgraduate Certificate in Youth and Community Leadership *(for approval)*

1.5 The introduction of:
1) Minors to the Bachelor of Health Sciences (for approval)
2) Diploma in Health Sciences and a Certificate in Health Sciences *(for approval)*

College of Engineering | Te Rāngai Pūkaha

1.6 The introduction of a Postgraduate Diploma in Engineering Management *(for approval)*
1.7 Changes to the Master of Engineering Management *(for approval)*
1.8 The introduction of a Transportation endorsement to the Master of Engineering *(for approval)*
1.9 The discontinuation of Civil Engineering, Construction Management, Earthquake Engineering and Transportation Engineering as subject endorsements from the Postgraduate Certificate of Engineering *(for noting)*

Purpose:

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

Executive Summary:

The main items considered by the Board were the CUAP proposals. The Board also considered a proposal to establish a Graduate School.

Attachments:

- **Academic Board report**
- **CUAP proposals**

Full papers commence overleaf.

Paper Progress:

To:	Date:	Decision:
PFRC/RAC	N/A	
SLT	N/A	
FPRC/ARC	N/A	
COUNCIL	April 2021	Pending

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

TE POARI AKORANGA | ACADEMIC BOARD

REPORT TO THE COUNCIL
FROM A MEETING OF THE ACADEMIC BOARD
HELD ON FRIDAY 9 APRIL 2021

REPORT FROM THE VICE-CHANCELLOR

The Vice-Chancellor thanked staff for their work throughout the term as the national alert levels changed and as student enrolments increased to the highest number ever recorded at UC. She encouraged staff to attend the graduation ceremonies due to be held in the following week. She thanked Professor Veer and those involved in the Knowledge Commons who had obtained special deals with local businesses to celebrate the graduations. She asked members to support this initiative.

PROPOSAL FOR A UC GRADUATE SCHOOL

The Dean of Postgraduate Research and Professor Jack Heinemann gave a presentation to support the proposal. The proposal had been a recommendation from the 2015 PhD review and the more recent Hanover Research benchmarking analysis. In recent months, consultation had taken place with the Colleges, Te Waka Pākākano, the Library Committee, Research Committee, Postgraduate Committee and the UCSA. Another driver was the most recent Postgraduate Experience Survey which highlighted a gap between the positive experiences of UC students taking taught degrees compared to that of students enrolled on postgraduate research degrees. The Academic Quality Assurance Agency (AQA) audit report on UC in 2015 had highlighted the variation of resourcing for research students across UC. The number of doctoral student enrolments at UC is at best static, and possibly declining.

The Graduate School would be a mechanism to respond to these factors, with the intention of being strategically driven rather than administratively focussed. Kaitiakitanga | guardianship would be the overarching theme, building on relationships between the student and supervisor, not detracting from this as the core relationship, but introducing a uniformity of standards, including advice and support, general ethics training and further development opportunities for with supervisors.

A motion was subsequently carried that *the Academic Board endorse the principle that there is a sufficient academic case to develop a plan for a Graduate School at UC.*

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Bachelor of Arts (BA)

Calendar 2021 page 73

academic-regulations-arts-BA.pdf (canterbury.ac.nz)

(CUAP criterion 6.1.6)

EXECUTIVE SUMMARY

This proposal changes the compulsory course requirements in the BA and introduces new study pathways through the degree.

The BA currently requires students to take 15 points from a list of elective courses (Schedule E). Students and Student Advisors have said that that course selection is difficult (there are more than 20 courses to choose from). We will remove Schedule E and introduce a compulsory schedule (Schedule C) which includes three courses: WRIT101, ARTS102, and MAOR165. These courses each provide key skills and foundational knowledge, which will provide a very strong platform for continued success in the BA, regardless of a student's background or chosen programme of study. Students will be required to take at least two of these three courses. Any combination of the two courses is guaranteed to offer students considerable opportunity to develop their bicultural competence and confidence, addressing at least the first touchpoint of the UC Graduate Profile in a co-ordinated manner.

We also propose to allow students to follow a pathway through the degree that we will call a 'specialisation'. The term specialisation is being use to describe a pathway that is larger than a typical BA major (comprising more than half of a student's programme of study), and includes interdisciplinary content. Specialisations will comprise a list of allowed courses based around a theme. BA majors/minors will remain available for students who prefer the existing route through the degree.

These changes are being introduced for several reasons. The changes to Schedule E will make course selection and student advice less complex. Focusing on key skills and knowledge in the Schedule C courses will help bridge the transition into University, and will also ensure that students have the requisite academic skills to continue at 200-level and beyond. Evidence from a small focus group with students and evidence from a much larger student survey suggests that this is a change that most students favour.

The specialisation pathways are a way to group existing courses into more clearly visible packages. We know that students value the highly flexible nature of the degree, but also that many students can find it hard to choose courses from the wide range of options available. Specialisations help with this by offering schedules of courses to choose from.

This proposal will contribute to UC's Strategic Vision 2020-2030. In the Education section of the Strategic Vision, the introduction of compulsory courses, focusing on core skills and foundational knowledge, will support academic development from the entry point to UC (Education objective 1). The proposed changes will provide a solid foundation for all students, regardless of their academic pathway through the BA (Education objective 2). The three courses on Schedule C are designed so that whichever two are chosen, all kaupapa in the UC Bicultural Competence and Confidence Graduate Attribute will be meaningfully

covered at least once (Education objective 5). All three courses will be available by distance, allowing more of the BA degree to be offered online (Education objectives 3 and 4).

The specialisations include interdisciplinary content, allowing students to 'work across disciplines...in our taught curriculum to respond to... complex problems.' (UC Strategic Vision p23). The specialisations speak directly to Education Principle 3 which is that 'the curriculum will support inter-disciplinary programs that are thematic and issues based.' (UC Strategic Vision p24).

The specialisations are designed using existing courses, and as such there is little additional resource required.

Purpose of the proposal

The new 'specialisation' pathway provides an alternative to the existing route through the degree. A specialisation will be 225 points: typically 45 points at 100 level, 90 points at 200 level, and 90 points at 300 level. Specialisations will include interdisciplinary content. Under either the traditional major/minor pathway, or the specialisation pathway, students will be able to choose up to 105 points from Arts or any other degree schedule of the university as elective points. These elective points could be used for an additional minor. The structure of a specialisation is shown in Fig 1.

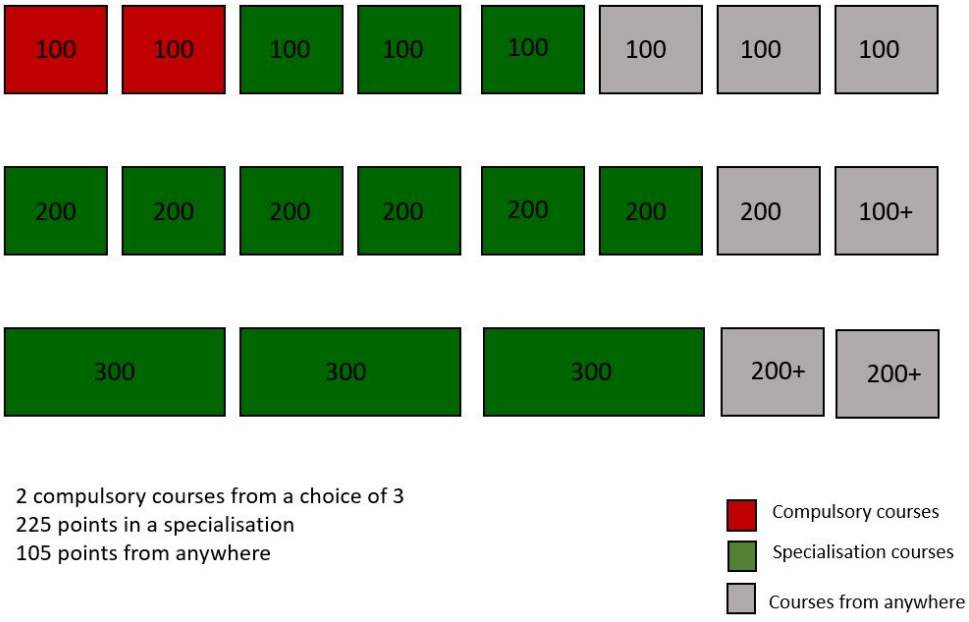

Fig 1. The structure of a specialisation

We will introduce 7 specialisations into the BA degree. They are:

Philosophy, Politics and Economics

Philosophy, Politics and Economics (PPE) is a global brand. A new specialisation in the BA, PPE enables students to focus three years of study on related core issues in the three fields. PPE gives students

indispensable tools for analysing the human world and thinking about the problems facing us in the 21st century. It teaches students what makes political institutions and economic systems tick, and explores the philosophical fundamentals of ethics and technology. PPE will provide students with skills vital today for many different careers.

Learning outcomes

This specialisation will enable each student to:

1. Think rigorously about philosophical, political and economic issues, and about the relations between them;
2. Understand the methodologies of philosophy, political science and economics;
3. Understand how to analyse policy choices using a broad range of criteria from philosophy, political science and economics;
4. Understand and analyse data from different perspectives to present a logical argument;
5. Think independently and creatively about theoretical problems;
6. Demonstrate skill in using digital sources and systems for research;
7. Communicate effectively and unambiguously.

Cultural Heritage

This specialisation will give students insight into the key issues, policies and working practices in the field of Cultural Heritage, with an international scope but with a particular emphasis on Aotearoa New Zealand. It covers topics that range from Te Reo Māori to contemporary art and indigenous film, and from the oral traditions of Ngāi Tahu to books, photographs, material culture, archaeological remains and the built environment. Students will have the opportunity to draw on the wonderful local resources of Te Rūnanga o Ngāi Tahu, the Canterbury Museum, Tūranga, Heritage New Zealand Pouhere Taonga, the Christchurch Art Gallery Te Puna o Waiwhetū, the Macmillan Brown Library and the Teece Museum, as well as many smaller institutions around the city and province.

Learning outcomes

This specialisation will enable each student to:

1. Assess the implications and significance of the principles of Te Tiriti o Waitangi for heritage research and practice in Aotearoa New Zealand;
2. Critically reflect on the nature of knowledge and norms, including indigenous models, in relation to Heritage practices;
3. Understand the role of material culture, and how Cultural Heritage informs the present and future, as well as our knowledge of the past;
4. Critically evaluate the key issues, policies and working practices in cultural heritage in Aotearoa, including the impact of European colonisation and questions of power within this field of social action;
5. Gain an appreciation of the dynamic and complex histories of Cultural Heritage in Aotearoa and internationally;
6. Gain skills that will be useful in employment in the Cultural Heritage sector or for study at postgraduate level.

International Affairs

This specialisation will produce globally-aware and internationally-oriented graduates with an interdisciplinary background who are seeking to develop career paths in foreign affairs, international relations and communications in government and non-government organisations in New Zealand and

abroad. Graduates of this specialisation will be able to communicate in a language other than English. Skills in a second language greatly increase students' competitiveness in the global job market and serve as a gateway to students' cultural literacy and cross-cultural awareness. The specialisation strongly encourages students to participate in international exchanges through existing UC exchange schemes and experience life abroad.

Learning outcomes

This specialisation will enable each student to:

1. Demonstrate their understanding of world events and their international implications;
2. Evaluate current international events, global information flows and factors impacting international affairs and global systems;
3. Critically engage with positioning, directions and motivations in world news;
4. Analyse historical input into the current state of international affairs and engage with foresight for the future;
5. Critically examine the place of NZ's bicultural society in the global system.

Language, Brain and Behaviour

How does the mind produce and process language, and how is language related to other forms of human cognition and human behaviour? How is language acquired, produced and understood, and in what ways does it reflect and create patterns in society? A comprehensive understanding of these issues requires an understanding of multiple disciplines.

In this multidisciplinary specialisation, students will study human language, human cognition and human behaviour. With psychology and linguistics at its core, this specialisation takes a data-driven approach. Students will learn how to analyse complex data, including natural language data and data from experimental methodologies, to understand some of the fundamental characteristics of how human language works, and how it is linked to wider psychological and societal phenomena. Language, identity and culture are strongly intertwined and are significantly involved in the wellbeing of individuals and communities. Language is also a cognitive entity, which reflects and shapes other types of human cognition.

This specialisation is situated in an area of particular research strength at UC and draws on the strengths of the New Zealand Institute of Language, Brain and Behaviour. This specialization will be of value to anyone interested in a language-focussed multidisciplinary program, and particularly useful for anyone wishing to continue on to areas such as language research, linguistics or psychology, language teaching, working with young children, communication skills and training, language-related policy development, data analysis and data sciences, language and ageing, language revitalization, or development of language technologies.

Learning outcomes

This specialisation will enable each student to:

1. Think independently and critically about language and behaviour, and the relationship between them;
2. Understand the key methodologies of psychology and linguistics;
3. Manage large datasets, and analyse them efficiently and effectively;
4. Conduct linguistic analysis of language data;
5. Understand key concepts and theories in developmental, social, abnormal, and applied psychology;
6. Write clearly about research procedures and data in a research report.

Creative Industries and Contemporary Practice

The Creative Industries – music & audio, film & media, art, writing, and more – are a significant part of the economies of New Zealand and other countries. Creative Industries reflect the human need to apply our imaginations and are essential parts of our social and cultural worlds. They are also significant areas of employment for 'creatives', and for those who support them in areas like arts management, marketing and administration. In this specialisation, the focus is on understanding, developing and supporting contemporary creative production. Students become familiar with contemporary practice in at least two of the creative arts through a mix of applied courses (e.g. creative writing or digital composition) and theoretical ones (e.g. contemporary cinema or art theory), along with courses focussing on general industry skills and knowledge in areas like management, marketing, and communication. This specialisation can lead to a range of careers such as writers, musicians, managers and administrators, media workers, and policy advisors, and to a range of postgraduate degrees in related areas such as arts practice (MWrit), Administration (MBA), Policy (MPAG), Communication (MStratCom, Graduate Diploma of Journalism), as well as more advanced study in creative arts subjects (e.g. through the MA degrees).

Learning outcomes

This specialisation will enable each student to:

1. Understand the broad theoretical and operational roles of different types of creative institutions and their mandates within the creative industries;
2. Understand and/or apply key concepts in at least two fields in the contemporary creative arts;
3. Understand critical language/vocabulary within visual/musical/text-based culture and practice;
4. Demonstrate an understanding of and sensitivity towards the cultural contexts in which those in the creative industries make and display work within Aotearoa New Zealand;
5. Understand the intersection of Māori identity in film/media/performing arts and other creative works;
6. Apply knowledge of the creative industries within a 'real world' environment;
7. Research, plan, present and implement a creative industries related project;
8. Communicate clearly and effectively in speech and writing.

Society, Diversity, Change

A society is diverse in many different ways, for example, in terms of the ethnicities, genders, sexualities and religions of its citizens. This diversity is complex, and can be understood from many different perspectives. In this specialisation, students will examine diversity from the perspectives of different disciplines, by focusing on issues that matter to them. Students will learn how societal diversity is understood and experienced by individuals, by communities, and by organisations. Students will also learn how we can improve equity outcomes by generating and leading social transformation. This specialisation will challenge students' thinking about the world and the people who live in it. Graduates will be prepared to work in a wide range of contexts, including the human services, non-profit and for profit sectors, policy, and civil administration. In this specialisation students will equip themselves to enact change, and will learn how to improve tomorrow's societies by looking beyond existing preconceptions.

Learning outcomes

This specialisation will enable each student to:

1. Understand how issues such as education, social status, ethnicity, and gender relate to and affect equity in society;

2. Know the principles of the Treaty of Waitangi and their practical applications in contemporary Aotearoa New Zealand;
3. Understand views and form considered opinions about the settlement process and possible futures of The Treaty of Waitangi in New Zealand;
4. Understand how to be a change agent in society.

Global Societies and Cultures

This pathway is for students interested in global history, society, and culture seeking a career path in international education, international cultural and artistic organisations, in government and non-government organisations in New Zealand and abroad. Graduates of this specialisation will be able to communicate in a language other than English. Skills in a second language greatly increase students' competitiveness in the global job market and serve as a gateway to students' cultural literacy and cross-cultural awareness. This specialisation strongly encourages students to participate in international exchanges through existing UC exchange schemes and experience life abroad.

Learning outcomes

This specialisation will enable each student to:

1. Understand the histories and cultures of global societies;
2. Critically engage with influential ideas that shaped today's world over the course of history, including the understanding of ethnicity and race;
3. Analyse critically cross-, inter- and multi-cultural trends in interactions between societies;
4. Understand the bicultural society of Aotearoa New Zealand in the global context.

Prescriptions for courses

Below are the prescriptions for the courses in Schedule C.

WRIT101 Writing for Academic Success (Existing course)

Writing for Academic Success fosters the capacity for analytical thought about texts and language. The course also provides training in the writing of clear and effective prose, inculcates awareness of crucial structural and rhetorical features of expository writing, and encourages the application of that awareness to writing in a range of academic and professional contexts.

ARTS102 Problems, questions, evidence (new course)

To answer many of the world's most challenging questions – e.g. those related to healthcare, social justice, poverty, climate change, and how we deal with global pandemics – we need to understand evidence. This can come in various forms – text, images, numbers. Evidence can be a driver for major decision making, help us to gain insight and form connections between issues, and reveal patterns and trends that would otherwise be hidden from us. How do we confidently assess evidence like this? Our decision-making is very

often based on the numbers that shape the world we live in. In this course we will explore how to think quantitatively and qualitatively about the evidence behind the world's 'wicked problems', and our ideals now and in the past. Subjects will include public health crises, gender and ethnicity biases in the media, and the representation of minority groups in the criminal justice system. The skills students will learn: evaluating the evidence behind big issues of the day, and being able to communicate those issues to others, will be of value no matter what their course of study or future walk of life.

MAOR165 He Timatanga: Engaging with Māori (Existing course)

This course provides a comprehensive introductory range of skills and understandings to people who may work, research or otherwise engage with Māori communities. Topics include: basic Māori language including pronunciation, greetings, introducing oneself and asking questions; formal and informal marae protocols and customs; traditional and contemporary values and beliefs, social rankings, structures and organizations; the Treaty of Waitangi; the practical application of the Principles of the Treaty.

Programme Overview

Students in this degree will complete a course of study that comprises 360 points. This course of study will include two courses focussing on key skills/foundational knowledge: from writing (WRIT101), data/numerical skills (ARTS102), and engagement with Māori communities (MAOR165). Student will take either a major (135 points) and a minor (75 points), two majors (135 points each) or a specialisation (225 points). Throughout each pathway, students will receive staircased skills-training and opportunities for knowledge development.

Proposed new regulations

2021 UC Calendar page number 73

Delete regulation 3 (The structure of the qualification), and replace with:

3. The structure of the qualification

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

(a) Of these 360 points:

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

ii. at least 30 points must be from courses listed in Schedule C to these Regulations;

iii. the remaining 105 points may be from courses from any undergraduate degree of the University.

(b) In addition to these requirements, a student must be credited with courses to the value of;

i. at least 225 points above 100-level, including

ii. at least 90 points at 300-level.

(c) Within the provisions outlined above a student must satisfy the requirements for at least:

i. a major and a minor

ii. two majors, or,

iii. a specialisation.

(d) Majors and Specialisations for the Bachelor of Arts degree are specified in Schedule S to these Regulations.

(e) Minors for the Bachelor of Arts degree are in Schedule S or those minors provided for in the General Conditions for Credit Regulations.

Delete regulation 5 (Subjects) and replace with:

5. Subjects

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

(a) A major consists of a minimum of 135 points from a single subject area. Of these 135 points:
    i. at least 60 points must be at 300-level, and
    ii. at least a further 45 points must be at 200-level or above.
(b) A minor consists of a minimum of 75 points from a single subject area. Of these 75 points:
    i. at least 45 points must be at 200-level or above.
(c) A specialisation consists of a minimum of 225 points from the courses listed in Schedule S for each specialisation. Of these 225 points:
    i. at least 90 points must be at 300-level, and
    ii. at least 180 points must be at 200-level or above.
(d) A student must meet the requirements for each major, minor or specialisation.
(e) All majors and minors must be in separate subject areas listed in Schedule S.
(f) Any given course must contribute to only one major, minor, or specialisation.
(g) A course fulfilling the Schedule C requirement cannot also contribute to the requirements for a major, minor, or specialisation.

Delete regulation 11 (Transition regulation) and replace with:

11. Transition regulation

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

(b) A student who enrolled in the Degree of Bachelor of Arts for the first time prior to 1 January 2022 is required to include in their degree either a course from the 2021 Schedule E to the Bachelor of Arts, or two courses from the 2022 Schedule C to the Bachelor of Arts.

After regulation 11, insert Schedule C on page 144-5 with this:

Schedule C: Compulsory courses for the Degree of Bachelor of Arts

A student must include two courses from the following schedule in their BA:

Course code	Course title	Pts	2022	Location	P/C/R/RP/EQ
WRIT101	Writing for Academic Success	15	S1, S2 S1, S2	Campus Distance	
ARTS102	Problems, Questions, Evidence	15	S1, S2 S1, S2	Campus Distance	
MAOR165	He Timatanga: Engaging with Māori	15	S1, S2 S1, S2	Campus Distance	

To Schedule S on page 75, after the entry for Te Reo Māori, add:

Specialisations

Creative Industries and Contemporary Practice

A student intending to complete a BA with a specialisation in Creative Industries and Contemporary Practice must be credited with at least 225 points from the courses listed below, which must include 180 points at 200-level or above (of which 90 points must be at 300-level), and also include:

100 level

Required:

1) 15 points from FINA102 or COMS 101;
2) 15 points from MUSA125, MUSA132, CINE102, CINE104, ARTH103, ARTH112, ENGL102, ENGL103, or ENGL118; and,
3) 15 points from COMS104, DIGI101, MGMT100, or MTKG100.

200 level

Required:

1) 15 points from MAOR268 or MAOR282;
2) 45 points, including at least 15 points from each of two of the following pathways:
   - *Music*: MUSA228, MUSA226, MUSA229, MUSA 236, MUSA250
   - *Screen/Media*: CINE224, CINE225, CINE202, COMS201
   - *Art*: ARTH217, ARTH218
   - *Writing*: CULT252, ENGL201, ENGL220, ENGL213, ENGL238; and,
3) 30 points chosen from COMS 204, COMS 207, DIGI 204, INOV 200, INOV 201.

300 level

Required:

1) PACE395 or COMS333; and,
2) 60 points, including at least 30 points from each of two of the following pathways:
   - *Music*: MUSA337, MUSA398
   - *Screen/Media*: CINE302
   - *Art*: ARTH330
   - *Writing*: ENGL352, ENGL305, ENGL315, ENGL313

Cultural Heritage

A student intending to complete a BA with a specialisation in Cultural Heritage must be credited with at least 225 points from the courses listed below, which must include 180 points at 200-level or above (of which 90 points must be at 300-level), and also include:

100-level

Required:

1) MAOR107;
2) 15 points from HIST128 or TREO110 or TREO112 or ARTH112; and,
3) 15 points from TREO111, HIST128, HIST133, ARTH103, ARTH112, CLAS120, CLAS122, or (provided not already chosen for the above requirement) TREO110, TREO112.

200-level

Required:

1) MAOR285 or MAOR219; and,
2) 75 points from TREO211, TREO212, ARTH202, ARTH215, ARTH210, ARTH217, CLAS206, CLAS2XX, HIST253, HIST288, MAOR268, MAOR282, SOCI244, SOCI278, or (provided not already chosen for the above requirement) MAOR219, MAOR285. A maximum of 30 points may be taken from a single subject for this requirement.

300-level
Required:
1) SOCI355 or HISTXXX/ANTH388/SOCI388 or MAOR317; and,
2) 60 points from TREO311, TREO312, ARTH311, ARTH329, ARTH330, CLAS322, HIST352, HIST394, PACE395, or (provided not already chosen for the above requirement) HISTXXX, MAOR317, SOCI355. A maximum of 30 points may be taken from a single subject for this requirement.

Global Societies and Cultures

A student intending to complete a BA with a specialisation in Global Societies and Cultures must be credited with at least 225 points from the lists below, which must include 180 points at 200-level or above, (of which 90 points must be at 300-level), and also include:

100 Level
Required:
1) 30 points of language courses from CHIN or CLAS or FREN or GRMN or JAPA or RUSS or SPAN or TREO;
2) 15 points from CLAS120, ENGL103, HIST133, HIST136, SOCI112, CINE102, ARTH103.

200 Level
Required:
1) 30 points of language courses from CHIN or CLAS or FREN or GRMN or JAPA or RUSS or SPAN or TREO
2) 60 from the following: 200-level non-language courses from CLAS or CHIN or FREN or GRMN or JAPA or RUSS or SPAN or MAOR, or ARTH202, ARTH210, ARTH215, CINE203, ENGL211, ENGL202, EURA201, EURA204, EURA226, HIST235, HIST239, HIST253, HIST257, HIST275, HIST279, HIST281, HIST295, HIST298, MAOR230. A maximum of 30 points may be taken from a single subject for this requirement.

300 Level
Required:
90 points at 300-level from the following: CHIN, CLAS, FREN, GRMN, JAPA, RUSS, SPAN, TREO, MAOR, ARTH328, ARTH329, CINE303, EURA301, EURA304, EURA326, HIST335, HIST339, HIST367, HIST373, HIST374, HIST375, HIST377, HIST279, HIST381, HIST393, HIST395, HIST398, MAOR301. A maximum of 60 points may be taken from a single subject for this requirement.

International Affairs

A student intending to complete a BA with a specialisation in International Affairs must be credited with at least 225 points from the lists below, which must include 180 points at 200-level or above, (of which 90 points must be at 300-level), and also include:

100 Level
Required:
1) 30 points of language courses from CHIN or FREN or GRMN or JAPA or RUSS or SPAN or TREO;
2) 15 points from POLS104, POLS105, EURA101, HIST137, SOCI112;

200 Level
Required:
1) 30 points of 200-level language courses from CHIN or FREN or GRMN or JAPA or RUSS or SPAN or TREO
2) 60 points from the following: COMS205, COMS225, EURA210, EURA223, EURA224, EURA234, HIST247, HIST258, HIST274, HIST278, HIST293, MAOR219, MAOR230, POLS202, POLS205, POLS209, POLS210, POLS211, POLS212. A maximum of 30 points may be taken from a single subject for this requirement.

300 Level
Required:
1) 90 points at 300-level from the following: 300-level courses in CHIN, FREN, GRMN, JAPA, RUSS, SPAN, TREO, MAOR, COMS306, EURA310, EURA324, EURA339, HIST364, HIST374, HIST378, HIST393, MAOR317, POLS304, POLS308, POLS315, POLS319, SOCI368. A maximum of 60 points may be taken from a single subject for this requirement.

Language, Brain and Behaviour

A student intending to complete a BA with a specialisation in Language, Brain and Behaviour must be credited with at least 225 points from the lists below, which must include 180 points at 200-level or above, (of which 90 points must be at 300-level), and also include:

100-level
Required:
1) LING101; and,
2) PSYC105 and PSYC106

200-level
Required:
1) PSYC206, and another 15 points from 200-level Psychology (PSYC209 or PSYC208 recommended);
2) 30 points from 200-level LING; and,
3) 30 points from 200-level PSYC, LING, COMS, EDUC, SOCI, ANTH, PHIL, STAT, MATH, HSRV or POLS (which must be in addition to any courses chosen for the above requirements).

300-level
Required:
1) LING310;
2) 30 points of 300-level Psychology (PSYC333 recommended); and,
4) 30 points from 300-level PSYC, LING, COMS, EDUC, SOCI, ANTH, PHIL, STAT, MATH, HSRV or POLS (which must be in addition to any courses chosen for the above requirements).

Recommended:
A student intending to complete a BA with a specialisation in Language, Brain and Behaviour is recommended to also take an additional minor in a language (e.g. Te Reo Māori, French, German, Spanish, Russian, Chinese, or Japanese).

Philosophy, Politics and Economics

A student intending to complete a BA with a specialisation in Philosophy, Politics and Economics must be credited with at least 225 points from the courses listed below, which must include 180 points at 200-level or above (of which 90 points must be at 300-level), and including:

100-level
Required:
1) ECON104;
2) 15 points from 100-level POLS (recommended: POLS102 or POLS103); and,
3) 15 points from 100-level PHIL (recommended: PHIL139).

200-level
Required:
1) ECON207;
2) 15 points from POLS206 or POLS212;
3) 15 points from PHIL233 or PHIL236; and,
4) 45 points chosen from 200 level PHIL, 200 level POLS, ECON208, ECON222, ECON223, ECON225.

300-level
Required:
90 points (including at least 30 points each from at least two of PHIL, POLS or ECON) chosen from 300-level PHIL, 300 level POLS, ECON329, ECON335, ECON338, ECON340.

Society, Diversity, Change

A student intending to complete a BA with a specialisation in Society, Diversity, Change must be credited with at least 225 points from the lists below, which must include 180 points at 200-level or above, (of which 90 points must be at 300-level), and also include:

100-level
Required:
1) SOCI111; and,
2) 30 points from HSRV103, GEOG110, POLS103, SOWK101, LING102, COMS101, EDUC103, MAOR108.

200-level
Required:
1) MAOR219; and,
2) 75 points from COMS207, ENGL210, ENGL232, ENGL243, HIST283, HIST247, HIST243, HSRV208, HSRV209, LING225, MAOR212, POLS216, PHIL229, SOCI201, SOCI202, SOCI278, EDUC206, HLTH201, GEOG217. A maximum of 30 points may be taken from a single subject for this requirement.

300-level
Required:
1) MAOR301; and,
2) 60 points from COMS305, ENGL318, HSRV301, HSRV310, SOCI361, HSRV316, EDUC315, EDUC339, SOCI368, MAOR317, GEOG351.

Consequential Changes to other qualifications:

For both the Conjoint BA/BCom (p145) and the Conjoint BA/BSc (147), delete regulation 3 (B) iii and iv, and replace with:

> iii. two courses from Schedule C to the Bachelor of Arts; and
> iv. the requirements for one major and one minor, as listed in Schedule S to the Bachelor of Arts, and

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Bachelor of Music (MusB)

Restructuring an existing degree and adding a new major

academic-regulations-arts-MusB.pdf (canterbury.ac.nz)

(CUAP criterion 6.1.6)

EXECUTIVE SUMMARY

This Proposal responds to both the recommendations of the 2019 *Review of the Bachelor of Music* and to the desire of the School of Music to restructure the pathways through the degree and to extend teaching into an area of student interest with strong potential for growth. In addition, the Proposal aligns with the University's *Strategic Vision 2020-2030* and aims to integrate the Bicultural Competence and Confidence Graduate Attribute more broadly into the curriculum.

The Proposal seeks to facilitate these outcomes in a number of ways:

- Streamlining the degree by:
  - reducing the number of compulsory courses,
  - regularising the shape and size of majors, and
  - providing a sequence of music theory courses from 100-level to 300-level;
- Offering a greater degree of flexibility for students, in particular those who wish to complete double majors;
- Implementing a more manageable teaching model – an overall reduction in the number of courses and the introduction of a teaching model based on Tuakana-Teina in the first and second year composition courses;
- Introducing a new major in Creative Music Technology; and
- Incorporating bicultural kaupapa in a number of new courses, including courses in music history, song-writing, composition and game audio. Currently, the bicultural attributes are met by two courses, MUSA 150 *Music in Aoatearoa New Zealand* and MUSA 250 *Music in our Community*. MUSA 150 will be discontinued and the bicultural attributes it met previously, will be covered in a new compulsory course, MUSA 132 *Musics of the World.*

Purpose of the proposal

The proposed restructure of the MusB will deliver a more streamlined and flexible curriculum. In particular, there will be changes to the group of required courses, the general course offerings of the Music programme and to the majors.

The Compulsory Courses:

- The number of compulsory courses at 100-level and 200-level will be reduced from nine courses to seven courses; and
- A required 300-level Capstone project will be introduced for all students.
- Bicultural content is included in a broader range of courses.

Courses in music theory and music history:

- The music theory courses will follow a sequence from 100-level to 300-level instead of being confined to 100 and 200-level; and
- The compulsory 100-level course in music history will be replaced by a course serving to establish a global perspective on music-making from the first semester of study.

The Majors:

- A new major in Creative Music Technology is introduced;
- The major in 'New Music' is re-named 'Composition';
- The major in 'Musical Culture' is renamed 'Music Studies'; and
- The points required for a major – i.e. in addition to the 105 points required for the compulsory courses at 100-level and 200-level – are standardized at 75 points for the Composition, Music Studies and Creative Music Technology majors, while the Performance major will be 90 points.

As part of this proposal twenty-seven existing courses will be discontinued.

Programme Overview

Entry into the Performance major is by audition; students meeting the entry requirements for the University of Canterbury are eligible to pursue any of the other three majors. The portfolio requirement for entry into composition and song writing courses was removed in 2020.

The required courses: All students studying for a Bachelor of Music must pass the following courses – normally in their first two years of study:

- MUSA 100 *Essentials in Music Techniques*
- MUSA 101 *Musicianship, Harmony and Analysis 1*
- MUSA 125 *Music Technologies*
- MUSA 132 *Musics of the World*
- MUSA 200 *Musicianship, Harmony and Analysis 2*
- MUSA 250 *Music in our Community*

And one of:

  - MUSA 231 *The European Concert Tradition*
  - MUSA 233 *Popular Music in Context*

- MUSA 234 *Contemporary Music*
- MUSA 236 *Hip Hop Revolution*
- MUSA 237 *Music in Context: Church, State and Community*

In the second semester of their final year all students will be required to complete MUSA 398 *Capstone Project*. The Capstone Project will be a project directly related to the student's major. The capstone also provides useful flexibility for double majors. For example, a singer-songwriter majoring in composition and performance could compose a set of songs and perform them; a composition-Creative Music Technology major might design a new musical interface and also compose music for it. By building on the sense of community developed in the 100-level compulsory courses, the Capstone will also provide a framework for student collaboration at a more advanced level.

Prescriptions for new courses

MUSA 110 Composer's Toolbox (15 pts)
An introduction to the theory and practice of contemporary art music composition. The course will focus primarily on instrumental and vocal composition, exploring fundamentals of notation and instrumentation

MUSA 112 Current trends in composition (15 pts)
A survey of techniques and trends in post-tonal music, with an emphasis on present-day repertoire. The course gives a global perspective on the plurality of evolving cultures of contemporary art music that exist today.

MUSA 114 Techniques of Song Writing (15 pts)
This course teaches foundational techniques in popular song writing. Topics include creating memorable melodies, effective harmonization and use of common chord progressions, creating and developing compelling lyric concepts, and managing sectional forms.

MUSA 115 Song Writing in Practice (15 pts)
This course surveys current trends and practices in song-writing from a global perspective. Students prepare a portfolio of songs while learning about present-day applications of traditional techniques.

MUSA 132 Musics of the World (15 pts)
This course explores musical traditions from a range of geographical regions, and provides an introduction to key concepts for the study of ethnomusicology.

MUSA 210 Composer's Toolbox (15 pts)

An introduction to the theory and practice of contemporary art music composition. The course will focus primarily on instrumental and vocal composition, exploring fundamentals of notation and instrumentation.

MUSA 211 Composition Studio (15 pts)
This course presents a range of approaches to working with musical materials across musical genres. Students learn about aspects of computer-assisted composition, principles of vocal writing, high-level structuring processes, scoring for Taonga Puoro, and explore ways to incorporate these into their own creative practice.

MUSA 212 Current trends in composition (15 pts)
A survey of techniques and trends in post-tonal music, with an emphasis on present-day repertoire. The course gives a global perspective on the plurality of evolving cultures of contemporary art music that exist today.

MUSA 213 Composition in context (15 pts)
This course explores practical applications of advanced compositional concepts in a variety of situations. Students learn about working with sound and images in different artistic contexts; study the pivotal role of timbre in certain genres of popular, contemporary art music, and Taonga Puoro; and explore approaches to combining electronic and instrumental sounds.

MUSA 214 Techniques of Song Writing (15 pts)
This course teaches foundational techniques in popular song writing. Topics include creating memorable melodies, effective harmonization and use of common chord progressions, creating and developing compelling lyric concepts, and managing sectional forms.

MUSA 215 Song Writing in Practice (15 pts)
This course surveys current trends and practices in song writing from a global perspective. Students prepare a portfolio of songs while learning about present-day applications of traditional techniques.

MUSA 228 Audio Production (15 pts)
Students learn how to create their own music and audio content in a music production studio and prepare it for delivery on streaming or other web-based platforms.

MUSA 229 Introduction to Game Audio (15 pts)
Students learn foundation skills in sound design and music for games. The course surveys current industry practices and students gain knowledge of a variety of approaches to audio creation, editing and integration into video games.

MUSA 237 Music in Context: Church, State, Community (15 pts)

This course examines at an advanced level the relationship between music and the communities and societies which create and receive it. A diverse range of examples, historical and contemporary, are explored as case studies.

MUSA 300 Musicianship, Harmony and Analysis 3 (15 pts)
This course provides students with advanced skills in musicianship (ear training, sight-singing, and score reading), harmony (jazz harmony and chromatic common-practice harmony), and analysis of music from a diverse range of genres.

MUSA 311 Composition Studio (30 pts)
This course presents a range of approaches to working with musical materials across musical genres. Students learn about aspects of computer-assisted composition, principles of vocal writing, high-level structuring processes, scoring for Taonga Puoro, and explore ways to incorporate these into their own creative practice

MUSA 313 Composition in context (30 pts)
This course explores practical applications of advanced compositional concepts in a variety of situations. Students learn about working with sound and images in different artistic contexts; study the pivotal role of timbre in certain genres of popular, contemporary art music, and Taonga Puoro; and explore approaches to combining electronic and instrumental sounds.

MUSA 325 Electronic Music Composition (30 pts)
Students learn how to create, produce, and perform electronic music in a variety of genres from EDM to the acousmatic tradition.

MUSA 326 Creative Audio Coding (30 pts)
This course introduces fundamental programming principles and demonstrates how to deploy these in creative musical situations. Topics include advanced concepts in algorithmic composition, sound spatialization, synthesis methods, and live coding.

MUSA 327 Sonic Interface Design (30 pts)
MUSA 327 teaches design skills for creating interactive digital sound environments. Topics include microprocessor configuration and programming, basic electronic circuit design, and configuring sensors. Lectures will also explore the historical context of interactive devices in sound art since the mid-20th century, from early practices in hardware hacking to DIY digital instruments and contemporary “maker” culture.

MUSA 337 Music in Context: Church, State, Community (15 pts)
This course examines at an advanced level the relationship between music and the communities and societies which create and receive it. A diverse range of examples, historical and contemporary, are explored as case studies.

MUSA 398 Capstone project (30 pts)
Students produce a substantial body of creative or scholarly in a topic related to their major. Student work can include performances, compositions, reviews, public forms of writing and presentation, or any combination thereof.

Proposed new regulations

1. REGULATIONS AND SCHEDULES FOR THE DEGREE OF BACHELOR OF MUSIC

UC 2021 Calendar, page 208

DELETE current regulations and schedules.

INSERT

The Degree of Bachelor of Music (MusB – 360 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 2022.

2. Variations
In exceptional circumstances the Amo Toi Tangata | Dean of Arts (Academic) may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification
To qualify for the Bachelor of Music:
(a) a student must pass courses having a minimum total value of 360 points, and;
i. at least 255 points must be from the Music courses listed in Schedule V to these Regulations, including all courses listed in Schedule C to these Regulations, and
ii. the remaining 105 points may be for courses from any undergraduate degree schedule of the University.
(b) Within the structure outlined in Regulation 3(a) a student must pass courses to the value of;
i. no more than 135 points at 100-level;
ii. at least 90 points at 300-level, of which at least 60 points must be from Music courses.
(c) Within the provisions outlined above a student must satisfy the requirements for at least one major listed in Schedule S of these Regulations.

4. Admission to the qualification
A student must satisfy the Regulations for Admission to the University. In addition, enrolment in Performance courses offered by Te Kura Puoro | School of Music shall be subject to auditions.

5. Subjects

This qualification may be awarded with majors. Requirements for those majors are listed in Schedule S to these Regulations. Minors are not available to the Bachelor of Music.

6. Time limits

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

7. Transfers of credit, substitutions and cross-credits

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

8. Progression within the degree

This qualification adheres to the General Regulations for the University, with the following stipulations:
A student may only repeat MUSA 141, MUSA 142, MUSA 241, MUSA 242, MUSA 341, MUSA 342, MUSA 143 or MUSA 243 with permission of the Tumuaki Kura | Head of School.

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

(a) There are no upgrade pathways to qualifications for which credit can be transferred from this degree.
(b) A student who has not met the requirements for the MusB may to apply to the Amo Toi Tangata | Dean of Arts (Academic) for admission to the Certificate in Arts provided that they meet the regulations for that qualification.

Schedule C: Compulsory Courses for the Degree of Bachelor of Music

SCHEDULE C: COMPULSORY COURSES FOR THE DEGREE OF BACHELOR OF MUSIC

		Pts	2022	Location	P/C/R/RP/EQ
MUSA 100	Essentials in Music Techniques	15	S1	Campus	
MUSA 101	Musicianship, Harmony and Analysis 1	15	S2	Campus	P: MUSA 100
MUSA 125	Music Technologies	15	S1	Campus	R. DIGI 125
MUSA 132	Musics of the World	15	S1	Campus	R. MUSA 232, MUSA 332
MUSA 200	Musicianship, Harmony and Analysis 2	15	S1	Campus	P: MUSA 101
MUSA 250	Music in our Community	15	S2	Campus	P: Any 30 points from Schedule V of the MusB
MUSA 398	Capstone Project	30	S2	Campus	P: 45 points of MUSA @ 200-level and 30 points of MUSA @ 300-level and Permission of the Head of School.

One of:

		Pts	2022	Location	P/C/R/RP/EQ
MUSA 231	The European Concert Tradition	15	S1	Campus	P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 331
MUSA 233	Popular Music in Context	15	S1	Campus	P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 333
MUSA 234	Contemporary Music	15	S2	Campus	P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 334
MUSA 236	Hip Hop Revolution	15	SU	Campus	P: Any 45 points at 100-level.
MUSA 237	Music in Context: Church, State and Community	15	S2		P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 337

Schedule S: Subjects for the Degree of Bachelor of Music

Composition Major

75 points including:

a) 15 pts at 100 level from MUSA110, MUSA112, MUSA114, MUSA 115;
b) 30 pts at 200 level from MUSA210, MUSA211, MUSA212, MUSA213, MUSA214, MUSA215, MUSA224; and
c) MUSA311 or MUSA313.

Creative Music Technology Major

75 points including:

a) MUSA152, MUSA228, MUSA229; and
b) one of MUSA325/326/327.

Music Studies Major

75 points including:

a) 15 pts of MUSA at 100 level from courses outside Schedule C;
b) One of MUSA 231, MUSA 233, MUSA 234, MUSA 236, MUSA 237. (This course must be in addition to the required 200-level music history course from Schedule C Group 2.)
c) Another 15 pts of MUSA at 200 level;
d) MUSA 300 and one of MUSA 331, MUSA 333, MUSA 334, MUSA 337.

Performance Major
90 points including: MUSA141, MUSA142, MUSA241, MUSA242, and MUSA341.

Schedule V: Courses Valid for the Degree of Bachelor of Music

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
MUSA 100	Essentials in Music Techniques	15	S1	Campus	
MUSA 101	Musicianship, Harmony and Analysis 1	15	S2	Campus	P: MUSA 100
MUSA 110	Composer's toolbox	15	S2	Campus	P: MUSA 100 R. MUSA 210
MUSA 112	Current trends in composition	15	S2	Campus	P: MUSA 100 R: MUSA 212
MUSA114	Techniques of Song Writing	15	S2	Campus	R: MUSA 214
MUSA 115	MUSA 115 Song Writing in practice	15	S2	Campus	R. MUSA 215
MUSA 125	Music Technologies	15	S1	Campus	R. DIGI 125.
MUSA 132	Musics of the World	15	S1	Campus	R: MUSA 232/332
MUSA 141	Performance Major 1 A	15	S1	Arts Centre	P: Subject to approval of the Head of School following an audition.
MUSA 142	Performance Major 1 B	15	S2	Arts Centre	P: MUSA 141
MUSA 143	Performance (Non-Major)	15	W	Arts Centre	P: Subject to approval of the Head of School following an audition.
MUSA 152	Acoustics and Recording Techniques	15	S2	Campus	
MUSA 193	Ensemble 1	15	W	Campus	P: Subject to approval of the Head of School following an audition. R: MUSA 191, MUSA 192
MUSA 200	Musicianship, Harmony and Analysis 2	15	S1	Campus	P: MUSA 101

MUSA 210	Composer's Toolbox	15	S2	Campus	P: MUSA 100 and one of MUSA 112, MUSA 114 or MUSA 115. R. MUSA 110
MUSA 211	Composition Studio	15	S1	Campus	P: MUSA 100 and one of MUSA 110, MUSA 112, MUSA 114 or MUSA 115. R: MUSA 311
MUSA 212	Current Trends in Composition	15	S2	Campus	P: MUSA 100 and one of MUSA 110, MUSA 114, MUSA 115. R. MUSA 112
MUSA 213	Composition in Context	15	S1	Campus	P: MUSA 100 and one of MUSA 110, MUSA 112, MUSA 114 or MUSA 115. R. MUSA 313
MUSA 214	Techniques of Song Writing	15	S2	Campus	P: MUSA 100 and one of MUSA 110, MUSA 112, MUSA 115 or MUSA 213 R: MUSA 114
MUSA 215	Song Writing in Practice	15	S2	Campus	P: MUSA 100 and one of MUSA 110, MUSA 112, MUSA 114. R. MUSA 115
MUSA 224	Orchestration and Arranging	15	S1	Campus	P: Either MUSA 101
MUSA 228	Audio Production	15	S1	Campus	P: MUSA 125
MUSA 229	Introduction to Game Audio	15	S1	Campus	P: MUSA 125 R: PROD 229
MUSA 231	The European Concert Tradition	15	S1	Campus	P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 331
MUSA 233	Popular Music in Context	15	S1	Campus	P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 333
MUSA 234	Contemporary Music	15	S2	Campus	P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 334
MUSA 236	Hip Hop Revolution	15	SU	Campus	P: Any 45 points at 100-level.
MUSA 237	Music in Context: Church, State and Community	15	S2		P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 337

MUSA 241	Performance Major 2A	15	S1	Arts Centre	P: MUSA 142 with a C grade or higher, or MUSA 143 with an A grade or higher and at least 15 points from Schedule, and approval of the Head of School.
MUSA 242	Performance Major 2B	15	S2	Arts Centre	P: MUSA 241
MUSA 243	Performance Non-Major	15	W	Arts Centre	P: MUSA 142 or MUSA 143,
MUSA 250	Music in our community	15	S2	Campus	P: Any 30 points from Schedule V of the MusB
MUSA 252	Kapa-Haka: Introducing Māori Performing Arts	15	S2	Campus	P: Any 15 points at 100-level from MAOR, MUSA or TREO, or any 60 points at 100-level from Schedule V of the BA. R: MAOR 282, TREO 282, MAOR 382, TREO 382 EQ: MAOR 282, TREO 282
MUSA 293	Ensemble 2	15	W	Campus	P: MUSA 190, MUSA 191, MUSA 192 or MUSA 193 R: MUSA 290, MUSA 291, MUSA 292
MUSA 300	Musicianship, Harmony and Analysis 3	15	S1	Campus	P: MUSA 200 R: MUSA 201
MUSA 311	Composition Studio	30	S1	Campus	P: One of MUSA 210, MUSA 212, MUSA 213, MUSA 214, MUSA 215 R: MUSA 211
MUSA 313	Composition in Context	30	S1	Campus	P: One of MUSA 210, MUSA 211, MUSA 212 MUSA 214, MUSA 215 R. MUSA 213
MUSA 325	Electronic Music Composition	30	S1	Campus	P: One of MUSA 228 or MUSA 229
MUSA 326	Creative Audio Coding	30	S1	Campus	P: MUSA 228 or MUSA 229
MUSA 327	Sonic Interfaces	30	S1	Campus	P: MUSA 228 or MUSA 229
MUSA 331	The European Concert Tradition	15	S1	Campus	P: One of MUSA 231-235 R: MUSA 231
MUSA 333	Popular Music in Context	15	S1	Campus	P: Any 30 points at 200-level from CULT or MUSA, or any 60 points at 200-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 233

MUSA 334	Contemporary Music	15	S2	Campus	P: Any 30 points at 200-level from CULT or MUSA, or any 60 points at 200-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 233
MUSA 337	Music in Context: Church, State and Community	15	S2	Campus	P: Any 30 points at 200-level from CULT or MUSA, or any 60 points at 200-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 237
MUSA 341	Performance Major 3	30	S1	Arts Centre	P: MUSA 242 with a C grade or higher, and at least 30 points from MUSA 100, MUSA 101, MUSA 120, MUSA 121, MUSA 122, MUSA 125, MUSA131, MUSA200, MUSA 220, MUSA 221, MUSA 223, MUSA 226, MUSA 250.
MUSA 393	Ensemble 3	15	W	Campus	P: MUSA 290, MUSA 291, MUSA 292 or MUSA 293 R: MUSA 390, MUSA 391, MUSA 392.
MUSA 398	Capstone Project	30	S2	Campus	P: 45 points of MUSA @ 200-level and 30 points of MUSA @ 300-level and Permission of the Head of School.
PACE 395	Internship	30	SU A S1 S2	Campus	P: 150 points, special application and interview, and permission of the Internship Director. R. ARTS 395 EQ: ARTS 395

2. A CONSEQUENTIAL CHANGE TO THE ENTRY FOR MUSIC IN SCHEDULE S TO THE BACHELOR OF ARTS DEGREE

2021 *Calendar: p.84*

DELETE: the requirements for the Music Major

INSERT:

A student intending to complete the BA with a major in Music must be credited with at least 135 points in Music, with at least 105 points at 200-level or above including the following:

100-level

Required:

(i) MUSA 100; and
(ii) One of MUSA 125, MUSA 132.

200-level

Required: One of MUSA 250, MUSA 231, MUSA 233, MUSA 234, MUSA 236, MUSA237;

Recommended: a further 30 points of MUSA at 200-level.

300-level

Required: At least 60 points of MUSA at 300-level.

3. A CONSEQUENTIAL CHANGE TO THE ENTRY FOR MUSIC IN SCHEDULE V TO THE BACHELOR OF ARTS DEGREE

2021 *Calendar*, p.128

DELETE: The entry for Music

INSERT:

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
MUSA 100	Essentials in Music Techniques	15	S1	Campus	
MUSA 101	Musicianship, Harmony and Analysis 1	15	S2	Campus	P: MUSA 100
MUSA 110	Composer's toolbox	15	S2	Campus	P: MUSA 100 R. MUSA 210
MUSA 112	Current trends in composition	15	S2	Campus	P: MUSA 100 R: MUSA 212
MUSA114	Techniques of Song Writing	15	S2	Campus	R: MUSA 214
MUSA 115	MUSA 115 Song Writing in practice	15	S2	Campus	R. MUSA 215
MUSA 125	Music Technologies	15	S1	Campus	R. DIGI 125.
MUSA 132	Musics of the World	15	S1	Campus	R: MUSA 232/332
MUSA 141	Performance Major 1 A	15	S1	Arts Centre	P: Subject to approval of the Head of School following an audition.
MUSA 142	Performance Major 1 B	15	S2	Arts Centre	P: MUSA 141
MUSA 143	Performance (Non-Major)	15	W	Arts Centre	P: Subject to approval of the Head of School following an audition.

MUSA 152	Acoustics and Recording Techniques	15	S2	Campus	
MUSA 193	Ensemble 1	15	W	Campus	P: Subject to approval of the Head of School following an audition. R: MUSA 191, MUSA 192
MUSA 200	Musicianship, Harmony and Analysis 2	15	S1	Campus	P: MUSA 101
MUSA 210	Composer's Toolbox	15	S2	Campus	P: MUSA 100 and one of MUSA 112, MUSA 114 or MUSA 115. R. MUSA 110
MUSA 211	Composition Studio	15	S1	Campus	P: MUSA 100 and one of MUSA 110, MUSA 112, MUSA 114 or MUSA 115. R: MUSA 311
MUSA 212	Current Trends in Composition	15	S2	Campus	P: MUSA 100 and one of MUSA 110, MUSA 114, MUSA 115. R. MUSA 112
MUSA 213	Composition in Context	15	S1	Campus	P: MUSA 100 and one of MUSA 110, MUSA 112, MUSA 114 or MUSA 115. R. MUSA 313
MUSA 214	Techniques of Song Writing	15	S2	Campus	P: MUSA 100 and one of MUSA 110, MUSA 112, MUSA 115 or MUSA 213 R: MUSA 114
MUSA 215	Song Writing in Practice	15	S2	Campus	P: MUSA 100 and one of MUSA 110, MUSA 112, MUSA 114. R. MUSA 115
MUSA 224	Orchestration and Arranging	15	S1	Campus	P: Either MUSA 101
MUSA 228	Audio Production	15	S1	Campus	P: MUSA 125
MUSA 229	Introduction to Game Audio	15	S1	Campus	P: MUSA 125 R: PROD 229
MUSA 231	The European Concert Tradition	15	S1	Campus	P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 331
MUSA 233	Popular Music in Context	15	S1	Campus	P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 333
MUSA 234	Contemporary Music	15	S2	Campus	P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of

					the MusB or Schedule V of the BA. R: MUSA 334
MUSA 236	Hip Hop Revolution	15	SU	Campus	P: Any 45 points at 100-level.
MUSA 237	Music in Context: Church, State and Community	15	S2		P: MUSA 131 or MUSA 132 or 60 pts @ 100-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 337
MUSA 241	Performance Major 2A	15	S1	Arts Centre	P: MUSA 142 with a C grade or higher, or MUSA 143 with an A grade or higher and at least 15 points from Schedule, and approval of the Head of School.
MUSA 242	Performance Major 2B	15	S2	Arts Centre	P: MUSA 241
MUSA 243	Performance Non-Major	15	W	Arts Centre	P: MUSA 142 or MUSA 143,
MUSA 250	Music in our community	15	S2	Campus	P: Any 30 points from Schedule V of the MusB
MUSA 252	Kapa-Haka: Introducing Māori Performing Arts	15	S2	Campus	P: Any 15 points at 100-level from MAOR, MUSA or TREO, or any 60 points at 100-level from Schedule V of the BA. R: MAOR 282, TREO 282, MAOR 382, TREO 382 EQ: MAOR 282, TREO 282
MUSA 293	Ensemble 2	15	W	Campus	P: MUSA 190, MUSA 191, MUSA 192 or MUSA 193 R: MUSA 290, MUSA 291, MUSA 292
MUSA 300	Musicianship, Harmony and Analysis 3	15	S1	Campus	P: MUSA 200 R: MUSA 201
MUSA 311	Composition Studio	30	S1	Campus	P: One of MUSA 210, MUSA 212, MUSA 213, MUSA 214, MUSA 215 R: MUSA 211
MUSA 313	Composition in Context	30	S1	Campus	P: One of MUSA 210, MUSA 211, MUSA 212 MUSA 214, MUSA 215 R. MUSA 213
MUSA 325	Electronic Music Composition	30	S1	Campus	P: One of MUSA 228 or MUSA 229
MUSA 326	Creative Audio Coding	30	S1	Campus	P: MUSA 228 or MUSA 229

MUSA 327	Sonic Interfaces	30	S1	Campus	P: MUSA 228 or MUSA 229
MUSA 331	The European Concert Tradition	15	S1	Campus	P: One of MUSA 231-235 R: MUSA 231
MUSA 333	Popular Music in Context	15	S1	Campus	P: Any 30 points at 200-level from CULT or MUSA, or any 60 points at 200-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 233
MUSA 334	Contemporary Music	15	S2	Campus	P: Any 30 points at 200-level from CULT or MUSA, or any 60 points at 200-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 233
MUSA 337	Music in Context: Church, State and Community	15	S2	Campus	P: Any 30 points at 200-level from CULT or MUSA, or any 60 points at 200-level from Schedule V of the MusB or Schedule V of the BA. R: MUSA 237
MUSA 393	Ensemble 3	15	W	Campus	P: MUSA 290, MUSA 291, MUSA 292 or MUSA 293 R: MUSA 390, MUSA 391, MUSA 392.
MUSA 398	Capstone Project	30	S2	Campus	P: 45 points of MUSA @ 200-level and 30 points of MUSA @ 300-level and Permission of the Head of School.
PACE 395	Internship	30	SU A S1 S2	Campus	P: 150 points, special application and interview, and permission of the Internship Director. R. ARTS 395 EQ: ARTS 395

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Doctor of Health Sciences (DHSc)

Template 1.

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

The purpose of this proposal is to introduce a Doctor of Health Sciences (DHSc) at Te Whare Wānanga o Waitaha | University of Canterbury (UC). The programme is designed primarily for health care professionals who wish to study part time at doctoral level while continuing in paid employment. The proposed programme closely mirrors the UC Doctor of Education which was successfully introduced in 2015 for a similar professional cohort of students.

This is a significant project for UC that aligns well with other developments in Kura Mātai Hauora | School of Health Sciences and the wider University. The target market is health professionals from a broad range of clinical and non-clinical backgrounds who are unlikely to pursue a traditional PhD, but who see a part-time named doctorate as an appropriate pathway. As such, this effort will advance UC's academic strategy with respect to people, engagement and growth.

Internationally, named doctorates have been offered since the 1930s. They have gained popularity amongst mid-career professionals in a range of disciplines, including health, over the past two decades. The development of new academic pathways are needed to generate knowledge and lead the innovations in evidence-based practice to inform improvements in health care delivery. Health care professionals and industry representatives have expressed strong support for a UC DHSc as a pathway for building research leadership in the health sector. The proposed DHSc presents opportunities for closer collaboration with UCs health partners through translational research that informs clinical practice, health services improvement, policy, and education. Higher degree completion in the health workforce expands the evidence base for interventions and funding, and ultimately aims to reduce health disparities, improve patient outcomes and strengthen health system performance.

With the development of Te Papa Hauora | Health Precinct, and the co-location of members of the UC Health Sciences and the Child Wellbeing Research Institute teams with health care professionals from the Canterbury District Health Board (CDHB) at Manawa, now is an ideal time to introduce a doctoral qualification for health care professionals seeking to develop research that informs their profession, whilst at the same time completing a higher qualification. The addition of a cohort of UC research students who are leaders, and potential future leaders, in the health sector at Manawa, increases the University's profile and presence in the city centre and our reputation in the wider community.

Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference is the UC Strategic Vision 2020-2030. The DHSc will facilitate realisation of that vision through its strong engagement and partnerships locally with industry, iwi and the community, while enabling greater connection nationally and globally. The delivery model makes doctoral study more accessible to a wider group of students and provides a framework to support research that is transdisciplinary to impact local and global challenges in health care.

In New Zealand, the DHSc is currently offered at Auckland University of Technology (AUT). Victoria University of Wellington (VUW) has introduced a suite of professional doctorates in health, midwifery, and nursing. The University of Waikato has a DHSc in their newly developed health portfolio. Anecdotal evidence from AUT indicates that their DHSc has been a successful addition to their suite of postgraduate programmes, with student enrolments of two cohorts per year, of approximately 10-15 students, including participants from the South Island. Their most recent cohort attracted 55 applications and is limited by supervision capacity. There is currently no DHSc offered in the South Island. As part of the DHSc consultation process, a register of interest has been established with 20 prospective students, (as at 15 February 2021), with no formal marketing. Ongoing consultation is required with other Colleges / health-related schools, whose students may be interested in a DHSc pathway. Supervision capacity will inform student numbers and will require collaboration and a cross-university approach as part of the student application process.

Purpose of the proposal

The purpose of this proposal is to introduce a Doctor of Health Sciences (DHSc) at Te Whare Wānanga o Waitaha | University of Canterbury (UC). The programme is designed primarily for established health care professionals – broadly, those working in registered and un-registered health and allied health roles, including health care management – who wish to study part-time at doctoral level while continuing in paid employment. The proposed DHSc seeks to produce graduates capable of generating new knowledge to advance the evidence base of their profession or field of study.

Justification

The Doctor of Health Science(s) (DHSc) / Doctor of Health (DHlth) are internationally well-established post-professional academic degrees for health care professionals who intend to pursue or advance their careers in clinical practice, health service management, policy, clinical and tertiary education or research. In New Zealand, the DHSc is currently offered at Auckland University of Technology (AUT). Victoria University of Wellington (VUW) has a suite of professional doctorates in health, midwifery, and nursing. The University of Waikato has a DHSc in their newly developed health portfolio. There is currently no named doctorate in Health Sciences offered in the South Island.

Increasingly, strategic directives for the health sector are identifying the need to build health systems that support the efficient, equitable and sustainable delivery of health services (see *Health and Disability System Review [The Simpson Report], 2020; CDHB Annual Plan 2019/2020).* Health system improvement in New Zealand is considered to require “more active leadership” and upskilling throughout the sector (see the Simpson Report, 2020). The development of new academic pathways are needed to generate knowledge and lead the application of evidence-based practice to inform improvements and sustain quality in health care delivery.

A key feature of the DHSc, and its point of distinction from a traditional PhD, is its focus on generating and advancing knowledge and innovation within the candidate’s own area of health practice. The scaffolded nature of the coursework and cohort model of delivery for the first two years sets the foundation for a student’s sustained and contextualised investigation of an aspect of clinical practice or health service delivery. The proposed coursework builds on candidates’ existing knowledge of evidence-based practice, in order to develop the skills in translational health research. Translational research broadly seeks to translate research findings into practice, largely through the development and implementation of culturally appropriate products, systems and policies. In alignment with the dimensions of translational research identified in the *NZ Health Research Strategy 2017-2027,* coursework will prepare students to work collaboratively in partnership with communities and end users of research, they will interrogate theories of quality improvement and health system change, and they will become knowledgeable of principles of

research design. The coursework develops candidates' skills in undertaking practice-based research that has the potential to improve an aspect of health care. The candidates' research portfolio and thesis will seek to generate new knowledge and awareness of practice in the candidate's existing area of expertise.

Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference is the UC Strategic Vision 2020-2030. The DHSc will enable the realisation of that vision through its strong engagement and partnerships locally with industry, iwi and the community while enabling greater connection nationally and globally. The part-time delivery model makes doctoral study more accessible to a wider group of students and provides a framework to support research that is transdisciplinary and translational in nature. The proposed DHSc will promote this vision through partnerships with key organisations across the health sector, including CDHB and iwi providers, and ensure diversity of health care professionals who enrol as students.

Stakeholders have identified the need for an interdisciplinary model of programme delivery. The proposed DHSc will be comprised of an interdisciplinary cohort of students who will be supported to interrogate understandings of evidence in health from their own professional perspectives. A well-structured DHSc integrates theory and practice, and meets internationally recognised standards for doctoral scholarship, strengthening the development of evidence-based health care practice. The scaffolded model of learning in the first two years is also attractive to those who may have a significant gap since completion of their postgraduate degree. Both of these groups may be reluctant to embark on a traditional PhD. A part-time professional doctorate programme is viewed as an appropriate alternative to a PhD, given its clear structure, scaffolded academic support and cohort model of peer support.

With the development of Te Papa Hauora | Health Precinct, and the co-location of members of the UC Health Sciences teams and Child Wellbeing Institute teams with health care professionals from the Canterbury District Health Board (CDHB) and Ara at the Manawa campus, now is an ideal time to introduce a doctoral qualification for health care professionals seeking to develop research that informs their practice, whilst at the same time completing a higher qualification. Te Papa Hauora was established post the 2010-11 Canterbury earthquakes as one of the anchor projects in the city rebuild. Its vision is to be *"… the hub of a creative and inspiring network that integrates world-class healthcare, research and innovation, education and industry with a strong emphasis on population health. It will accelerate economic growth, act as a magnet for talent and promote community well-being"* (see https://www.healthprecinct.org.nz|).

Programme Overview

Admission to the DHSc is subject to the approval of the Amo Rangahau | Dean of Postgraduate Research and requires appropriate previous qualifications and five years practice experience in a relevant role (see programme regulations below).

The DHSc is equivalent to a PhD in terms of scholarly expectations, as both are designated as Level 10 by CUAP. The same rigour is applied at all steps of the process, from enrolment and registration, to submission and examination. Programme coherence is achieved by linking the work produced in Part I (Research Portfolio) to Part II (Thesis). The proposed programme mirrors the UC Doctor of Education which was introduced in 2015 and is meeting the needs of a similar cohort of students. The senior supervisor is engaged with development of the project from the time of enrolment.

The DHSc will consist of two parts:

1. HLTH796 DHSc Part I: Research Portfolio (120 points)
   This is completed over two years of part-time study. Students are required to complete a series of key projects that link theory and research with questions aligning with their area of professional practice. The projects to be completed are:

a. A comprehensive, critical review of the literature relevant to the student's proposed research question(s);
b. An analytical paper on policy and / or practice in the student's field of research;
c. A project on research methodology;
d. A full thesis research proposal followed by an external assessment process.

2. HLTH795 DHSc Part II: Thesis (240 points)
This can be completed either full-time or part-time. Students must enrol in Part II for a minimum of 2 EFTS (240 points) and a maximum of 3 EFTS (340 points).

Prescriptions for courses

HLTH796 DHSc Part I: Research Portfolio (1 EFTS completed part time over two years)

A cohort of students will undertake coursework that interrogates four elements of translational health research. The course will seek to: (i) critically reflect on the epistemological and methodological assumptions of translational research and literature reviews in the health sciences; (ii) critically analyse contemporary theories/frameworks and the policy contexts that support innovation, quality and health system strengthening; (iii) interrogate methodological approaches within the health sciences critically reflecting on the implications for the establishment of research partnerships; (iv) develop skills in project planning, research design and the generation of new knowledge.

Each aspect of the course corresponds with a piece of assessment tailored to the students' research focus.

HLTH795 DHSc Part II: Thesis (2 EFTS completed part time or fulltime over two to four years)

Pre-requisite HLTH796

Proposed new regulations

UC Calendar 2022 - (page 628 in 2021 calendar)
Above the regulations to The Degree of Doctor of Musical Arts (DMA – 360 points), insert:

The Degree of Doctor of Health Sciences (DHSc – 360 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 2022.
(b) This degree was first offered in January 2022.

2. Variations

The Amo Rangahau | Dean of Postgraduate Research may vary these Regulations where special or unusual circumstances warrant it.

3. The Structure of the qualification

To qualify for the Doctor of Health Sciences a student must pass Part I (Research Portfolio) and Part II (Thesis) having a minimum total value of 360 points:

(a) Part I: Research Portfolio (120 points).

i. A comprehensive critical review of the literature relevant to the student's proposed research questions(s) and the current practice issues that the thesis will address; and
ii. An analytical / conceptual paper on health policy and / or practice in the student's field of research; and
iii. A project on research methodology; and
iv. A Portfolio including a full thesis proposal; and
v. Presentation at an assessment colloquium.

(b) Part II: Thesis (240 points)
i. Include original research that makes a significant contribution to knowledge and practice; and
ii. Include research in the broader framework of the discipline; and
iii. Be undertaken under qualified supervision; and
iv. Meet recognised international standards; and
v. Be submitted in English or te reo Māori; and
vi. Not exceed 80,000 words, excluding appendices.

4. Admission to the qualification

(a) A student, before enrolling for the degree, must be approved by the Amo Rangahau | Dean of Postgraduate Research (or delegate) as having adequate qualifications, research experience and the ability to pursue the proposed course.
(b) A student for the degree must have either:

i. qualified for an Aotearoa New Zealand equivalent of a bachelor's degree with First or Second Class (Division I) Honours, or a master's degree with Distinction or Merit, or a master's degree with First or Second Class (Division I) Honours.
ii. been admitted with a degree of equivalent standing to those in Regulation 4(b)(i).
iii. In special circumstances, the Amo Rangahau | Dean of Postgraduate Research may approve the enrolment of a graduate who does not hold one of the qualifications under Regulation 4(b)(i), but who has produced satisfactory evidence of adequate research experience, training and ability to pursue the degree.

(c) A student must have a minimum of five years' experience in a relevant professional practice role.

5. Subjects

The subject area for the degree is a relevant discipline in Health Sciences.

6. **Time Limits**

(a) Part I (1 EFTS)
i. A student must complete Part I by studying part-time (0.5 EFTS) over 24 months.

(b) Part II (minimum of 2 EFTS and a maximum of 3 EFTS)
i. Part II can be completed either part-time or full-time.
ii. If studying full-time, students will be enrolled in 120 points (1 EFTS) per year unless an exemption is granted by the Amo Rangahau | Dean of Postgraduate Research.
iii. If studying part time, students will be enrolled in 78 points (0.65 EFTS) per year

(c) The minimum period of enrolment for the degree (i.e., to complete both Parts I and II) is 48 months. The maximum period of enrolment will be calculated based on the points completed.

7. Transfers of credit, substitutions and cross-credits

Transfers of credit, substitution and cross-credits are not applicable for this degree.

8. Progression

(a) Enrolment in Part I:

i. Once enrolled, a student must complete all requirement for Part I of the degree before progression to Part II.

(b) Progression from Part I to Part II

i. A student must complete all requirements of Part I of the DHSc within 24 months of enrolment unless an extension is approved by Amo Rangahau | Dean of Postgraduate Research

ii. A student will not be admitted to Part II of the degree unless they have completed and passed all components of Part I of the degree. If the student does not pass all requirements of Part I, the student's enrolment in the DHSc is discontinued. Work completed may be assessed on a case-by-case basis for credit towards another UC programme.

iii. If the student's research involves a contract (other than the Student – Supervisory Agreement), the DHSc proposal must be signed by Te Rōpū Rangahau | UC Research and Innovation.

iv. Where the student's research is dependent on the approval of the University's ethics committee(s), or any other committee or organisation, appropriate approval must be immediately following undertaking DHSc Part I Portfolio Assessment. Where it is not possible to provide these approvals at the time of the assessment, the Rangahau Tāura | Postgraduate Research Office must be informed as soon as the approvals are received.

(c) Additional coursework during DHSc Candidature

i. A student may be required by their supervisors to enrol in specific courses concurrent with their DHSc enrolment, in which case:

a. A student will not be charged additional enrolment fees for those courses; and

b. Completion of courses to a minimum grade specified by the department will be required for continued enrolment in the DHSc.

ii. A student may elect to enrol, concurrent with their DHSc enrolment, in courses not required by their supervisors, in which case:

a. A student must have the support of their supervisory team; and

b. A student will be charged fees for these courses; and

c. Completion of courses will have no bearing on continuation of the DHSc.

iii. A student is restricted to one 15-point elective or required course per semester and a total of 60 points during their DHSc candidature.

iv. A student may not enrol in other degrees, certificates or diplomas while undertaking the DHSc without permission of the Amo Rangahau | Dean of Postgraduate Research.

(d) Student – Supervisory Agreement

i. Within 24 months of initial enrolment, and at the completion of Part I, a student must submit a Student – Supervisory Agreement for the DHSc for approval by the Tumuaki Tari|Kura | Head of Department | School and Amo Rangahau | Dean of Postgraduate Research.

(e) Progress Reports

i. At six month intervals from the enrolment date for Part II of the DHSc, the student and supervisors must submit a DHSc Progress Report.

ii. Unsatisfactory progress may result in the student being put on probation. Continued unsatisfactory progress may result in discontinuation from the DHSc.

(f) Supervision

i. The formal supervisory team must comprise at least two, and no more than four, members nominated in the Student – Supervisory Agreement.

ii. Every supervisory team must include a Senior Supervisor who holds a doctorate and is a continuing member of Te Whare Wānanga o Waitaha | University of Canterbury academic staff; and

iii. The appointment of, and any changes to, the supervisory team are subject to approval by the Amo Rangahau | Dean of Postgraduate Research.

(g) Thesis submission

i. A student must be enrolled at the time of thesis submission.
ii. A thesis must be submitted to the Rangahau Tāura | Postgraduate Research Office as a PDF file or in a previously agreed format.
iii. In all cases the submissions shall be accompanied by a certificate from the Senior Supervisor starting that the work submitted was carried out under the immediate supervision, that the requirements of Part I and Part II of the degree have been fulfilled and, where appropriate, that any conditions laid down in other regulations have been satisfied.

(h) Examination of the research portfolio (Part i of the DHSc)
i. Examination of the research portfolio (Part I of the DHSc) is conducted by two Examiners, one of whom is external to the university, and an Examination Chair.

(i) Examination of the thesis (Part II of the DHSc)
i. Examination of the thesis (Part II of the DHSc) is conducted by two external Examiners supported by a neutral Examination Chair.
ii. The Examiners and the Examination Chair must be nominated by the Tumuaki Tari|Kura | Head of Department|School (or nominee) and approved by the Amo Rangahau | Dean of Postgraduate Research.
iii. A Tumuaki Tari|Kura | Head of Department|School who is also a supervisor of the student must delegate the nomination of external Examiners to an appropriate independent member of staff.
iv. Once Examiners have been nominated, communications with them related to the thesis must occur only through the Rangahau Tāura | Postgraduate Research Office or the Examination Chair.
v. Each Examiner must submit an independent thesis report and recommendation to the Rangahau Tāura | Postgraduate Research Office.
vi. On the receipt of Examiners' reports, the Amo Rangahau | Dean of Postgraduate Research will determine whether the oral examination should proceed.
vii. In the event of unresolvable conflicting recommendations by the two Examiners, an independent external Examiner will be appointed.
viii. The oral examination must be conducted by at least one Examiner in the presence of the Examination Chair and at least one member of the supervisory team.
ix. The student may invite a maximum of two observers to the oral examination.
x. The Examination Chair may invite other observers with the prior agreement of the student.
xi. Observers must remain silent and not disrupt the examination in any way.
xii. The Chair may ask questions of the student, must ensure that questions posed by any absent Examiners are put to the student, and must provide an independent report of the examination.
xiii. Members of the supervisory team in attendance of the oral exam must not play a role in deciding the results of the examination. Their default positions are as observers, but where appropriate the Examination Chair may request them to participate.
xiv. After the oral examination, the external Examiner must recommend one of the following:

a. The student be awarded the Doctor of Health Sciences.
b. The student be awarded the Doctor of Health Sciences subject to satisfactory completion of amendments.
c. The student be invited to revise and resubmit the thesis for examination.
d. The student not be awarded the Doctor of Health Sciences but be awarded the appropriate master's degree instead.
e. The student not be awarded a degree.

xv. Where a student is required to make amendments to the thesis following the examination, those amendments must be approved by either the Examination Chair or a designated member of the supervisory team. Once approved the student will become eligible to graduate.
xvi. At any point during the examination process, either the student or supervisor may appeal to the Amo Rangahau | Dean of Postgraduate Research

(j) Revision and Resubmission
i. The revision and resubmission process can only be exercised once.

ii. Resubmission must occur in the time approved by the Amo Rangahau | Dean of Postgraduate Research.
iii. A student must be enrolled during the time that revisions are taking place.

9. Exit and Upgrade Pathways to other Qualifications

(a) A student may apply to the Amo Rangahau | Dean of Postgraduate Research to transfer to the PhD programme.
(b) A student for the Doctor of Health Sciences who has not met the requirements for the degree or who wishes to transfer to the Master of Health Sciences, Postgraduate Diploma in Health Sciences or Postgraduate Certificate in Health Sciences may apply to the relevant Amo | Dean to withdraw from the degree and be awarded credit towards the other qualification on a case-by-case basis.

10. Place of research and study

Unless approval has been granted at the time of enrolment for extramural study:

(a) A student must spend at least 18 months undertaking research at Te Whare Wānanga o Waitaha | University of Canterbury. With support from the senior supervisor, and approval of the Amo Rangahau | Dean of Postgraduate Research this period may be reduced.
(b) A student wishing to undertake study away from Te Whare Wānanga o Waitaha | University of Canterbury must apply to the Amo Rangahau | Dean of Postgraduate Research in advance and demonstrate that:
    i. There are adequate research facilities and supervision; and
    ii. There is satisfactory means of communication with the supervisors at Te Whare Wānanga o Waitaha | University of Canterbury; and
    iii. Consideration has been given to risks associated with research being conducted at the proposed location.

11. Appeals

A student may appeal against any decision made by the Amo Rangahau | Dean of Postgraduate Research as stipulated in the General Regulations for the University.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Postgraduate Certificate in Youth and Community Leadership / Postgraduate Diploma in Youth and Community Leadership

(CUAP criterion 6.1.1)

EXECUTIVE SUMMARY

The purpose of this proposal is the establishment of two new interlinked qualifications, the *Postgraduate Certificate of Youth and Community Leadership* (PG Cert YACL) and the *Postgraduate Diploma in Youth and Community Leadership* (PG Dip YACL). These qualifications would extend the leadership focus in the School of Educational Studies and Leadership which already attracts consistently high enrolments in the MEd (Leadership) endorsement. Both qualifications will largely draw on existing PG courses offered across UC and see the establishment of one signature course to provide the framework for the youth and community leadership focus.

The new awards support the university's commitment to the triple concepts of engagement, community and its wish to be an anchor university responding to the needs of both the city and region. The qualifications will directly contribute to society through knowledge and expertise in community leadership, social enterprise and civic service. The proposed qualifications respond to a need that emerged during the on-going consultation process around the Bachelor of Youth and Community Leadership (BYCL). The PG Cert is seen here as both a stepping stone towards the PG Dip, especially for mature and/or non-traditional students who are already working in the youth and community fields, and as a possible exit qualification. The online/blended learning qualifications fit with UC's Strategic Vision by providing a flexible and future focused pathway for students.

The new awards build on the *Bachelor of Youth and Community Leadership* implemented in 2020. Our market research shows that Australian universities (as well as universities in North America) offer a wider range of qualifications in the social justice, social change and community leadership area than New Zealand. The proposed qualifications would position Aotearoa New Zealand in a stronger position nationally and internationally to address these challenges taking into account bicultural perspectives. The YACL programmes are committed to ensuring that their graduates "demonstrate the cultural competence and confidence to live and work in a bicultural Aotearoa" (Te Rautaki Māori).

These proposed new qualifications link directly to UC's vision of tangata tū, tangata ora – people prepared to make a difference and the prominent position of engagement in the Academic Strategy. In doing so, the PG Cert and PG Dip YACL target two markets. The first includes new-to-UC students who have an inherent interest and are currently active in serving their communities as leaders at local, national and/or global levels. One example is the youth work sector, which has identified and expressed a need for such qualifications at the postgraduate level during consultation. Further indicators for interest in such PG qualifications is evident in a community education course in Christchurch, called 'Leadership in Communities' which targets a similar mature audience of community leaders and has seen over 500 participants over the last six years. A second market is current students, who, having completed an undergraduate degree, could build their leadership skills towards enacting social change within their area of expertise. Fully online pathways would provide an opportunity for UC to reach out to the wider Pacific

region to engage with and support youth and communities in global neighbourhoods beyond Ōtautahi, Waitaha and Aotearoa. Based on this, we estimate expected student numbers of 7-10 initially, going up to 15 over 4-5 years.

Justification

There is a strong ethos of community leadership, particularly with regard to youth development, in Aotearoa New Zealand. Due to Christchurch's unique recent history, UC is uniquely positioned to offer these qualifications. When the 2010 and 2011 earthquakes occurred in Christchurch, there was an existing platform for the emergence of a number of social innovations such as Brighten New Brighton, Gap Filler, Greening the Rubble, Life in Vacant Spaces, and the Student Volunteer Army. Similarly, UC's response to the disaster included the creation of a course, CHCH101: Rebuilding Christchurch, the cross-campus implementation of the UC Graduate Profile that includes community engagement, and the development of the Bachelor of Youth and Community Leadership degree. These Christchurch and UC initiatives have positioned us with experience in working with people who want to enact positive change in their communities. Our unique value proposition is that we will be the only PG programme of its kind in Australasia that exists within such a rich context of social innovation as a result of the earthquakes.

The qualifications fit with UC's Strategic Vision by providing a flexible and future focused pathway for students allowing opportunities for students in full-time work to pursue online study. They respond to a changing world in the wake of the Covid-19 pandemic by equipping students to lead new ways into a flexible future. These qualifications will meet the needs of people working in youth and community and NGO settings in Aotearoa, who hold an existing undergraduate degree and have indicated a desire for a specialist postgraduate pathway that equips them for the specific demands of the sector. The development of the qualifications and especially the newly developed course offering will be conducted in close consultation with relevant stakeholders, such as the NZ National Commission for UNESCO, UN Youth National Council, Ngāi Tahu Rūnanga Advisory Group for the College of Education Health and Human Development, the Canterbury Youth Workers' Collective, Ara Taiohi, Korowai Tupu and other sector bodies in the youth and community area. As one of the only postgraduate offerings of this kind in Aotearoa[1], and the only one in the South Island, these qualifications will increase UC's presence in and impact on the youth and community service sector in Ōtautahi and Aotearoa.

These qualifications also directly respond to UC's Pasifika Strategy and the Pasifika implementation plan by actively integrating Pasifika Success strategies into the new to be developed core course and the programme design. As such, the programme and course development will include connections (Pasifika Success Indicator [PSI] 1) in form of consultation and input from Pasifika voices and stakeholders, such as the College's Kaiārahi Pasifika and PYLAT (Pasifika Youth Leadership and Transformation). Genuine Pasifika voices and content will be incorporated in the new YACL PG core course (PSI 2). Students in the new qualifications will also be invited and encouraged to be part of the wider YACL whānau to strengthen a sense of community and belonging of all students within the programme (PSI 5). Examples would be a shared Noho Marae, whānau gatherings and social events, and a shared programme LEARN page that

[1] Auckland's *Postgrad Cert and Master of Social and Community Leadership* being the only similar offering in Aotearoa. Other related qualifications can be found in Australia, for example, Victoria University offers a *Master of Change, Innovation and Leadership*, and University of Melbourne, in conjunction with University of Manchester, offers a *Master of Leadership for Development*.

encourages connections and exchange between student cohorts. Cultural values and principles such as alofa (care for others), tautua (service to others), teu le va fealoa'i (nurturing relationships), fa'asinomaga (belonging), fetausia'i (reciprocity) and fa'aaloalo (respect) underpin the YACL programme and capture the spirit of these qualifications (PSI 4).

Programme Overview

The PG Cert YACL will be comprised of two prescribed courses, the existing course EDEM668 (The learning Leader) and a newly developed signature course YACL401 (Youth and Community Leadership in Global Context). These courses also form the core of the PG Dip YACL.

The PG Dip YACL will be comprised of the same 60 points of core courses (EDEM668 & YACL401); 30 points from a Schedule of elective courses (Schedule E) from across UC programmes that have been identified as speaking closely to the kaupapa of Youth and Community Leadership; and 30 points of flexible course that can be chosen from across UC postgraduate programmes (pre-requisites of courses allowing). Within elective courses, students will also have the options of working on a project of their own choosing and design, giving them further scope for personalisation.

To respond to the varied personal and professional situations of postgraduate students, a number of study options are proposed, including part-time or full-time study for the PG Dip YACL (two years). The PGCert can be completed part-time over one year.

In order to support lifelong learning, a 'stair-casing' model is proposed. Students can choose to exit with a PG Certificate in Youth and Community Leadership at UC, or the full PG Diploma of Youth and Community Leadership. Students may advance into the School of Educational Studies and Leadership's M.Ed (Leadership) offerings if they wish to pursue further study after completing the PG Diploma.

Although YACL401 is planned to be offered in S1 each year and would best be studied at the start, no particular order is necessary and so a July start of the PG Dip YACL would be possible. Entry into the PG Cert YACL would currently only be possible in S1 in any particular year. This might change if esp. core course offerings are reviewed.

Prescriptions for courses

YACL401 - Youth and Community Leadership in Global Contexts (to be confirmed)

In this course, students will evaluate different forms of leadership and apply relevant concepts to their own professional or community contexts. Utilising the United Nation's Sustainable Development Goals as examples will invite students to situate local youth and community issues in a global context. Students will engage with a local community (including youth) and tangata whenua to identify a local challenge or issue and develop a community action project (CAP) proposal. This will be accomplished in collaboration with the community and will include consideration of Te Tiriti o Waitangi articles and the principles of participation, protection, and partnership.

Proposed new regulations

2021 UC Calendar page number 410

Postgraduate Certificate in Youth and Community Leadership
(PGCertYCL – 60 points)

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

1. **Version**
(a) These Regulations came into force on 1 January 2022.
(b) This Certificate was first offered in 2022.

2. **Variations**
In exceptional circumstances the Amo Ako me te Hauora | Dean of Education and Health Sciences may approve a personal programme of study which does not conform to these Regulations.

3. **The structure of the qualification**
To qualify for the Postgraduate Certificate in Youth and Community Leadership a student must:
(a) be credited with a minimum of 60 points towards the qualification from courses listed in Schedule C to these Regulations

4. **Admission to the qualification**
To be admitted to the Postgraduate Certificate in Youth and Community Leadership a student must have:
(a) satisfied the Admission Regulations for admission to the University; and
(b) either:
i. qualified for a degree or level 7 graduate diploma, with a B Grade Point Average or better, in an Aotearoa New Zealand tertiary education organisation; or
ii. been admitted with Academic Equivalent Standing; and
(c) been approved as a student by the Amo Ako me te Hauora | Dean of Education and Health Sciences.

5. **Subjects**
The Postgraduate Certificate in Youth and Community Leadership does not offer majors or endorsements.

6. **Time limits**
The time limit for this qualification is 24 months.

7. **Transfers of credit, substitutions and cross-credits**
This qualification adheres to the Credit Recognition and Transfer Regulations.

8. **Progression**
This qualification adheres to the General Regulations for the University, with the following stipulation:
A student may not fail more than 30 points in this qualification.

9. **Exit and Upgrade Pathways to other Qualifications**
(a) A student who has completed the requirements for the Postgraduate Certificate in Youth and Community Leadership but has not yet graduated, may apply to the Amo Ako me te Hauora | Dean of Education and Health Sciences to be admitted to the following qualifications and have credits transferred to the:
i. Postgraduate Diploma in Youth and Community Leadership
ii. Master of Education
(b) A student who has graduated with the Postgraduate Certificate in Youth and Community Leadership from Te Whare Wānanga o Waitaha | University of Canterbury, may apply to the Amo Ako me te Hauora | Dean of Education and Health Sciences to be admitted to the Postgraduate Diploma in Youth and

Community Leadership or Master of Education and have their Certificate subsumed in accordance with the General Regulations to the University.
(c) Admission to the Postgraduate Diploma or Master of Education will be based on having met the relevant requirements for entry.

Schedule C: **Compulsory Courses for the Postgraduate Certificate in Youth and Community Leadership**

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
EDEM668	The Learning Leader	30			
YACL401	Youth and Community Leadership in Global Context	30			

Postgraduate Diploma in Youth and Community Leadership
(PGDipYCL – 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 2022.
(b) This Diploma was first offered in 2022.

2. **Variations**
In exceptional circumstances the Amo Ako me te Hauora | Dean of Education and Health Sciences may approve a personal programme of study which does not conform to these Regulations.

3. **The structure of the qualification**
To qualify for the Postgraduate Diploma in Youth and Community Leadership a student must:
(a) be credited with a minimum of 120 points towards the qualification with:
i. 60pts being credited with courses listed in Schedule C to these Regulations
ii. a minimum of 30pts being credited with courses listed in Schedule E to these Regulations
iii. the remaining points may be credited from courses from any postgraduate degree of the University.

4. **Admission to the qualification**
To be admitted to the Postgraduate Diploma in Youth and Community Leadership a student must have:
(a) satisfied the Admission Regulations for admission to the University; and
(b) either:
i. qualified for a degree or level 7 graduate diploma, with a B Grade Point Average or better, in an Aotearoa New Zealand tertiary education organisation; or
ii. been admitted with Academic Equivalent Standing; and
(c) been approved as a student by the Amo Ako me te Hauora | Dean of Education and Health Sciences.

5. **Subjects**
The Postgraduate Diploma in Youth and Community Leadership does not offer majors or endorsements.

6. **Time limits**
The time limit for this qualification is 48 months.

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

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

(a) With the approval of the Amo Ako me te Hauora | Dean of Education and Health Sciences, up to 30 points of relevant and equivalent postgraduate level courses may be credited from another school, department, College, or from another university or tertiary institute.

8. **Progression**

This qualification adheres to the General Regulations for the University, with the following stipulation:
A student may not fail more than 30 points in this qualification.

9**. Honours, Distinction and Merit**

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

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

(a) A student who has completed the requirements for the Postgraduate Diploma in Youth and Community Leadership but has not yet graduated, may apply to the Amo Ako me te Hauora | Dean of Education and Health Sciences to be admitted to the following qualifications and have credits transferred to the:
i. Master of Education

(b) A student who has graduated with the Postgraduate Diploma in Youth and Community Leadership from Te Whare Wānanga o Waitaha | University of Canterbury, may apply to the Amo Ako me te Hauora | Dean of Education and Health Sciences to be admitted to the Master of Education and have their Diploma subsumed in accordance with the General Regulations to the University.

(c) Admission to the Master of Education will be based on having met the relevant requirements for entry.

(d) A student for the Postgraduate Diploma in Youth and Community Leadership who has not met the requirements for the Diploma or who wishes to transfer to the Postgraduate Certificate in Youth and Community Leadership, may apply to the Amo Ako me te Hauora | Dean of Education and Health Sciences to withdraw from the Diploma and be awarded the Certificate.

Schedule C: Compulsory Courses for the Postgraduate Diploma in Youth and Community Leadership

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
EDEM668	The Learning Leader	30		D	
YACL401	Youth and Community Leadership in Global Context	30		D	

Schedule E: Elective Courses for the Postgraduate Diploma in Youth and Community Leadership

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
CFPY602	Child and Adolescent Development: Research, Contexts and Applications	30		C	
EDEM670	Leadership as Partnering: Moving Beyond Boundaries	30		D	
GEOG401	Wellbeing, Community and Place	30		C	
HSRV401	Advanced Debates and Approaches in Human Services	30		C/D	
HSRV407	The Policies and Politics of Sex	30		D	
POLS442	Policy and Governance in Small States of New Zealand and the Pacific	30		C	

POLS444	International Human Rights	30		C	
SOWK612	Mana Motuhake, a Bicultural Analysis	15		D	
MBUS602	Leadership	15		C	
MBAZ602	Business Economics	15		C/D	

Bachelor of Health Sciences
(2021 Calendar, page 348)

academic-regulations-ehhd-BHSc.pdf (canterbury.ac.nz)

(CUAP criterion 6.1.6 Substantial Changes to an existing qualification and 6.1.3 Minors New)

EXECUTIVE SUMMARY

The purpose of this proposal is to introduce minors into the Bachelor of Health Sciences (BHSc), with some amendments to existing majors in the qualification.

Although initially introduced with majors only, the BHSc now seeks to standardise and align with qualifications across UC that also offer minors (i.e., Bachelor of Science, Bachelor of Arts, Bachelor of Commerce and the Bachelor of Sport Coaching). This proposal aligns with the UC strategic directive to deliver education that is accessible, flexible and future-focused. The inclusion of minors will allow BHSc students to minor in subjects across UC that align with their interests. Students from other qualifications will also be able to select minors from the BHSc (such as a minor in Health Education, Public Health or Society and Policy). This facilitates the interdisciplinary knowledge recognised as vital in responding to both current and future hauora wellbeing needs of society.

To facilitate the introduction of minors, it is proposed 1) that the Public Health (90 pts) and Health Education (105 pts) majors increase to become a more standard 120 pts; 2) to discontinue the Environmental Health major (165 points) and the Society and Policy major (135 points); 3) to update the schedule requirements for the Māori and Indigenous Health major to reflect the discontinuation of HLTH306 Māori Health Internship, for which a suitable replacement has been offered since 2018; and 4) to introduce a Physical Activity minor, which would draw from existing Sport Coaching courses.

There were 72 completed new enrolments in the BHSc at 19 February 2021. This is a 12.5% increase from 2020, and part of a trajectory of gradual growth since 2015. A steady proportion of enrolments in individual BHSc courses come from students enrolled in programmes outside of the BHSc. These have grown from 97 in 2015 to a peak of 202 in 2021. Most commonly these are enrolments from BSpC, BSc and BA as well as BSPLP(Hons). These figures demonstrate sustained interest in BHSc courses from beyond the degree and its majors. As an interdisciplinary degree, BHSc students enrol in a large number of courses from Arts and Science including psychology, politics, and Māori and Indigenous Studies. Introducing minors will provide flexibility for students' interests in these non-health subjects to be recognised alongside their core health knowledge.

A companion document, Template 5, seeks to introduce a certificate and diploma to the qualification enhancing the flexibility for students by ensuring both a staged entry and exit pathway.

Justification

The introduction of the minors will strengthen the degree structure and increase flexibility for students in the following ways:

- Allowing the students to study in various areas of speciality which will be recognised in their qualification (i.e., named major and minor);
- Allowing completion of study in more than one area without requiring overpointing, as often occurs when students undertake a double major in addition to the core degree courses.
- Ability for the students to complete a minor either from within the BHSc or from another qualification.

Programme Overview

The BHSc gives students access to a wide range of health-related expertise at the University of Canterbury. The degree has a compulsory core of courses comprising 135 points, and includes: human biology; determinants of health and wellbeing from lifespan, social and cultural perspectives; understanding health data; the New Zealand health system; epidemiology; Te Tiriti o Waitangi and cultural competencies; evidence in the provision of health services; and values and ethics in health care. A series of majors provide in-depth learning in specific areas of the health sciences.

All full-time students in their first year of the BHSc will complete the four core courses (15 points each) HLTH 101, HLTH 106, HLTH 110 and BIOL 116. They will also select up to four other 100 level courses from a major (or majors and/or minors) that meet their interests or future opportunities. In the second year of the BHSc, a student who has completed prerequisites will progress to the 200 level core courses as well as the courses required or recommended for their chosen major(s) and/or minor(s). Once they have successfully completed the prerequisites for 300 level courses, students will be able to progress to their third year of study which, depending on the major/minor chosen, may allow them the opportunity to participate in workplace practicums or internships related to their chosen major (e.g. HLED 321). All BHSc students are required to complete the capstone course, HLTH 301 Evidence in Health.

Prescriptions for courses

No new courses are proposed.

Proposed new regulations

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1. Page 38

General Conditions for Credit Regulations

4. Minors

Replace (a) with:

A student for the BA, BCom, BDataSc, BHSc, BSpC or BYCL degrees may complete a minor in a subject area from any of these degrees unless otherwise specified in the degree regulations. The student must pass courses specified for a minor in that subject area as listed in the relevant degree regulations.

2. Page 348

Replace *Regulation 3. The structure of the qualification* with:

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

(a) Of these 360 points:
  i. 135 points must be credited from courses listed in Schedule C to these Regulations;
  ii. At least 120 points must be credited from courses listed in Schedule V to these Regulations;
  iii. The remaining points 105 points may be for courses from any undergraduate degree of the university.

(b) In addition to these requirements, a student must be credited with courses to the value of:
  i. At least 225 points above 100-level, including
  ii. At least 90 points at 300-level.

(c) Within the provisions outlined above, a student must satisfy the requirements for a major as specified in Schedule S to these Regulations.

(d) Students may also satisfy the requirements for a minor as listed in Schedule S to these Regulations, or those minors provided for in the General Conditions for Credit Regulations.

3. Page 348

Replace *Regulation 5. Subjects* with:

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

(a) A major consists of a minimum of 120 points from Schedule S. Of these 120 points:
  i. At least 30 points must be at 300-level; and
  ii. At least a further 45 points must be at 200-level or above.

(b) A minor consists of a minimum of 75 points from Schedule S. Of these 75 points:
  i. At least 45 points must be at 200 level or above.

(c) A student must meet the requirements for their selected major(s) and minor(s).

(d) All majors and minors must be in separate subject areas listed in Schedule S.

(e) Any given course must contribute to only one major or minor; substitutions may be permitted with approval of the Amo Ako me te Hauora | Dean of Education and Health Sciences.

4. Page 349

Replace *Regulation 10. Exit and Upgrade Pathways to other Qualifications* with:

(a) A student who has completed the requirements for the Bachelor of Health Sciences may choose to continue to study and apply to the relevant Amo | Dean for admission to postgraduate study.

(b) A student who has not met the requirements for the Bachelor of Health Sciences, or who wishes to transfer to Diploma in Health Science, or Certificate in Health Sciences may apply to the Amo Ako me te Hauora | Dean of Education and Health Sciences to withdraw from the degree and be awarded the Diploma or Certificate.

5. Page 350

Delete entire section titled *Environmental Health* (in Schedule S) – this major is being discontinued.

6. Page 351

Replace *Health Education* section in Schedule S with:

Health Education

Major

A student must complete the following courses:

100-level

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
HLED121	Introduction to Health Education	15			
HLED122	Building Resilience	15			

200-level

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
HLED221	Models of Health Education	15			
HLED222	Sexualities Education	15			
HLED223	Physical Activity and Nutrition Promotion	15			

300-level

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
HLED321	Health Education in Practice Internship	15			
HLED322	Critical Analysis of Contemporary Health Issues	15			

Plus 15 points from **one** of the following courses:

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
EDUC202	One in Four: Different Developmental Pathways	15			
EDUC204	Promoting Child and Adolescent Wellbeing and Health	15			
CULT207	Constructing Bodies	15			
HSRV208	Gender Sensitivity in the Human Services	15			
SOWK303	Mental Health	15			

Minor

A student must complete a minimum of 75 points, with at least 45 points at 200-level or above from the courses listed in the Health Education major.

7. Page 353

Replace the 300-level course section in the Māori and Indigenous Health major with:

Māori and Indigenous Health

300-level

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
MAOR323	Research Essay	30			
MAOR301	Ngāti Āpōpō: Māori Futures	30			

Retain the recommended courses text for this section.

8. Page 353

Insert following section ahead of the Psychology section:

Physical Activity

Minor only

A student must complete a minimum of 75 points, with at least 45 points at 200 level or above from the following courses:

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
SPCO101	Introduction to Sport Coaching	15			
SPCO104	Anatomy and Physiology	15			
SPCO107	Sport Nutrition	15			
SPCO126	Land Journeys and Ethics	15			
SPCO204	Biomechanics	15			
SPCO208	Sport and Culture in New Zealand	15			
SPCO209	Exercise Physiology	15			
SPCO221	Injury and Rehabilitation Prescription	15			
SPCO223	Applied Sport Psychology	15			
HLED223	Physical Activity and Nutrition Promotion	15			
SPCO305	Sociology of Sport	15			
SPCO308	Inclusive Practice in Teaching and Coaching	15			
SPCO335	Learning Through Sport and Exercise Science	15			
SPCO336	Physical Education: Curriculum in Action	15			

9. Page 354

Replace *Public Health* section in Schedule S with:

Public Health

Major

A student must complete the following courses:

100-level

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
HLTH111	Global Health	15			

200-level

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
HLTH213	Health Systems and Policy	15			
HLTH214	Environmental and Occupational Health	15			

300-level

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ

GEOG325	Health, Wellbeing and Environment	15			
HLED321	Health Education Internship	15			
HLTH312	Health Planning, Implementation and Evaluation	15			
MKTG315	Marketing for Behavioural Change	15			

Plus 15 points from **one** of the following courses:

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
GEOG205	Introduction to GIS and Science	15			
GEOG217	Places for Wellbeing and Flourishing	15			
ECON338	Health Economics Overview	15			
SOWK303	Mental Health	15			

Minor

A student must complete a minimum of 75 points, with at least 45 points at 200-level or above from the courses listed in the Public Health major.

10. Page 355

Replace *Society and Policy* section in Schedule S with:

Society and Policy

Minor only

A student must complete a minimum of 75 points, with at least 45 points at 200-level or above from the following courses:

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
SOWK101	Introduction to Social Policy	15			
POLS206	Introduction to Public Policy	15			
PHIL240	Bioethics	15			
SOCI243	Sociology of Health and Illness	15			
SOCI363	Investigating Social Worlds	30			
SOCI368	The Politics of Need: Globalisation, Poverty and Welfare Provision	30			
POLS307	Policy Issues in Science, Technology and Global Health	30			

11. Page 356

Insert Schedule V after Schedule S.

Schedule V: Valid Courses for the Degree of Bachelor of Health Sciences

Course Code	**Course Title**	**Pts**	**2022**	**Location**	**P/C/R/RP/EQ**
BIOL116	Human Biology	15			
HLED121	Introduction to Health Education	15			

HLED122	Building Resilience	15			
HLTH101	Introduction to Health Studies	15			
HLTH106	Te Wero – Māori Health Issues and Opportunities	15			
HLTH110	Epidemiology	15			
HLTH111	Global Health	15			
MAOR107	Aotearoa: Introduction to Traditional Māori Society	15			
MAOR108	Aotearoa: Introduction to New Zealand Treaty Society	15			
MAOR172	Science, Māori and Indigenous Knowledge	15			
PSYC105	Introductory Psychology – Brain, Behaviour and Cognition	15			
PSYC106	Introductory Psychology – Social, Personality and Developmental	15			
SOWK101	Introduction to Social Policy	15			
SPCO101	Introduction to Sport Coaching	15			
SPCO104	Anatomy and Physiology	15			
SPCO107	Sport Nutrition	15			
SPCO126	Land Journeys and Ethics	15			
CULT207	Constructing Bodies	15			
EDUC202	Child and Adolescent Development	15			
EDUC204	Education, Culture and Society	15			
GEOG205	Introduction to GIS and Science	15			
GEOG217	Places for Wellbeing and Flourishing	15			
HLED221	Models of Health Education	15			
HLED222	Sexualities Education	15			
HLED223	Physical Activity Promotion	15			
HLTH201	Health Promotion	15			
HLTH202	Health and Society: Applied Research for Aotearoa	15			
HLTH213	Health Systems and Policy	15			
HLTH214	Environmental and Occupational Health	15			
HSRV201	Communication in the Human Services	15			
HSRV204	Culture, Indigeneity and Citizenship: Critical Debates for the Human Services	15			
HSRV208	Gender Sensitivity and the Human Services	15			
MAOR212	Māori and Indigenous Development	15			
MAOR270	Te Ao Hauora Tangata: Māori Health Perspectives	15			
MAOR285	Oral Traditions and Modern Histories of Ngāi Tahu	15			
PHIL240	Bioethics: Life, Death, and Medicine	15			
POLS206	Introduction to Public Policy	15			

PSYC206	Research Design and Statistics	15			
SOCI243	Sociology of Health and Medicine	15			
SPCO204	Biomechanics	15			
SPCO208	Sport and Culture in New Zealand	15			
SPCO209	Exercise Physiology	15			
SPCO221	Injury and Rehabilitation Prescription	15			
SPCO223	Applied Sport Psychology	15			
ECON338	Health Economics Overview	15			
GEOG325	Health, Wellbeing and Environment	15			
HLED321	Health Education in Practice - Internship	15			
HLED322	Critical Analysis of Contemporary Health Issues	15			
HLTH301	Evidence of Health	30			
HLTH306	Te Kete Hauora – Māori Health Knowledge and Understandings/Internship	30			
HLTH312	Health Planning, Implementation and Evaluation	15			
MAOR301	Ngāti Āpōpō: Māori Futures	30			
MAOR323	Research Essay	30			
MKTG315	Marketing for Behavioural Change	15			
POLS307	Policy Issues in Science, Technology and Global Health	30			
PSYC339	Health Psychology and Behaviour Change	30			
PSYC344	Research Methods	30			
SOCI363	Investigating Social Worlds	30			
SOCI368	The Politics of Need: Globalisation, Poverty and Welfare Provisions	30			
SOWK303	Mental Health	15			
SPCO305	Sociology of Sport	15			
SPCO308	Inclusive Practice in Teaching and Coaching	15			
SPCO335	Learning Through Sport and Exercise Science	15			
SPCO336	Physical Education: Curriculum in Action	15			

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to CUAP-Introduction of a Certificate in Health Sciences and a Diploma in Health Sciences

(CUAP criterion 6.2.2)

Purpose of the proposal

To introduce a Certificate in Health Sciences and a Diploma in Health Sciences to complement the existing Bachelor of Health Sciences.

Justification

The health sector in New Zealand has a total workforce of around 160,000, as estimated by the Ministry of Health "Health of the Health Workforce" report (2016). Approximately 60% of this workforce is employed under legislated scopes of practice under the Health Practitioners Competence Assurance Act 2003, with approximately 63,000 working in 'unregulated' roles. These latter health workers include those in a wide range of scientific, technical, educational, management, policy, administrative, IT, analyst, and support roles. Beyond those involved directly or indirectly in the delivery of health services are sectors which include a range of health related roles, including social and disability services, central and local government, sport and recreation, Non-Governmental Organisations and community agencies. These wider roles contribute significantly to addressing the determinants of health and the societal burden of disease.

The Bachelor of Health Sciences (BHSc) was established at UC in 2012 as an undergraduate degree, aimed at those students seeking a health-related but non-clinical career. The BHSc has a core of courses that develop student's understandings of population health and five interdisciplinary majors: health education, psychology, public health, society & policy, and environmental health. The development of a 60pt Certificate and 120pt Diploma (both at level 5) in health sciences seeks to enhance the flexibility and accessibility of study for students, a goal of UC's Academic Plan.

The proposed certificate and diploma will develop students' practical and theoretical knowledge in the field of health promotion. This is achieved by drawing from a selection of relevant courses from the degree core, health education and public health majors. Aotearoa's health promotion workforce is diverse reflecting an emphasis on addressing health inequities affecting Māori and Pasifika communities.

Health promotion is a relatively new field of practice, emerging out of public health in the 1980s as 'the process of enabling people to increase control over, and to improve, their health' (WHO, 1986:2). In line with the Ottawa Charter (1986) it involves strengthening communities, advocating for policy change, supporting personal skills, and building supportive environments through initiatives such as the WHOs Healthy Cities. While there is an established health promotion workforce, many health promoters have few formal academic qualifications and limited access to sector funding for tertiary study. Flexible qualifications such as the Certificate and Diploma in Health Sciences will allow workers and those wishing to retrain as a health promoter access to qualifications that provide knowledge and skills to make a positive contribution to the field of health promotion.

The Certificate and Diploma provide a 'staircase' or scaffolded approach, whereby students who have completed the certificate or diploma will be eligible to enrol in the BHSc majoring in health education or public health. Their courses can be directly credited to a major in health education and/or public health. Those BHSc students who do not wish to complete the degree may exit with either a Diploma or Certificate, as appropriate. Entry points are also flexible; students are able to enrol in either Semester 1 or 2.

Regulations

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Certificate in Health Sciences (CertHealSc – 60 points)

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

1. Version

(a) These Regulations came into force on 1 January 2022.
(b) This Certificate was first offered in 2022.

2. Variations

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

3. The structure of the qualification

To qualify for the Certificate in Health Sciences a student must:
(a) Be credited with a minimum of 60 points at 100- or 200- level towards the qualification; and
(b) Be credited with a minimum of 30 points from Schedule C of these Regulations; and
(c) Be credited with a maximum of 30 points from Schedule E of these Regulations.

4. Admission to the qualification

A student must satisfy the Admission Regulations for the University to be admitted to this Certificate.

5. Subjects

There are no major, minors or endorsements for this Certificate.

6. Time limits

The time limit for this Certificate is 36 months.

7. Transfer of credit, substitutions, and cross-credits

This Certificate adheres to the Credit Recognition and Transfer Regulations, with the following stipulations:
(a) A student may, with the approval of the Dean of Education and Health Sciences, transfer the credit for a maximum of 15 points from another tertiary qualification; and
(b) Any credit transfer must be completed within the prescribed time limits for the Certificate.

8. Progression

This Certificate adheres to the General Regulations for the University.

9. Honours, Distinction and Merit

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

10. Pathways to other qualifications

(a) A student who has completed the requirements for the Certificate in Health Sciences, but has not yet graduated, may apply to the Dean of Education and Health Sciences to be admitted to the Diploma in Health Sciences or the Bachelor of Health Sciences and have the credits transferred.

(b) A student who has graduated with the Certificate in Health Sciences, may apply to the Dean of Education and Health Sciences to be admitted to the Diploma in Health Sciences or the Bachelor of Health Sciences and have their Certificate subsumed, according to the General Regulations of the University.

(c) There are no exit qualifications for this Certificate.

Regulations 10(a) and 10(b) only apply if it has been no more than 5 years since the start of the first Certificate course.

Schedule C: Compulsory Courses for the Certificate in Health Sciences

Students must complete a minimum of 30 points from the following list of courses:

Course code	Course Title	Pts	2021	Location	P/C/R/RP/EQ
HLTH101	Introduction to Health Studies	15	S1	Campus	
HLTH106	Ngā Take, Te Wero – Māori Health Issues and Opportunities	15	S2	Campus	
HLED121	Introduction to Health Education	15	S1	Campus	
HLED122	Building Resilience	15	S2	Campus	

Schedule E: Elective Course for the Certificate in Health Sciences

Students must complete a maximum of 30 points from the following list of courses:

Course code	Course Title	Pts	2021	Location	P/C/R/RP/EQ
HLTH110	Epidemiology	15	S1	Campus	
HLTH111	Global Health	15	S2	Campus	RP: HLTH101
HSRV101	Introduction to Social Policy	15	S1	Campus	R: SOWK101 EQ: SOWK101
HSRV102	Introduction to Human Services and Practice in Aotearoa	15	S2	Campus Distance	R: SOWK102 EQ: SOWK102
HLED221	Models of Health Education	15	S1	Campus	P: HLED121
HLED222	Sexualities Education	15	S1	Campus	P: HLED121 or HLED122 or HLTH101
HLED223	Physical Activity Promotion*	15	S2	Campus	P: HLED121 or HLED122 or HLTH101
HLTH201	Health Promotion	15	S2	Campus	P: any 60 points at 100 level from any subject, or any 30 points at 100 level from HLTH or SPCO
HLTH213	Health Systems and Policy	15	S1	Campus	P: any 60 points at 100 level from any subject, or any 30 points at 100 level from HLTH or SPCO
MAOR212	Māori and Indigenous Development	15	S1	Campus	P: any 15 points at 100 level from HIST, MAOR, SOWK, or TREO, or any 60 points at 100 level from Schedule V of the BA R: HIST262, HIST379 EQ: HIST262

*title change requested through MCCS 2020

Diploma in Health Sciences (DipHealSc – 120 point)

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

1. Version

(c) These Regulations came into force on 1 January 2022.

(d) This Diploma was first offered in 2022.

2. Variations

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

3. The structure of the qualification

To qualify for the Diploma in Health Sciences a student must:

(d) Be credited with a minimum of 120 points at 100- or 200- level towards the qualification; and
(e) Be credited with a minimum of 90 points from Schedule C of these Regulations; and
(f) Be credited with a minimum of 30 points from Schedule E of these Regulations.

4. Admission to the qualification

A student must satisfy the Admission Regulations for the University to be admitted to this Diploma.

5. Subjects

There are no major, minors or endorsements for this Diploma.

6. Time limits

The time limit for this qualification is 48 months.

7. Transfer of credit, substitutions, and cross-credits

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

(c) A student may, with the approval of the Dean of Education and Health Sciences, transfer the credit for a maximum of 30 points from another tertiary qualification; and
(d) Any credit transfer must be completed within the prescribed time limits for the Diploma.

8. Progression

This Diploma adheres to the General Regulations for the University.

9. Honours, Distinction and Merit

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

10. Pathways to other qualifications

(a) A student who has completed the requirements for the Diploma in Health Sciences, but has not yet graduated, may apply to the Dean of Education and Health Sciences to be admitted to the Bachelor of Health Sciences and have the credits transferred.
(b) A student who has graduated with the Diploma in Health Sciences, may apply to the Dean of Education and Health Sciences to be admitted to the Bachelor of Health Sciences and have their Certificate subsumed, according to the General Regulations of the University.
(c) A student for the Diploma in Health Sciences who has not met the requirements for the degree but who has satisfied all requirements for the Certificate in Health Sciences may apply to the Dean of Education and Health Sciences to withdraw from the Diploma and be awarded the Certificate.

Regulations 10(a) and 10(b) only apply if it has been no more than 5 years since the start of the first Certificate course.

Schedule C: Compulsory Courses for the Diploma in Health Sciences

Course code	Course Title	Pts	2021	Location	P/C/R/RP/EQ
HLTH101	Introduction to Health Studies	15	S1	Campus	
HLTH106	Ngā Take, Te Wero – Māori Health Issues and Opportunities	15	S2	Campus	
HLED121	Introduction to Health Education	15	S1	Campus	
HLED122	Building Resilience	15	S2	Campus	
HLTH110	Epidemiology	15	S1	Campus	

HLTH201	Health Promotion	15	S2	Campus	P: any 60 points at 100 level from any subject, or any 30 points at 100 level from HLTH or SPCO

Schedule E: Elective Course for the Diploma in Health Sciences

Students must complete 30 points from the following list of courses:

Course code	Course Title	Pts	2021	Location	P/C/R/RP/EQ
HLTH111	Global Health	15	S2	Campus	RP: HLTH101
HSRV101	Introduction to Social Policy	15	S1	Campus	R: SOWK101 EQ: SOWK101
HSRV102	Introduction to Human Services and Practice in Aotearoa	15	S2	Campus Distance	R: SOWK102 EQ: SOWK102
HLED221	Models of Health Education	15	S1	Campus	P: HLED121
HLED222	Sexualities Education	15	S1	Campus	P: HLED121 or HLED122 or HLTH101
HLED223	Physical Activity Promotion*	15	S2	Campus	P: HLED121 or HLED122 or HLTH101
HLTH213	Health Systems and Policy	15	S1	Campus	P: any 60 points at 100 level from any subject, or any 30 points at 100 level from HLTH or SPCO
MAOR212	Māori and Indigenous Development	15	S1	Campus	P: any 15 points at 100 level from HIST, MAOR, SOWK, or TREO, or any 60 points at 100 level from Schedule V of the BA R: HIST262, HIST379 EQ: HIST262

*title change requested through MCCS 2020

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Postgraduate Diploma in Engineering Management

(CUAP criterion 6.1.1)

EXECUTIVE SUMMARY

This documents details a proposal to introduce a new 120 point Postgraduate Diploma of Engineering Management (PGDipEM) as a staircase or exit qualification for the redeveloped Master of Engineering Management programme.

The PGDipEM will be the first offering of its type in Aotearoa New Zealand, and aligns well with the UC Strategic Vision 2020-30. Specifically, it is designed to allow for flexibility as a pathway into the MEM.

Enrolments for the PGDipEM are modest and are based on the percentage of NZQF Level 7 technically qualified people likely to undertake this qualification at UC. The focus of this qualification is on the domestic market, with enrolments forecast to be 2 in 2022-2027, increasing to 3 in 2028-2031. These enrolments translate into 2.0 EFTS in 2022 and 3.0 EFTS in 2028-2031, accounting for intakes and study modes. Although these enrolments are low, the PGDipEM offers an alternative entry into the more prestigious MEM programme. Finally, the PGDipEM is entirely nested within the redeveloped MEM, meaning that the marginal increases in resources and costs for delivery are minimal.

This proposal has been developed in parallel with a proposal for a major change to the 180 point Master of Engineering in Management (MEM). The details of the proposal for the major change to the MEM are provided in an accompanying document. Due to the integrated nature of these two programmes and their development, aspects of the proposals are shared.

Justification

The current UC Master of Engineering in Management (MEM, 120 points) was established in 1993, with some 500 graduates completing the MEM to date. An internal appraisal of the current MEM was conducted in 2020, which included extensive internal and external stakeholder engagement with a range of industry practitioners, MEM alumni and UC staff, a review of engineering management literature, and a review of postgraduate engineering management offerings both locally and internationally. This process identified an opportunity to develop a Postgraduate Diploma in Engineering Management (PGDipEM), delivered within the redeveloped MEM.

The proposed PGDipEM is well-aligned to the UC Strategic Vision 2020-2030, incorporating the development and application of strong stakeholder engagement skills (UC as an Engaged University), a stronger focus on engagement across local, regional and global aspects of engineering (Internationalisation

– Locally Engaged, Globally Networked), and a flexible curriculum designed to consider emerging needs (Education – Accessible, Flexible, Future Focused). Further details of this strategic alignment are provided in Appendix 1.

The proposed PGDipEM will be a unique offering within UC, providing a pathway into the MEM for students from different backgrounds. Alternatively, it provides an alternative qualification for students who cannot commit to or complete the MEM.

The proposed PGDipEM will include two 15 point courses from the UC MBus (MBAZ601 – Managerial Accounting and MBAZ605 – Business Law) to capitalise on existing offerings. The remaining core coursework are co-taught with the MEM. Other UC offerings were reviewed for their suitability for inclusion within the PGDipEM, including courses from the Master of Applied Data Science and MBA. However, these courses were not well-aligned with the PGDipEM or MEM Graduate Profiles.

The proposed PGDipEM will be a unique offering in NZ universities. Although there are other Postgraduate Diplomas in Engineering (e.g. AUT, Massey, Auckland), these are designed as a pathway for discipline-specific Master of Engineering degrees, rather than a Master of Engineering Management. The PGDipEM is reflective of many North American MEMs, which have pathway qualifications for MEM programmes.

Programme Overview

The PGDipEM programme (120 points) is designed primarily as a pathway to the redeveloped MEM programme, and secondly, as an exit qualification for the redeveloped MEM.

The proposed PGDipEM is entirely nested within the redeveloped MEM. The PGDipEM consists of seven of the eight core 15 point courses of the MEM programme, with one 15 points elective course from Business Taught Masters (BTM) offerings. PGDipEM students will attend the same classes as MEM students. PGDipEM do not complete the final core courses for the MEM, EMGT606 nor the industry project in EMGT680.

PGDipEM students will enter the qualification with different technical qualifications and experiences. The PGDipEM is designed for students with zero to five years' relevant work experience, who wish to later transfer to the MEM. The minimum admission requirement to the PGDipEM is a three year technical qualification, specifically a Bachelor of Engineering Technology or related discipline. Related disciplines typically include a Bachelor of Science, Bachelor of Forestry Science, or Bachelor of Product Design. Those with a four year Bachelor of Engineering (Honours) or Bachelor of Science (Honours) can also be admitted, providing a pathway into the MEM for those who do not meet the MEM's GPA admission requirement (minimum GPA 4 in 300-level and higher coursework). The minimum GPA admission requirement for the PGDipEM is at least 3. This requirement was selected based on historical MEM admissions data and discussion with alumni, and consideration that PGDipEM students should use the qualification to test their suitability for later admission into the MEM. The choice of a minimum admission GPA of 3 is not without precedent. The University of Auckland's Postgraduate Diploma in Engineering (which is a pathway qualification to a number of engineering masters) has a minimum GPA of 2.5 for those with a Bachelor of Engineering (Honours), or 3 for those with another relevant Bachelor's degree.

The admission to the PGDipEM includes provision for the use of written statements and/or interviews, consistent with admission to similar programmes internationally. The IELTS requirements for the PGDipEM

reflects the MEM requirements, with an average score of 7.0, with no individual score below 6.5. UC's Postgraduate Certificate of Engineering is not a direct pathway into the PGDipEM.

The PGDipEM will incorporate a mandatory orientation component, which will be used to help form the student group (cohort), connect with alumni, set clear expectations of engagement and collaboration, and to provide a basis for ongoing pastoral support, including for international, Māori and Pasifika students. Family members will be invited to some orientation sessions, providing opportunities for these support people to understand the expectations of the MEM, and the support they can provide students. The orientation activities are targeted at providing assistance into further study.

The proposed PGDipEM will be delivered over a trimester structure, aligned to the timing of the redeveloped MEM. Each trimester is 12 weeks long, including a one week mid-trimester break and an examination week. Trimester timing is typically early February – mid-April (Trimester 1), mid-May – early August (Trimester 2), late August/early September – mid-November (Trimester 3).

The spanning of some of the EMGT courses across trimesters is designed to address the goals of the programme by:

- embedding the cohesiveness within the student group;
- allowing for deeper reflective learning;
- providing greater flexibility in the integration of industry-based activities into EMGT601.

The integration with MBAZ601 and MBAZ605 allows for two entry points into the PGDipEM at Trimester 1 and Trimester 3, without the need for double-teaching of the engineering courses. The Trimester 3 intake is designed to allow for more entry options for students. PGDipEM students can choose one elective from business taught masters offerings.

Students may wish to transfer to the MEM, which includes completing an industry project in EMGT680 – Engineering Management Project. PGDipEM students will complete EMGT603 - Engineering Project Design and Management, which includes an intermediate selection process used for the assigning of different industry-based project types in EMGT680. Those PGDipEM students who transfer to the MEM will be offered an external industry project in EMGT680 if they: 1. Achieve at least a B+ for the project proposal and 2. Have a project application accepted by the industry partner. The project application will include the project proposal developed in EMGT603 and may include a formal interview process. An internal industry project will be facilitated for students who transfer from the PGDipEM to the MEM, and who do not meet the requirements of this intermediate selection process.

A prescription of the courses are provided in Section 11, with mappings provided in Appendix 2 to the PGDipEM Graduate Profile, UC Graduate Profile, UC Kaupapa and alignment to the Engineering Management Body of Knowledge.

No exit qualifications will be offered from the PGDipEM.

Prescriptions for courses

The PGDipEM comprises of 120 points of course work consisting of seven 15 point course and one 15 point elective from business taught masters programmes. The course descriptions are outlined below. Course descriptions for MBAZ601 and MBAZ605 are taken from approved existing offerings.

MBAZ601 **Accounting for Managers (15 points, NZQF Level 8)**
The generation, analysis and interpretation of financial statements as well as the use of financial information for internal and external decision-making.

MBAZ605 **Business Law (15 points, NZQF Level 8)**
Covering business law structures and regulations this course provides students with the insight, understanding and practical skills to develop strategic direction and solve business problems while effectively adhering to legal requirements. This course covers the legal structures and rules which control and direct organisations in New Zealand. It looks at the formation and implementation of law, considering the role that Parliament and the Courts play in the derivation and enforcement of the legal system. By applying this advanced knowledge to their general business understanding the student will gain the ability to understand and manage the structures and demands of the legal system within their Professional career.

EMGT601 **Engineering Management Professional Skills (15 points, NZQF Level 8)**
This course will further-develop professional skills required for success during and after engineering study, including personal effectiveness, collaboration, networking and communication skills. In addition, the course will focus on topical issues facing engineering managers in New Zealand. This course will be delivered in a series of workshops spanning multiple teaching periods. Through a series of workshops, this course targets best practices in self-assessment, time management, communication, stakeholder engagement and collaboration skills. In addition, this course will be a platform for the development of professional networks, through the incorporation of a mentoring and sponsorship programme, and by students participating in professional networking activities.

EMGT602 **Engineering Knowledge Management (15 points, NZQF Level 8)**
Engineers act as knowledge brokers, bringing together people and knowledge to enable technological advancement. In order to become expert knowledge brokers, engineers need to be able to appreciate different approaches to addressing a problem, as well as critically evaluating and synthesising information. In addition, engineers are expected to be able to create, manage and interpret knowledge. This course addresses these needs by further developing independent research skills. This course will commence by introducing different research paradigms and methods, including different knowledge and cultural frames. The course will then further develop on approaches to critically evaluate information, in order to make an informed and limited judgement. The course will then focus on qualitative and quantitative research methods, including survey design and the analysis of large data samples. The course will conclude on approaches to communicate data to different audiences.

EMGT603 **Engineering Project Design and Management (15 points, NZQF Level 8)**
Project management is a core engineering task, and is a systematic approach to planning, organising, monitoring and controlling resources to achieve goals and objectives. This course focuses on the skills needed to plan, initiate, manage delivery and review a complex technical project. This includes identifying project requirements through stakeholder engagement, scope development, resource scheduling and costing, accounting for project quality, developing project risk management plans, coordinating work, and utilising monitoring and evaluation techniques. During this course, students will work as individuals within a consulting environment to find and develop an industry project suitable for EMGT680.

EMGT604 **Management in Technical Organisations (15 points, NZQF Level 8)**
This course focuses on the development of enabling skills needed for managers in a technical organisation. Topics include corporate structures and processes, human resource management, strategic planning and implementation processes, monitoring and evaluation techniques, ethics, quality management, discounted cash flow techniques, financing, occupational health and safety and risk management

EMGT605 **Sustainability Systems in Engineering (15 points, NZQF Level 8)**
Engineers have a critical role in contributing to positive economic, environmental and social outcomes. The ability to achieve positive sustainable outcomes are grounded in the ability to integrate systems and anticipatory thinking with other engineering management skills of recognising different values and perspectives and beliefs, evidence-based strategy, and collaboration. This course focuses on developing systems and anticipatory thinking, with a focus on understanding the interactions between human, cultural, environmental, economic and technical systems. The development of these skills will then be leveraged to understand the applicability and limitations of different sustainability tools and frameworks for engineering activities. The course will focus on local, regional and global sustainability challenges, and will incorporate the importance of integrating tikanga Māori in engineering activities.

Proposed new regulations

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Postgraduate Diploma in Engineering Management (PGDipEM – 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 2022
(b) This qualification was first offered in 2022

2. Variations

In exceptional circumstances the Amo Pūkaha | College of Engineering Dean (Academic) may approve a personal programme of study which does not conform to these regulations.

3. The Structure of the Qualification

To qualify for the Postgraduate Diploma in Engineering Management a student must be credited with:
(a) a minimum of 120 points towards the qualification; and
(b) all courses from Schedule C to these Regulations; and
(c) at least 15 points from the electives listed in Schedule E to these Regulations. A student may select 600-level courses not on Schedule E if they are deemed necessary to support their study and approved by the Amo Pūkaha | College of Engineering Dean (Academic).

4. Admission to the Qualification

To be admitted to the Postgraduate Diploma in Engineering Management a student must have:
(a) either:
    i. qualified for the award of a Bachelor's Degree in Engineering Technology or a related area of study from an Aotearoa New Zealand tertiary institution with a GPA of at least 3; or
    ii. qualified for the award of the Degree of Bachelor of Engineering (Honours) in Aotearoa New Zealand with a GPA of at least 3 in 300-level and higher courses; or
    iii. qualified for the award of the Degree of Bachelor of Science (Honours) in Aotearoa New Zealand with a GPA of at least 3 in 300-level and higher courses; or
    iv. been admitted with Academic Equivalent Standing; and
(b) performed to an acceptable standard in written statements or interviews required by the MEM Director; and;
(c) demonstrated a high proficiency in English
    i. A student who speaks English as a second language will need to submit evidence of English language proficiency with an overall IELTS test result (or equivalent) of 7.0 with no individual score below 6.5, and;
(d) been approved as a student for the qualification by the Amo Pūkaha | College of Engineering Dean (Academic).

5. Subjects

There are no majors or minors for this qualification.

6. Time Limits

The time limits for this qualification is 36 months.

7. Transfers of Credit, Substitutions and Cross-Credits

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

8. Progression

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

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

(a) A student for the PGDipEM who has not failed a course, and has not been graduated, may apply to the Amo Pūkaha | College of Engineering Dean (Academic) to be admitted to the Master of Engineering Management and have credits transferred.

(b) A student who has graduated with a Postgraduate Diploma in Engineering Management from Te Whare Wānanga o Waitaha | University of Canterbury may apply to the Amo Pūkaha | College of Engineering Dean (Academic) to be admitted to the Master of Engineering Management and have their PGDipEM subsumed in accordance with the General Regulations to the University.

(c) There is no exit qualification for the Postgraduate Diploma in Engineering Management.

Schedule C: Compulsory courses for the Postgraduate Diploma in Engineering Management

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

Course Code	Course Title	Pts	2022	Location	R/C/RP/EQ
EMGT601	Engineering Management Professional Skills	15	W	Campus	P: Subject to the approval of the Programme Director
EMGT602	Engineering Knowledge Management	15	T1	Campus	P: Subject to the approval of the Programme Director
EMGT603	Engineering Project Design and Management	15	W	Campus	P: Subject to the approval of the Programme Director
EMGT604	Management in Technical Organisations	15	T2	Campus	P: Subject to the approval of the Programme Director
EMGT605	Sustainability Systems in Engineering	15	T2	Campus	P: Subject to the approval of the Programme Director
MBAZ601	Managerial Accounting	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBUS 611, MBAD 601
			T3	Campus	
MBAZ605	Business Law	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBUS 611, MBAD 601
			T3	Campus	

Schedule E: Elective courses for the Postgraduate Diploma in Engineering Management

Note: Not all courses offered in a given year.

Course Code	Course Title	Pts	2022	Location	R/C/RP/EQ
EMGT606	Technology development, application and transfer	15	T3	Distance learning	P: Subject to the approval of the Programme Director
EMGT607	Special Topic in Engineering Management 1	15	No		P: Subject to the approval of the Programme Director
EMGT608	Special Topic in Engineering Management 2	15	No		P: Subject to the approval of the Programme Director

EMGT609	Special Topic in Engineering Management 3	15	No		P: Subject to the approval of the Programme Director
MBAZ602	Business Economics	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBAD 604, MBUS 614
			T3	Campus	
			X	Distance Learning	
MBAZ603	Managerial Finance	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBUS 621, MBAD 611
			T3	Campus	
MBAZ604	Business Research Methods	15	T2	Campus	P: Subject to the approval of the Programme Director R: MBUS 642, MBAD 679
MBIS601	Management of Information Systems	15	T1	Campus	P: Subject to approval of the Head of Department
MBIS602	Systems Analysis and Process Modelling	15	T1	Campus	P: Subject to approval of the Head of Department
MBIS603	Digital Business and Technology	15	T1	Campus	P: Subject to approval of the Head of Department
MBUS601	Marketing	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBUS 623, MBAD 606
			T1	Distance Learning	
MBUS602	Leadership	15	T2	Campus	P: Subject to the approval of the Programme Director R: MBUS 613, MBAD 615, MBAD 642
MBUS603	Managing People and Performance	15	T2	Campus	P: Subject to the approval of the Programme Director R: MBAD 605, MBUS 625, MBUS 615
MBUS643	Supply Chain Management Fundamentals	15	T1	Campus	P: Subject to the approval of the Programme Director
			T1	Distance Learning	
MBUS650	Business Strategy	15	T3	Campus	P: Subject to the approval of the Programme Director R: MBUS 624, MBAD 631, MBAD 632
MBUS651	Business Development and Entrepreneurship	15	T2	Campus	P: Subject to the approval of the Programme Director R: MBUS 635, MBAD 654

Master of Engineering in Management

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academic-regulations-engineering-MEM.pdf (canterbury.ac.nz)

(CUAP criterion 6.1.6)

EXECUTIVE SUMMARY

The University of Canterbury's Master of Engineering Management (MEM) degree has been delivered since 1993. In 2020, an internal appraisal of the UC MEM with extensive internal and external consultation found that the degree needs to be changed to re-establish its market position, provide a more relevant and flexible curriculum, to improve the student experience and academic robustness, to better integrate with existing UC offerings, and to continue to improve upon the degree's reputation and integration with industry. These changes are needed to help achieve UC's Strategic Vision 2020-2030.

The proposal contained herewith is a redeveloped MEM programme (180 points). The goals of the redeveloped MEM are twofold. Firstly, to provide students with learning which is cohesive, relevant for technical management in an Aotearoa | New Zealand and global contexts, connected with industry, collaborative, inclusive and interdisciplinary, and flexible. Secondly, to create graduates who have relevant and applied technical and business knowledge needed for early-career managerial practice in a technical environment, who have a high capacity for self-directed learning, who are well connected with each other, engineering management students and the broader engineering community, who can independently apply specialist engineering management knowledge, and who are better positioned to apply for Chartered Professional Engineer status in Aotearoa New Zealand.

The changes to the MEM are aligned closely to UC's Strategic Vision 2020-2030, and balance the needs of students, industry and the operational and strategic positioning of UC. The redeveloped MEM has an increased focus on project management, stakeholder management and engagement, knowledge management, sustainability, application of bicultural competencies and improved integration of professional skill development. The redeveloped MEM will have curriculum of international standing, will be more flexible with a pathway via a new Postgraduate Diploma in Engineering Management, two intakes, a choice of an elective, and the option to study part-time.

The market position of the UC MEM within Aotearoa New Zealand has declined since 2010, with close to zero annual growth in domestic and international student enrolments. In contrast, the market in Aotearoa New Zealand for domestic and international students for similar masters degrees an average annual growth rates of 2.5% and 19%, respectively, since 2010. This redeveloped MEM is targeted at re-establishing the market position of the UC MEM, securing its long term viability and reputation.

In order to re-establish the market position of the UC MEM, annual enrolment growth targets are set at 4% (domestic enrolments, starting at 19 students in 2022) and 12% (internationals, starting at 3 students from 2023 to account for COVID-19 disruptions). Meeting the growth targets will ensure an annual intake of at least 26 students from 2026 and 31 students in 2031. The number of part-time students within these enrolments are expected to be modest, with 1-2 new students per year. These enrolments translate into 27 EFTS in 2022, 39.0 EFTS in 2026, and 52.9 EFTS in 2031, accounting for multiple intakes and study loads.

This major change proposal was developed in parallel with a proposal for a new 120 point Postgraduate Diploma in Engineering Management (PGDipEM). The PGDipEM will be nested within the redeveloped MEM, and is designed as a staircase or exit qualification. The details of the proposal for the new PGDipEM are provided in a separate document. Aspects of the proposals are shared.

Justification

The redeveloped MEM is well-aligned to the UC Strategic Vision 2020-2030, incorporating the development and application of strong stakeholder engagement skills (UC as an Engaged University), a stronger focus on engagement across local, regional and global aspects of engineering (Internationalisation – Locally Engaged, Globally Networked), and a flexible curriculum designed to consider emerging needs (Education – Accessible, Flexible, Future Focused). Further details of this alignment are provided in Appendix 1.

The redeveloped MEM will be a unique offering within UC. The MEM is differentiated from taught masters in engineering, due to its blending of technical and business-focussed curriculum. Similarly, it is differentiated form business taught masters at UC due to the focus on project management and technical applications. The MBA is targeted at those with at least 5 years' work experience, wishing to enter strategic positions in different industries, whereas the MEM is targeted at those with between zero and five years' work experience. The Master of Business (MBus, formerly MBM) is targeted as a conversion degree for students from broad disciplinary backgrounds, wishing to gain business skills.

The redeveloped MEM is 180 points, comprising of six new core engineering management courses (15 points, NZQF Level 8), two existing 15 point NZQF Level 8 business taught masters (BTM) courses (MBAZ 601 - Managerial Accounting and MBAZ 605 – Business Law), one 45 point NZQF Level 9 project course and one 15 point NZQF Level 8 elective from BTM offerings. The need to change the MEM from 120 points to 180 points is based on the quantity of learning required, alumni feedback indicating a high time commitment for the MEM (more than 1200 hours), the need to retain an industry project along with core content, and a review of international MEM offerings (which indicated that a workload equivalent to 180 points is the most common delivery mode). Similar 180 point offerings exist in NZ, specifically the Master of Engineering Practice, offered by University of Waikato and Victoria University of Wellington.

The inclusion of MBAZ 601 and MBAZ 605 aims to capitalise on existing offerings, whilst also providing engineering management students with opportunities to collaborate with other disciplines. Other UC offerings were reviewed for their suitability within the core of the redeveloped MEM, including courses from the Master of Applied Data Science and MBA. However, these courses were not well-aligned with the redeveloped MEM Graduate Profile.

The redeveloped MEM will compete against existing programmes at other NZ universities. This includes the Master of Engineering Management at University of Auckland (120 points), and potentially the Master of

Engineering Practice (MEP) offered by Victoria University of Wellington (180 points) and University of Waikato (180 points). Some aspects of the redeveloped MEM are shared with these offerings, including project management, professional skill development, a choice of electives, and flexible offerings within the engineering project. The redeveloped MEM is different to these offerings, providing a stronger focus on technology management, knowledge management and sustainability.

Programme Overview

It is proposed that the term "in" be removed from the title of the MEM, to reflect internationally accepted terminology for this qualification, i.e. Master of Engineering Management, not Master of Engineering in Management (UC is the only known MEM globally to contain "in", which is a historical artefact stemming from the initial delivery of the current MEM and not conducive to competitive marketing).

MEM students will enter the degree with different technical qualifications and experiences. The MEM is designed for students with zero to five years' relevant work experience. The minimum admission requirement for the redeveloped MEM is a Bachelor of Engineering (Honours) or Bachelor of Science (Honours) from Aotearoa New Zealand with a GPA of at least 4 across 300 and 400-level coursework. The inclusion of the Honours requirement is consistent with the entry requirements of other engineering Masters programmes. Historical data indicates that those without an Honours degree have struggled with MEM coursework. As such, applicants with an NZQF Level 7 qualification (e.g. Bachelor of Science, Bachelor of Engineering Technology) will be encouraged to apply to the new PGDipEM. The minimum requirement is based off historical MEM data, which indicates that those with an incoming GPA of less than 4 struggle with the course requirements. Although the GPA requirement is less than other UC engineering masters offerings, it is not without precedent in NZ. The University of Auckland's Master of Engineering Project Management and Master of Engineering Studies have a minimum admission GPA of 4.

The inclusion of a minimum GPA is contentious with MEM alumni, who were admitted into the MEM under regulations without a clear GPA requirement. Some MEM alumni argue that the use of a GPA (from a technical degree) may not reflect applicants with the propensity or ability for engineering management. Whilst this may be true, the inclusion of a GPA sets a clear expectation of the academic expectations for the programme. Finally, applicants to the redeveloped MEM can be apply for admission through the Academic Equivalent Standing pathway, which is used to evaluate study and/or work as equivalent to the specified pathways.

The admission to the MEM retains provision for the use of written statements and/or interviews, consistent with admission to the current MEM, and MEM programmes internationally. The use of written statements and/or interviews are now clarified in the regulations. The English requirements are also retained, with an IELTS requirement 7.0 average, with no individual score below 6.5.

The new PGDipEM is nested within the MEM, and is designed as a staircase option for students who would not normally be admitted to the MEM. PGDipEM students can apply for admission to the MEM, provided they have passed and not failed any PGDipEM courses. Those admitted from the PGDipEM will have their courses credited to the MEM. Graduates of the UC PGDipEM can have their courses subsumed into the MEM.

The MEM will incorporate a mandatory orientation component, which will help form the student group (cohort), connect with alumni, set clear expectations of study, engagement and collaboration, and to provide a basis for ongoing pastoral support, including for international, Māori and Pasifika students. Family members will be invited to some orientation sessions, providing opportunities for these support

people to understand the expectations of the MEM, and the support they can provide students. The orientation activities are targeted at providing assistance into further study.

The redeveloped MEM will be delivered over a three-trimester structure, aligned to the timing of the business taught masters, specifically the Master of Business (MBus, formerly MBM) at UC. Each trimester is 12 weeks long, including a one week mid-trimester break and an examination week. Trimester timing is typically early February – mid-April (Trimester 1), mid-May – early August (Trimester 2), late August/early September – mid-November (Trimester 3). The Engineering Management Project, EMGT 680, will be offered in Trimester 3 and Summer (November start) to allow completion flexibility.

The three-Trimester structure of the redeveloped MEM allows for flexible study durations, ranging from 11 to 15 months full-time (60 or 45 points per Trimester) to 37 months (15 points per Trimester), and options for business-focussed electives. Example delivery modes for the redeveloped MEM are provided in Appendix 3. There is no overloading (more than 60 points) in any trimester.

The curriculum for the redeveloped MEM and PGDipEM reflects the technical and business knowledge needed for early-career managerial practice, and is an outcomes of the internal review and stakeholder engagement process previously described. The curriculum is consistent with different constructs of engineering management, including the Engineering Management Body of Knowledge (EMBOK). Some elements from EMBOK are excluded from the core of the MEM and PGDipEM, for example, Operations Management and Statistical Process Control. These exclusions were a judgement, based on an assessment of the typical graduate pathways of MEM graduates, discipline specificity (e.g. Operations Management is more aligned to process engineering) and the relative importance of different categories (refer Appendix 4). It should be noted that EMBOK is a guide only; it is not a requirement to have 100% coverage of elements within EMBOK, even in programmes which use EMBOK as an accreditation standard (i.e. American Society for Engineering Management). The need for these excluded curricula will be monitored.

It is proposed that a new course prefix “EMGT” be introduced for the redeveloped MEM, on the basis of a substantial and differential change from the current MEM.

The redeveloped MEM is 180 points, comprising the following courses:

- MBAZ 601 - Accounting for Managers (15 points, NZQF Level 8)
- MBAZ 605 - Business Law (15 points, NZQF Level 8)
- EMGT 601 - Engineering Management Professional Skills (15 points, NZQF Level 8)
- EMGT 602 - Engineering Knowledge Management (15 points, NZQF Level 8)
- EMGT 603 - Engineering Project Design and Management (15 points, NZQF Level 8)
- EMGT 604 - Management in Technical Organisations (15 points, NZQF Level 8)
- EMGT 605 - Sustainability Systems in Engineering (15 points, NZQF Level 8)
- EMGT 606 - Technology development, application and transfer (15 points, NZQF Level 8)
- EMGT 680 - Engineering Management Project (45 points, NZQF Level 9)
- One 15 point NZQF Level 8/9 elective from business taught masters offerings, with provision for a special topic in engineering management (NZQF Level 8)

The core engineering management knowledge is delivered in the core courses. These courses are delivered Trimester 1 and Trimester 2. MBAZ601, MBAZ 605, and EMGT 601 to EMGT 605 are prerequisites for EMGT

680, where students will complete an engineering management project. The spanning of some of the EMGT courses across trimesters is designed to address the goals of the programme by:

- embedding the cohesiveness within the student group;
- allowing for deeper reflective learning;
- allowing for the cross-over of professional skills and time to develop a high-quality industry project in EMGT 603 (to then be delivered in EMGT 680, refer to Section 11 below);
- providing greater flexibility in the integration of industry-based activities into EMGT 601.

The integration with MBAZ 601 and MBAZ 605 allows for two entry points into the redeveloped MEM at Trimester 1 and Trimester 3, without the need for double-teaching of the engineering courses. The Trimester 3 intake is designed to allow for more entry options for students. EMGT 606 adds to the core engineering management knowledge. MEM students can choose one elective from business taught masters offerings.

MEM students will complete their studies by undertaking an industry-focussed Engineering Management Project in EMGT 680. Two options exist for this project; an externally-based industry project completed by individual students (typically off-campus), or an on-campus based industry project completed with other students. To maintain the integrity and reputation of the MEM programme, the EMGT 603 - Engineering Project Design and Management course will include an intermediate selection process used to limit the allocation of individual industry projects with a high potential to perform well in the industry project. All MEM students will write an individual project proposal in EMGT 603. Students will be offered an external industry project in EMGT 680 if they: 1. Achieve at least a B+ for the project proposal and 2. Have a project application accepted by the industry partner. The project application will include the project proposal developed in EMGT 603 and may include a formal interview process. An internal industry project will be facilitated for students who do not meet the requirements of this intermediate selection process. Students undertaking the internal project may have an opportunity to collaborate with students in UC's business taught masters offerings (e.g. MBAZ 680). All MEM students will be required to submit individual assessment for EMGT 680, with the individual assessment contributing to at least 70% of the score for EMGT 680.

A prescription of the courses are provided, with mappings provided in Appendix 2 (available on request) to the MEM Graduate Profile, UC Graduate Profile, UC Kaupapa and alignment to the Engineering Management Body of Knowledge.

The current MEM does not currently have an exit qualification. The redeveloped MEM will offer the new PGDipEM as an exit qualification for students who do not meet the MEM requirements, but who meet the PGDipEM requirements.

Graduates of the MEM typically enter graduate engineering roles, and alumni have indicated a faster transition to technically-focussed management roles.

Prescriptions for courses

The redeveloped MEM comprises of 180 points of course work, including 120 points of core courses (8 x 15 points), a 45 point project, and one 15 point elective from business taught masters programmes. Provision

exists for three 15 point special topic elective courses at NZQF Level 8, which may be offered in the future. The course descriptions are outlined below. Course descriptions for MBAZ 601 and MBAZ 605 are taken from approved existing offerings.

MBAZ 601 **Accounting for Managers (15 points, NZQF Level 8)**
The generation, analysis and interpretation of financial statements as well as the use of financial information for internal and external decision-making.

MBAZ 605 **Business Law (15 points, NZQF Level 8)**
Covering business law structures and regulations this course provides students with the insight, understanding and practical skills to develop strategic direction and solve business problems while effectively adhering to legal requirements. This course covers the legal structures and rules which control and direct organisations in New Zealand. It looks at the formation and implementation of law, considering the role that Parliament and the Courts play in the derivation and enforcement of the legal system. By applying this advanced knowledge to their general business understanding the student will gain the ability to understand and manage the structures and demands of the legal system within their Professional career.

EMGT 601 **Engineering Management Professional Skills (15 points, NZQF Level 8)**
This course will further-develop professional skills required for success during and after engineering study, including personal effectiveness, collaboration, networking and communication skills. In addition, the course will focus on topical issues facing engineering managers in New Zealand. This course will be delivered in a series of workshops spanning multiple teaching periods. Through a series of workshops, this course targets best practices in self-assessment, time management, communication, stakeholder engagement and collaboration skills. In addition, this course will be a platform for the development of professional networks, through the incorporation of a mentoring and sponsorship programme, and by students participating in professional networking activities.

EMGT 602 **Engineering Knowledge Management (15 points, NZQF Level 8)**
Engineers act as knowledge brokers, bringing together people and knowledge to enable technological advancement. In order to become expert knowledge brokers, engineers need to be able to appreciate different approaches to addressing a problem, as well as critically evaluating and synthesising information. In addition, engineers are expected to be able to create, manage and interpret knowledge. This course addresses these needs by further developing independent research skills. This course will commence by introducing different research paradigms and methods, including different knowledge and cultural frames. The course will then further develop on approaches to critically evaluate information, in order to make an informed and limited judgement. The course will then focus on qualitative and quantitative research methods, including survey design and the analysis of large data samples. The course will conclude on approaches to communicate data to different audiences.

EMGT 603 **Engineering Project Design and Management (15 points, NZQF Level 8)**
Project management is a core engineering task, and is a systematic approach to planning, organising, monitoring and controlling resources to achieve goals and objectives. This course focuses on the skills needed to plan, initiate, manage delivery and review a complex technical project. This includes identifying project requirements through stakeholder engagement, scope development, resource scheduling and costing, accounting for project quality, developing project risk management plans, coordinating work, and utilising monitoring and evaluation techniques. During this course, students will work as individuals within a consulting environment to find and develop an industry project suitable for EMGT 680.

EMGT 604 **Management in Technical Organisations (15 points, NZQF Level 8)**
This course focuses on the development of enabling skills needed for managers in a technical organisation. Topics include corporate structures and processes, human resource management, strategic planning and implementation processes, monitoring and evaluation techniques, ethics, quality management, discounted cash flow techniques, financing, occupational health and safety and risk management

EMGT 605 **Sustainability Systems in Engineering (15 points, NZQF Level 8)**

Engineers have a critical role in contributing to positive economic, environmental and social outcomes. The ability to achieve positive sustainable outcomes are grounded in the ability to integrate systems and anticipatory thinking with other engineering management skills of recognising different values and perspectives and beliefs, evidence-based strategy, and collaboration. This course focuses on developing systems and anticipatory thinking, with a focus on understanding the interactions between human, cultural, environmental, economic and technical systems. The development of these skills will then be leveraged to understand the applicability and limitations of different sustainability tools and frameworks for engineering activities. The course will focus on local, regional and global sustainability challenges, and will incorporate the importance of integrating tikanga Māori in engineering activities.

EMGT 606 **Technology development, application and transfer (15 points, NZQF Level 8)**
This course is designed to provide graduates with the skills to manage the development of, or utilise new or emerging technology in a business context. Students will work in teams and individually to critically evaluate the benefits and opportunities, as well as the limitations and risks associated with different technologies. This will lead to the identification of pathways to implement and/or further develop different technologies, accounting for organisational strategy, production, marketing, market position, research and development, human resources, and intellectual property considerations.

EMGT 607 **Special Topic in Engineering Management 1 (15 points, NZQF Level 8)**
Special topic in engineering management. Provision for elective.

EMGT 608 **Special Topic in Engineering Management 2 (15 points, NZQF Level 8)**
Special topic in engineering management. Provision for elective.

EMGT 609 **Special Topic in Engineering Management 3 (15 points, NZQF Level 8)**
Special topic in engineering management. Provision for elective.

EMGT 680 **Engineering Management Project (45 points, NZQF Level 9)**
In this course, students complete a project to demonstrate mastery in engineering management. Projects may relate to optimisation, data analytics, knowledge management, project management, technology evaluation and implementation, business operations in an engineering context, or sustainability evaluations. Students will have the opportunity to complete an industry focussed engineering management project through two options. The first option is to deliver an external industry project developed in EMGT 603. Approval of this first option will be subject to criteria, which includes performance in EMGT 603. In this first option, students can choose to develop a project based on their own interests. In this first option, students can choose to develop a project based on their own interests. The second option is to complete an internal project with other students, in collaboration with an industry partner. In the second option, In the second option, you may be partnered with students from other Masters degrees, to offer a cross-disciplinary approach for the industry partner. This second option is for students who wish to complete the project with other students or for students who do not meet the criteria for an individual industry project. Students will complete their project in a workplace and/or on campus.

Proposed new regulations

2021 UC Calendar page number 453

Delete MEM regulations and replace with:

Master of Engineering Management (MEM – 180 Points)

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

1. Version

(a) These Regulations came into force on 1 January 2022
(b) This degree was first offered in 1993

2. Variations

In exceptional circumstances the Amo Pūkaha | College of Engineering Dean (Academic) may approve a personal programme of study which does not conform to these regulations.

3. The Structure of the Qualification

To qualify for the Master of Engineering Management a student must be credited with:
(a) a minimum of 180 points towards the qualification; and
(b) all courses from Schedule C to these Regulations; and
(c) At least 15 points from the electives listed in Schedule E to these Regulations. A student may select 600-level courses not on Schedule E if they are deemed necessary to support their study and approved by the Amo Pūkaha | College of Engineering Dean (Academic).

4. Admission to the Qualification

To be admitted to the Master of Engineering Management a student must have:
(a) either:
  i. qualified for the award of the Degree of Bachelor of Engineering (Honours) in Aotearoa New Zealand with a GPA of at least 4 in 300-level and higher courses; or
  ii. qualified for the award of the Degree of Bachelor of Science (Honours) in Aotearoa New Zealand with a GPA of at least 4 in 300-level and higher courses; or
  iii. completed the requirements for the Postgraduate Diploma in Engineering Management from this University, without failing any course; or
  iv. been admitted with Academic Equivalent Standing; and
(b) performed to an acceptable standard in written statements or interviews required by the MEM Director; and
(c) demonstrated a high proficiency in English
  i. A student who speaks English as a second language will need to submit evidence of English language proficiency with an overall IELTS test result (or equivalent) of 7.0 with no individual score below 6.5; and
(d) been approved as a student for the degree by the Amo Pūkaha | College of Engineering Dean (Academic).

5. Subjects

There are no majors or minors for this qualification.

6. Time Limits

The time limits for this qualification is 48 months.

7. Transfers of Credit, Substitutions and Cross-Credits

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

8. Progression

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

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

(a) There is no advancing qualification for this degree.
(b) A student who has not met the requirements for the Master of Engineering Management but who has met the requirements of the Postgraduate Diploma in Engineering Management may apply to withdraw from the degree and be awarded the Postgraduate Diploma in Engineering Management.

Schedule C: Compulsory courses for the Degree of Master of Engineering Management

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

Course Code	Course Title	Pts	2022	Location	R/C/RP/EQ
EMGT 601	Engineering Management Professional Skills	15	W	Campus	P: Subject to the approval of the Programme Director
EMGT 602	Engineering Knowledge Management	15	T1	Campus	P: Subject to the approval of the Programme Director
EMGT 603	Engineering Project Design and Management	15	W	Campus	P: Subject to the approval of the Programme Director
EMGT 604	Management in Technical Organisations	15	T2	Campus	P: Subject to the approval of the Programme Director
EMGT 605	Sustainability Systems in Engineering	15	T2	Campus	P: Subject to the approval of the Programme Director
EMGT 606	Technology development, application and transfer	15	T3	Distance learning	P: Subject to the approval of the Programme Director
EMGT 680	Engineering Management Project	45	T3	Campus	P: MBAZ 601, EMGT 601, EMGT 602 , EMGT 603, EMGT 604, EMGT 605 subject to the approval of the Programme Director
			SU2	Campus	
MBAZ 601	Managerial Accounting	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBUS 611, MBAD 601
			T3	Campus	
MBAZ 605	Business Law	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBUS 611, MBAD 601
			T3	Campus	

Schedule E: Elective courses for the Degree of Master of Engineering Management

Note: Not all courses offered in a given year.

Course Code	Course Title	Pts	2022	Location	R/C/RP/EQ
EMGT 607	Special Topic in Engineering Management 1	15	No		P: Subject to the approval of the Programme Director
EMGT 608	Special Topic in Engineering Management 2	15	No		P: Subject to the approval of the Programme Director
EMGT 609	Special Topic in Engineering Management 3	15	No		P: Subject to the approval of the Programme Director
MBAZ 602	Business Economics	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBAD 604, MBUS 614
			T3	Campus	
			X	Distance Learning	
MBAZ 603	Managerial Finance	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBUS 621, MBAD 611
			T3	Campus	
MBAZ 604	Business Research Methods	15	T2	Campus	P: Subject to the approval of the Programme Director R: MBUS 642, MBAD 679
MBAZ673	Innovation	15	T3	Campus	P: (1) 60 points from MBAZ, MBUS, MPAC, MBIS,

					MFIN, EMGT; or (2) 30 points from PROD at 600-level
MBIS 601	Management of Information Systems	15	T1	Campus	P: Subject to approval of the Head of Department
MBIS602	Systems Analysis and Process Modelling	15	T1	Campus	P: Subject to approval of the Head of Department
MBIS603	Digital Business and Technology	15	T1	Campus	P: Subject to approval of the Head of Department
MBUS 601	Marketing	15	T1	Campus	P: Subject to the approval of the Programme Director R: MBUS 623, MBAD 606
			T1	Distance Learning	
MBUS 602	Leadership	15	T2	Campus	P: Subject to the approval of the Programme Director R: MBUS 613, MBAD 615, MBAD 642
MBUS 603	Managing People and Performance	15	T2	Campus	P: Subject to the approval of the Programme Director R: MBAD 605, MBUS 625, MBUS 615
MBUS643	Supply Chain Management Fundamentals	15	T1	Campus	P: Subject to the approval of the Programme Director
			T1	Distance Learning	
MBUS650	Business Strategy	15	T3	Campus	P: Subject to the approval of the Programme Director R: MBUS 624, MBAD 631, MBAD 632
MBUS651	Business Development and Entrepreneurship	15	T2	Campus	P: Subject to the approval of the Programme Director R: MBUS 635, MBAD 654
MFIN 671	Business in New Zealand	15	T3	Campus	P: MBAZ 601. R: FIEC 675, MFIN 670 RP: MPAC 603

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Master of Engineering (ME)

Page 441, 443, and 448

academic-regulations-engineering-ME.pdf (canterbury.ac.nz)

(CUAP criterion 6.1.6)

EXECUTIVE SUMMARY

We propose a new Master of Engineering (120 – 165 points) endorsed in the Transportation Engineering programme. This research qualification complies with regulations and policies of already existing Master of Engineering programmes at UC. The qualification requires a 120-point thesis (as listed in Schedule C to the Regulations for the Degree of Master of Engineering) and zero to three taught 15-point courses selected from Schedule E to the degree regulations. The degree complements the BE(Hons) qualification, most closely aligned with Civil Engineering, and offers local, domestic and international students an opportunity for postgraduate research in Transportation Engineering at UC. It is therefore in line with the College and Department academic and strategic plans to continue to offer UC's academic and research profile in Transportation Engineering.

Justification

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

Currently the postgraduate transportation programme at the University of Canterbury provides endorsed qualifications at Postgraduate Certificate (PGCivilEng), Masters by coursework (MCivilEng), Masters by research with some coursework options (MET) and PhD level. The endorsed MET programme is a research based degree with a major research component in which the candidate must set 120 points of thesis, ENTR 690, and coursework from zero up to a maximum of 60 points.

Following the 2019 MET Programme Review, recommendations were made to rationalise the MET qualification structure so that students had a clear understanding of the programme structure and availability of courses. After further consultation, the Department of Civil and Natural Resources Engineering decided to discontinue the MET qualification as Transportation Engineering was already offered as an endorsement under the 120 point coursework based Master of Civil Engineering (MCivilEng), and that a Transportation Engineering endorsement 120 point Transportation Engineering thesis (ENTR690) would be offered under the Master of Engineering (ME) qualification.

The ME degree offers a similar research-oriented degree to that of the MET programme. Therefore the proposed discontinuation of the MET and instead offering the same qualification under the ME structure will simplify the existing structure. Adding a Transportation endorsement to the existing ME if the research

subject of the dissertation is in the transportations area will compensate for the closure of the MET. There are currently 4 students enrolled in the MET, with 3 finishing at the end of 2020 or early in 2021. The remaining student is currently completing coursework and can transfer to the Master of Civil Engineering (MCE) or the ME.

There will be no impact of the discontinuation of the current MET degree as the same qualification will be offered under the current ME with a Transportation endorsement if the research subject of the dissertation is in the Transportation area.

The Transportation Engineering courses are already included under Schedule E: Elective Courses for the Degree of Master of Engineering (Endorsed) on page 448 of the UC Calendar. To keep titles consistent throughout the MCivilEng and ME qualifications an amendment is required on page 448 of the UC Calendar from “Transport Engineering” to “Transportation Engineering”.

Furthermore, the proposal also reflects the Rautaki Whakawhanake Kaupapa Māori – Strategy for Māori Development. Since the proposed qualification is a research-based degree, it offers opportunities to further develop and maintain UC’s strategic relationships with Māori communities, and therefore addresses Ngā Hononga – Strategic relationships and Mahi Rangahau – Research of the Rautaki Whakawhanake Kaupapa Māori. Also, the qualification helps attract and retain Māori students with an interest in advanced studies in Transportation Engineering (Ākonga Poipoiā in the Rautaki Whakawhanake Kaupapa Māori).

The ME is an endorsed research degree completed by a thesis. Similar to already existing ME programmes in the College of Engineering at UC, the ME endorsed in Transportation Engineering aims to provide a research-focused learning environment in which students can develop their independent problem solving skills through supervised research. Similar postgraduate degrees in Transportation Engineering are already offered at other universities in New Zealand and around the world. Therefore, offering this degree at UC will help us keep and attract students that would otherwise leave after graduating with a BE(Hons) degree. Furthermore, the qualification allows us to attract other domestic and international students. Below is a brief overview of similar programmes at other New Zealand universities:

Auckland University of Technology: No ME in Transportation Engineering, but offers ME in non-related Engineering subjects.
Lincoln University: No ME in Transportation Engineering, or related subjects.
Massey University: No ME in Transportation Engineering, but offers ME in non-related Engineering subjects.
University of Auckland: No ME in Transportation Engineering, offers ME in Civil Engineering (120 points thesis) or Master of Engineering Studies (Transportation Engineering), 180 point coursework Masters.
University of Otago: No ME in Transportation Engineering or related subjects
University of Waikato: No ME in Transportation Engineering, but offers ME in non-related Engineering subjects.
Victoria University of Wellington: No ME in Transportation Engineering, but offers ME in non-related Engineering subjects.

Programme Overview

The programme is open to students with a BE(Hons) or BSc(Hons) in a related field, or a Postgraduate Diploma or Postgraduate Certificate in Engineering in a relevant subject, or another appropriate degree from within or outside New Zealand, and who meet the general prerequisites for master courses at the

University of Canterbury. Admission to enrol is also subject to approval by the College of Engineering Dean (Academic). The programme consists of 120 points of thesis research (ENTR690 according to Schedule C to the Regulations for the Degree of Master of Engineering) and zero to three taught 15-point courses (from Schedule E to the Regulations for the Degree of Master of Engineering). In line with the current regulations for ME programmes at UC, in consultation with a candidate's intended thesis supervisory team, a candidate should select appropriate courses from Schedule E that will best support their research. In some cases it may not be necessary for a candidate to undertake 45 points in coursework. Prerequisite for taught courses can be waived if approved by the thesis supervisor and course coordinator. Study for the degree will normally be full-time, but the Dean may approve part-time enrolment: The time limit for this qualification is 36 months for full time enrolled students. The degree may be awarded with merit or distinction.

Prescriptions for courses

An existing course, from the Master of Engineering in Transportation (MET) qualification, will be introduced with this qualification, which is ENTR690 (Transportation ME thesis), a 120 points thesis (included in Schedule C of the degree regulations). No other courses are prescribed.

Proposed new regulations

2021 UC Calendar pages 441, 443, and 448

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5. Subjects

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

(a) Bioengineering

(b) Chemical and Process Engineering

(c) Civil Engineering

(d) Construction Management

(e) Earthquake Engineering

(f) Electrical and Electronic Engineering

(g) Mechanical Engineering

(h) Software Engineering.

(i) Transportation Engineering.

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Schedule C: Compulsory Courses for the Degree of Master of Engineering (Endorsed)

Transportation Engineering

Course Code	Course Title	Pts	2021	Location	P/C/R/RP/EQ
ENTR 690	Transportation ME Thesis	120	A	Campus	P: Subject to approval of the Head of Department

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~~*Transport Engineering*~~*Transportation Engineering*

Course Code	Course Title	Pts	2021	Location	P/C/R/RP/EQ

ENTR 602	Accident Reduction and Prevention	15	S1	Campus	P: Subject to approval of the Programme Director
ENTR 603	Advanced Pavement Design	15	NO		P: Subject to approval of the Programme Director.
ENTR 604	Road Asset Management	15	NO		P: Subject to approval of the Programme Director.
ENTR 611	Planning and Managing for Transport	15	NO		P: Subject to approval of the Programme Director.
ENTR 612	Transport Policy and System Management	15	NO		P: Subject to approval of the Programme Director R: ENTR 601
ENTR 613	Highway Geometric Design	15	NO		P: Subject to approval of the Programme Director
ENTR 614	Planning and Design of Sustainable Transport	15	S2	Campus	P: Subject to approval of the Programme Director
ENTR 615	Advanced traffic flow theory and simulation	15	S2	Campus	P: ENCN 412: traffic engineering or equivalent
ENTR 616	Transport Planning and Modelling	15	S1	Campus	P: Subject to approval of the Programme Director R: ENTR 605
ENTR 617	Traffic Network Modelling and Optimization	15	NO		P: ENCN 412: traffic engineering or equivalent
ENTR 618	Transport and Freight Logistics	15	NO		P: Subject to approval of the Programme Director.
ENTR 619	Special Topic: Quantitative Techniques for Transport Engineering and Planning	15	NO		P: Subject to approval of the Programme Director

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to CUAP-Discontinuations only

(CUAP criterion 6.2.5)

Department or School	Department of Civil and Natural Resources Engineering		
College	College of Engineering		
Contact person	Mark Davidson	**Phone number**	95879

1. Name of Qualification(s)

Postgraduate Certificate in Engineering; PGCertEng

2. CUAP Unique Identifier UC/21 MEngSt, PGCertEng

3. Rationale

The Postgraduate Certificate in Engineering has a number of endorsements, some of which are being deleted. When the Master of Civil Engineering/Postgraduate Certificate in Civil Engineering was proposed, it was always intended that these endorsements would be removed from the PGCertEng completed under the Master of Civil Engineering qualification.

4. Impact on Tertiary Sector

No impact, as students will be able to complete endorsements under the Postgraduate Certificate of Civil Engineering qualification.

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

The endorsements are available under another qualification at UC (see comment above).

6. Calendar changes

5. Subjects

Remove the following subjects from the Postgraduate Certificate of Engineering (these were already removed from the 2021 Calendar)

Civil Engineering

Construction Management

Earthquake Engineering

Transportation Engineering