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 JULY 2021

Agenda

Date **Wednesday 28 July 2021**
Time 4.00pm
Venue Council Chamber, Matariki

9. PUBLIC EXCLUDED MEETING

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

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0	Minutes of the meeting held on 30 June 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** 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.	7(f)(i)
7.0 7.1	**From the Vice-Chancellor** The Vice-Chancellor's report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.0	**Health Safety and Wellbeing Report**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.0 9.1	**Finance, Planning and Resources Matters** Draft minutes of the FPRC meeting of 19 July 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	Budget Reset	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.3.1	UCTF Quarterly Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
9.3.2	UCTF/UCF Amalgamation Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.4	LCES Ilam Boiler and Group 4 Buildings GSHP Business Case	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
10.0 10.1	**General Business** Q2 Strategy Implementation Update (including Statement of Service Performance)	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 25 August 2021 at 4.00pm

UC COUNCIL
Register of Interests
July 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
	2021	CMUA Project Delivery Ltd	Director
	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	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	Health One (2021) Limited Partnership	Director
	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
	2018	Murdoch Manufacturing Ltd	Director
	2017	New Zealand Health Innovation Hub	Director, Chair
	2017	Nutrient Rescue Limited	Director, Shareholder, Chair
	2020	Paenga Kupenga Limited	Director
	2021	Posbiz Limited	Shareholder and 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
	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
	2021	University of Canterbury	Guest lecturer/tutor in School of Law
	2020	Whanganui Iwi	Member
Kim FOWLER	2021	University of Canterbury	Student
	2021	UCSA	President
Jack HEINEMANN	2021	Tertiary Education Union	Member
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	CEC Charitable Trust	Trustee and Treasurer
	2019	Conductive Education Canterbury	Treasurer
	2019	Hamilton City Council	Chair, Audit Risk Committees
	2019	Horne Wildbore Family Trust	Trustee and Discretionary Beneficiary
	2019	New Zealand Lotteries Commission	Chair Audit Risk Committee, Commissioner
	2019	Quayside Holdings Ltd	Director, Chair Audit Risk Committee
	2019	Quayside Properties Ltd	Director

	2019	Quayside Securities Ltd	Director
	2019	ScreenSouth Ltd	Chair
	2021	Son	Student at UC
	2019	Spey Downs Ltd	Shareholder
	2020	Television New Zealand Ltd	Director, Chair Audit Risk Committee
	2019	Timaru District Council	Member, Audit and Risk Committee
Warren POH	2020	Christchurch Netball Centre	Board Member
	2017	E&S Hop Holdings Limited	Director
	2021	FAN Advisory Board	Member/Independent advisor
	2018	GHD Limited	Employee
	2018	GHD Limited	Shareholder
	2017	M&W Nominees Limited	Director and Shareholder
	2021	Netsal Sports Centre Limited	Director
	2020	NOSSLO Group Limited	Director
	2017	Ofwarren Limited	Director and Shareholder
	2018	Olsson Fire and Risk New Zealand Ltd	Director and Shareholder
	2020	University of Canterbury	Husband of enrolled student
Cheryl de la REY (Vice-Chancellor)	2021	Academic Quality Assurance Board	Board Member
	2020	Assoc of Commonwealth Universities: Academic Quality Agency	Council Member
	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

Minutes

Date	**Wednesday 30 June 2021**
Time	4.07 pm
Venue	Council Chamber, Level 6 Matariki
Present	Ms Sue McCormack (Chancellor), Mr Steve Wakefield (Pro-Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Ms Rachael Evans, Ms Kim Fowler, Professor Jack Heinemann, Ms Keiran Horne, Mr Warren Poh, Ms Gillian Simpson, Mr Shayne Te Aika.
Apologies	None
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 Paul O'Flaherty, Executive Director, People, Culture and Campus Mr Richmond Tait, Director Finance Mrs Raewyn Crowther, University Council Coordinator

REGISTER OF INTEREST

The Chancellor requested that the Registrar be advised of any changes to the interests register.

CONFLICTS OF INTEREST

There were no conflicts of interest arising.

MINUTES

The minutes of the meeting held on 26 May 2021 were approved and signed as a correct record.

MATTERS ARISING

There were no matters arising.

FROM THE CHANCELLOR

Chancellor's Meetings

The list of Chancellor's meetings was noted.

Moved

<u>That</u>: Council note the report on the Chancellor's meetings.

Carried

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

<u>That</u>: Council approve the degrees awarded in absentia for the public record.

Carried

FROM THE VICE-CHANCELLOR

Monthly Report

The Vice-Chancellor noted that the report included highlights from the first semester, including QS rankings. As well as providing a regular update the report would focus each month on a particular part of the University. There were no questions from Council.

Moved

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

Carried

FROM THE ACADEMIC BOARD

Professor Neil Boister, (Law) and Professor Paul Ballantine (Business) were present for the discussion.

Professor Matthew Turnbull presented the report from the Academic Board which included a proposal to introduce a new minor in Aerospace Engineering.

The Board had also discussed the changes that would be required to academic regulations to enable to dissolution of the College of Business and Law and the establishment of the Faculty of Law and School of Business.

The Vice-Chancellor advised that the change proposal for the College had been concluded and had followed due process. The changes would now be implemented.

In discussion it was noted that:

- The School of Business fitted with international nomenclature.
- Traditionally there had always been a Faculty of Law, and this was the model in Commonwealth countries.
- The Council for Legal Education required that law be taught within a Faculty.
- The 2015 creation of the College of Business and Law confirmed the Faculty of Law within that College. This change would be less confusing for students.

Moved

<u>That:</u>

i. Council approves the proposal for a minor in Aerospace Engineering for the BE(Hons) in

Mechanical Engineering and subsequent submission to CUAP for their approval,

ii. Council notes the report of the Academic Board.

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 26 May 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	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	**General Business**		
7.1	Health Safety and Wellbeing Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.2	Sustainability Annual Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.3	Organisational Values	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.4	Equity Review	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.5	Investment Plan 2022-2024	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
7.6	Governance arrangements (2022 Meeting schedule and committee review)	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.0	**Finance, Planning and Resources Matters**		
8.1	Monthly Financial Report to 31 May 2021	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.2	Financial Forecast Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.3	International Fees 2022	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
8.4	Minor Asset Valuation Realignment	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

9.0 9.1	**From the Vice-Chancellor** The Vice-Chancellor's report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
10.0	**Other 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 the public meeting at 6.30pm and confirmed for the public record:

- Health and Safety Report
- Sustainability Annual Report
- Organisational Values

GENERAL BUSINESS

There were no items of general business.

The meeting ended at 6.30pm.

NEXT MEETING

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

SIGNED AS A CORRECT RECORD: _____

DATE: _____

COVER SHEET

To:	**Ki:**	University Council
From:	**Nā:**	Adela Kardos, University Council Secretary
Date:	**Rā:**	21 July 2021
Subject:	**Kaupapa:**	**2022 COUNCIL MEETING SCHEDULE**

Recommendation:

That: Council approve the proposed meeting schedule for 2022, with Council meetings moving to the first Wednesday in the month from 11.00am to 5.00pm, each meeting to be preceded by a briefing session from 8.30am or 9.00am to 10.30am.

That: Council delegate authority to the Vice-Chancellor to approve the University's proposals to CUAP on receipt of endorsement from the Academic Board.

Purpose: To confirm the Council meeting schedule for 2022.

1. The Council meeting on 30 June 2021 was unable to approve the meeting schedule for 2022 due to a clash existing for one Council member.

2. That clash has now been resolved and the proposed meeting schedule is attached for approval.

3. Following the Propero Review of Council, conducted earlier in 2021, Council conducted a workshop to consider the recommendations of the review. There was agreement at that workshop to vary a number of current governance arrangements in terms of meeting dates and times.

4. Management feedback was sought on the proposed meeting dates. The feedback was considered when determining the meeting schedule. Further discussion on Council governance matters occurred at the Strategy Day on 16 June. In light of management feedback and the discussions at the Strategy Day further changes are proposed to the Council meeting schedule for 2022.

5. Confirmation is now sought from Council for the following changes in governance arrangements:

    i. **Move Council meetings from the traditional last week of the month to the first week in the following month**. The move would ease pressure for Council members whose other board responsibilities often fell in the last week of the month and would provide an extra week for staff to prepare their papers for Council. The move would mean that the financial reports presented to Council would be 5 weeks old (rather than the current four weeks, eg Council would receive the 30 March report on 4 May instead of 27 April). To mitigate this delay Keith Longden (Executive Director, Planning IT and Finance), will provide a verbal update to Council based on the draft financials prepared the day or so before the Council meeting.

    ii. **Hold the meetings during working hours**, 11am – 5pm, rather than the current 4-6pm slot. This would enable Council members and staff to attend the meetings during business hours. The longer meeting time reflects the desire for Council to deal with matters directly from management rather than through Council Committees (see section 2 below), which reduced the duplication of papers and discussions currently experienced.

    iii. **Hold a 1½-2 hour briefing session prior to all Council meetings**. Briefing sessions from 8.30am or 9.00am to 10.30am would replace the current one-hour workshop slot and provide

Council with the context for later decision-making, technical background and deep dives on requested issues. It would also allow for more time for questions and answers.

iv. **Hold only one ARC meeting in February to consider the draft Annual Report**, with the final report going to the March ARC meeting ahead of approval by Council in the first week of April. This would mean that the Annual Report is finalized a month later than historically, though still within the required reporting timelines. The alternative is to have two ARC meetings in February (7 February and 21 February) with Council approval in the first week of March.

v. **Delegate decision-making for CUAP proposals**
UC's proposals with respect to programme approval and accreditation to the Committee on University Academic Programmes (CUAP) is required to be lodged by 1 May (for round 1) and 1 August (for round 2) each year. Academic Board meets early in the month prior to these dates to consider the proposals and confirm its endorsement, Historically the proposals to CUAP have been presented to Council for approval prior to submission. By moving Council meetings forward one week there will be insufficient time for the proposals to be prepared in the Colleges, endorsed by the Academic Board and then approved by Council and still meet the 1 May and 1 August submission deadlines with CUAP. Pursuant to section 285(1) of the Education and Training Act 2020, Council is asked to delegate authority for the proposals to be approved for submission. Delegation could be provided to either:
(a) The Vice-Chancellor
(b) The Academic Board, or
(c) The Council's Executive Committee.
The recommendation is that approval is delegated to the Vice-Chancellor. Following submission to CUAP the proposals would be reported to Council by the Vice-Chancellor.

vi. **Hold a Council strategy day in June**.

6. This proposed meeting schedule differs from the earlier one considered by Council in three respects:
   - 21 March ARC to consider the final draft of Annual Report ahead of it being agreed by Council at its 6 April meeting.
   - June Council meeting is needed due to the subsequent decision by Council to disestablish the FPRC (see section 2 below).
   - 1 Dec Council meeting is scheduled to be held only if required to make any decisions arising from the November management meeting cycle (if budget discussions consume the November meeting).

Attachments: Appendix 1: Proposed Meeting Schedule 2022

APPENDIX 1

Meeting Schedule – 2022

Statutory Dates		
6 February – Waitangi Day 7 February – University Closed	15 April - 18 April – Easter 19 April – University closed	25 April – ANZAC Day 26 April – University closed
6 June – Queen's Birthday	24 June - Matariki	24 October – Labour Day
11 November – Show Day	23 December 2022 to 3 January 2023 (inclusive) - University closed	

Graduation Ceremonies		
Tuesday 12 April	10.00am	TBC
Tuesday 12 April	2.00pm	TBC
Wednesday 13 April	10.00am	Celebration for Maori Graduates
Thursday 14 April	10.00am	TBC
Wednesday 14 December	10.00am	TBC
Wednesday 14 December	2.00pm	TBC
Friday 16 December	10.00am	TBC
Friday 16 December	2.00pm	TBC

Council Meetings

- Normally **first Wednesday** of the month, 11.00am – 5.00pm, Council Chamber, Level 6, Matariki; Briefing 8.30am – 10.30am (unless otherwise specified)
- **Papers required by** 5.00pm the Wednesday prior to meeting
- **Agendas distributed** the Thursday prior to meeting

	2 February	2 March
6 April	4 May	1 June
6 July	3 August	7 September
5 October	3 November	1 December (if required)

Audit and Risk Committee Meetings

- Normally **3rd Monday** of the month, 3.00pm (unless otherwise indicated), Council Chamber, Level 6, Matariki
- **Papers required by** 5.00pm the Tuesday prior to the meeting
- **Agendas distributed** the Wednesday prior to the meeting

	21 February	21 March	16 May	15 August	17October

Strategy Meeting
Wednesday 15 June, 9.00 – 5.00

June 2021

Memorandum

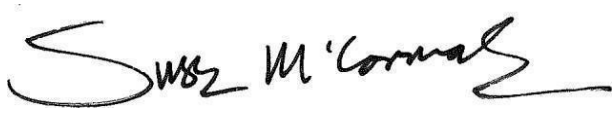
Chancellor's Office
Email: chancellor@canterbury.ac.nz

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

To:	Council Members
From:	Sue McCormack, Chancellor
Date:	21 July 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
- Regular meetings with the Vice-Chancellor
- Attended Canterbury Museum Board meetings
- Attended a UC Foundation Board of Trustees meeting



Sue McCormack
Chancellor

Vice Chancellor's Report to Council

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

July 2021

Introduction

The first weeks of July brought a period of relative quiet on campus as the students took a well-deserved break and many staff took leave.

Engagement

The mid-semester break created an opportunity to welcome young people to our campus to learn about UC and to inspire them to study here in the future. Te Mātāpuna Mātātahi | Children's University hosted many activities across UC involving academic departments and the Library. For the older school student, Te Aukaha Tau 12 took place earlier in the month. This was a chance for taiohi (young) Māori to explore their pathways to university and see what UC has to offer. A total of 123 taiohi Māori and kaiako attended, mainly from Canterbury schools but one student came from Mana College in Porirua.

In addition to specific programmes, many campus tours were held throughout July. Numbers registering for the 9 September Open Day continue to climb, currently numbers tracking ahead of 2019 when we last held a physical open day. We hosted 121 teachers in the Computer Science and Software Engineering department, and they left with a very positive view of UC, particularly in terms with our Māori whānau and our innovations.

The Knowledge Commons team authored a report that explores the efficacy of the Ministry of Education's Learning Hubs to support multi-cultural engagement in the New Zealand education system. This report will be formally presented to the Associate Minister for Education, the Hon Jan Tinetti, this month.

Through our membership of the Marketing Association, UC hosted an "Off the Clock" networking event for the local marketing community. Presenters shared the development of the concept, execution and results of the **Believe U Can** campaign.

In June we held our first UC Connect lecture of the year. "Radical languages" –, where the panel discussion challenged monolingualism. Overall, this event went well and received positive feedback in the Facebook livestream interactions. We had 261 attendees register and 98 attend the event, while 21 viewed the livestream.

The Ōtākaro Kāhui Ako Conference was held at Shirley Boys' High School in June. It had good attendance with 400 teachers from 12 schools and early childhood centres based in Christchurch's eastern suburbs. It featured a day full of workshops, which included 10 presented by academic staff from the College of Education, Health and Human Development.

UC hosted the Te Hunga Rōia Māori o Aotearoa (Māori Law Society) Hui- Ā- Tau Conference. Te Hunga Rōia Māori o Aotearoa was established to bring together Māori who were or are in the legal profession in order to: provide mutual support; identify and respond to the legal needs of Te Ao Māori; educate members on tikanga Māori and Te Ture Pākehā; and conduct legal research. For the first time, Ōtautahi Canterbury, Ōtepoti Otago and Murihiku Southland Māori lawyers and Māori law students combined their groups to become Te Waipounamu for the "Matature" kapahaka performance, which had a strong Ngāi Tahu flavour.

UC together with Education NZ, the University of Auckland and other societies, organised and hosted the 2021 Symposium of NZCA-GREEN, an engineering-focused conference specifically addressing sustainability issues.

The two recently appointed Kaiārahi Rangahau Māori positions within Research and Innovation (R&I) are beginning to make an impact, including by developing partnership opportunities with research proposals and bids and linking researchers with Ngāi Tahu Research Centre, Ngāi Tūāhuriri and Ngāi Tahu where appropriate.

The College of Education, Health and Human Development hosted the national Bullying Prevention conference. Among the national and international speakers, were UC's Dr Cara Swit. Professor Bevan Catley (Massey University), Donna Provost (Director, Office of the Children's Commissioner), Dr Mike Webster (Auckland University), Andy Hearn (Ara), and Dr Sheila Dennis and Professor James Brown (both from Indiana University).

Professor Conan Fee, Head of School of Product Design, gave a keynote address "Creative Engineering with a Product Focus" to teachers at the New Zealand Association of Intermediate and Middle Schools conference (NZAIMS "Beyond Buzzy Bees and Number 8 Wire"), held in Christchurch. Several groups of technology and design teachers visited the School over two days to get an experience of hands-on practical design activities.

The Social Work Department offered a Courageous Conversations professional workshop to educators who are registered social workers providing professional supervision for students. This workshop was aimed at learning to address sensitive issues in a constructive way. It drew 31 participants from 16 different agencies.

Students from the new Professional and Community Engagement course 225 "Workplace Skills and Corporate Social Responsibility" were given the opportunity in Semester 1 to work in small teams assisting Hawkins Construction by creating a project proposal intended to have a positive societal impact in the context of Hawkin's re-build of a local primary school in east Christchurch. Guest speakers who shared their stories of corporate social responsibility and their relevant expertise with the class came from a wide range of organisations including: Sharesies, Brown Bread, Hawkins, FUSH, The Female Career and more. A broad range of lecturers from, the School of Aotahi, Sociology, Media & Communications and Business contributed to this course.

Professional staff from UC Careers and the People and Culture team also led the students in some work-preparedness exercises which the students really appreciated. As an event where people work together from across the University and the city, this course exemplified a kotahitanga effort focused on preparing students for the workforce in a rapidly changing world.

UC Entrepreneurship's next Disrupt Challenge, *The Future of Health Challenge* with Te Papa Hauora has been secured. It will take place later this month with the aim of securing 40-50 participating teams.

Education – Accessible, Flexible, Future Focused

Academic development is an essential component of accessible, flexible, future-focused education. Implementing it involves a partnership across academics, students, and specialist support teams like Future Learning and Development. For instance, the LEARN | AKO Redesign Steering Group (a group of academics and instructional designers) has been established to guide the decision-making process for the redesign of the learning management system to ensure a contemporary, consistent, and high quality learning experience for learners. The Future Learning and Development team are also working closely with the Evaluation and Student Insights team to enhance the quality of student engagement data currently generated from LEARN.

Academics across UC have engaged in professional development for the benefit of improving education for our students. Eleven Distributed Leadership in Teaching Development Programme (DLTP) scholars have now been selected (six, from 2020 and five from 2021) to lead across 10 different teaching and learning projects aligned with the 2020-2030 UC Strategy. Associate Professors Cheryl Brown, School of Educational Studies and Leadership, and Sara Tolbert, School of Teacher Education, presented their work as Distributed Leadership of Teaching Scholars at the first Ako Anamata: Ed Talk. Their topic was "Principles and Praxis for Pedagogies of Care in a Post-digital University. That was followed by a presentation from Dr Rosie Cameron, who is working on adaptive technologies for teaching.

Nationally, Ako Aotearoa has published the final report in national, longitudinal (six year) study of law students led by Professors Lynne Taylor, and Ursula Cheer and Dr Valerie Sotardi:

https://ako.ac.nz/knowledge-centre/developing-a-law-student-profile-a-longitudinal-study/the-making-of-lawyers-expectations-and-experiences-of-sixth-year-aotearoanew-zealand-law-students-and-recent-law-graduates/

Data from the longitudinal study have informed initiatives to improve the teaching and learning of law students at UC and other Aotearoa New Zealand law schools. Initiatives at UC include a peer mentoring programme for first year students, and a cohorting scheme for students in their second and third years of study.

Analytics for Course Engagement (ACE), a predictive and proactive approach to student success, is a finalist in the 2021 Council of Australasian University Directors of Information Technology (CAUDIT) Award for the Improving Student Success category. The awards ceremony will be later in July.

As part of Kia Angitu | Student Success Programme initiatives, Peer Assisted Learning Sessions (PALS) have had a successful first roll-out in Semester 1. Early evaluative findings from the Semester 1 pilot session point to the benefits for students who participate. Almost all students who attended PALS sessions noted that it had helped them understand course material. In addition, PALS attendees report their self-efficacy increased by 14% between the beginning and the end of semester, compared with limited to no change for the non-PALS students. This result is a strong endorsement of the benefit of providing additional supports for students who indicate needing assistance early. PALS is

set to be rolled out to STAT101 for Semester 2. UC has plans for refining and expanding the programme in 2022.

Enhancements that support our graduate profile have also been evident. Recently the ENCH390 class joined Joseph Hullen from Ngāi Tūāhuriri/Ngāti Hinematua for a two-hour field trip in the central city to discover how Māori identity and historical narratives are being woven into the new Ōtautahi Christchurch streetscape. Joseph belongs to the Matapopore Charitable Trust, the mana whenua voice responsible for realising Ngāi Tūāhuriri/Ngāi Tahu values, aspirations and narratives within the city's post-quake recovery. Following the field trip, students were asked to reflect on how including these narratives impact mana whenua and Pākehā communities. The field trip was the first of three planned activities for this year's CAPE Biculturalism Workshop.

Canterbury University Press has signed a contract to publish *Ngā Hau e Whā o Tāwhirimātea: Culturally responsive teaching and learning for the tertiary sector.* The book will be freely available as an open access title, supported by funding from Ngā Pae o te Māramatanga | New Zealand's Māori Centre of Research Excellence. The lead authors are Professor Angus Hikairo Macfarlane, Adjunct Associate Professor Sonja Macfarlane, Dr Matiu Tai Rātima, Jennifer Smith and Te Hurinui Karaka-Clarke.

Research – Impact on a Changing World

Professor Alessandro Palermo, Dr Gabriele Chiaro and Ernesto Hernandez from the School of Engineering were awarded a prestigious award from the International Association of Bridge and Structural Engineering (IABSE) for a paper they wrote on "Eco-rubber Seismic-Isolation Foundation Systems: A sustainable solution for the New Zealand context".

UC recently had two winners in the Engineering NZ ENVI Awards. The purpose of the ENVI Awards is to celebrate amazing engineers and engineering feats. The Student Engineer of the Year was awarded to Francis Pooke for his Novel Design of Tracheostomy. Francis is a Mechanical Engineering student who navigated medical device design challenges with exceptional ease to develop an elegant solution and potentially life-saving device. The Engineering Education Award was won by Adjunct Professor Susan Krumdieck, also in the Department of Mechanical Engineering. Her work on transition engineering has been recognised for being required for effective action on climate change and for building a sustainable future**.**

Academic commentary on key issues continues to be a focus. Professor Sally Gaw featured on TVNZ's *Sunday* programme, where she discussed lead exposure and how, after decades of phasing it out in paint and petrol, lead remains in the environment and is still a public health issue. In regard to the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) and Intergovernmental Panel on Climate Change (IPCC) report on biodiversity and climate change, Senior Lecturer Jonathan Tonkin stated that biodiversity loss and climate change are intricately linked, while Professor Ben Kennedy commented that satellites in the future will target volcano monitoring to assist with predicting volcanic eruptions. Dr Michele Bannister spoke to the BBC alongside world-leading astronomers about the Oort Cloud, a strange, frigid phenomenon found in the coldest, darkest reaches of our solar system that contains material from other stars.

Associate Professor Dean Sutherland, Mel Tainui, and Sarah Wiki-Bennett presented to the College of Education Health and Human Development **staff and students on** Ethics and Māori Consultation. Obtaining ethics approval is an important step in conducting robust research. This symposium is

aimed at providing staff and students with an overview of the role of research ethics, UC-specific aspects of gaining ethics approval, considering when Māori consultation is needed, and the co-design and early planning of research projects when engaging with Māori.

Clare Wilkinson, a research assistant and Earth surface scientist at UC, presented at the Māori research seminar and has recently successfully defended her PhD. Originally from the east coast of the United States, Clare received her BSc Honours in Geology from Washington and Lee University. Inspired by the rivers and people of Aotearoa New Zealand, her research aims to weave geomorphology and mātauranga Māori to better understand landscape change through time. Her work with Professor Angus Macfarlane, Dr Daniel Hikuroa and Dr Matthew Hughes is focused on strengthening bicultural research potentials in Earth science.

Over the last six months, a range of science students has presented their research through a podcast series focusing on postgraduate research. Master's student Catherine Sivertsen completed the 12-episode series by discussing her research on improving language development in children, including the beliefs and practices of language development among New Zealand kindergarten teachers.

Dr Toni Collins has worked with the Earthquake Commission and Resilient Organisations to help businesses better protect their staff and customers in future earthquakes:

https://www.eqc.govt.nz/news/new-research-to-help-businesses-increase-seismic-safety

Researchers Associate Professor Cathy Andrew and Dr Isabel Jamieson, School of Health Sciences, and Jacinda King, Nursing Manager at Canterbury District Health Board, conducted in-depth interviews with 14 Managed Isolation and Quarantine (MIQ) nurses during the summer of 2020–2021. As experienced nurses and nursing education leaders themselves, the researchers wanted to capture the contribution and nature of the nursing role during the pandemic and the impact on nurses professionally and personally. Their research expresses the MIQ nurses' commitment to keeping New Zealand safe from COVID-19, including by exceeding safety standards, coping with daily risk and adapting to sudden changes in their workplace. However, the nurses in this UC study still felt ostracised by the wider community, other health professionals and sometimes their own families, heralding the need for our thanks and not our fear.

Dr Sibi Walter, School of Health Sciences, drew attention for his comments on the world Test cricket final between New Zealand and India. Whether or not overuse injuries at the elite sports level influenced the result of that particular match, they are in any case preventable with the right approach https://bit.ly/3gZbYYi. UC's Bachelor of Sports Coaching programme features a focus on performance and injury prevention to prepare graduates to contribute to the performance of New Zealand athletes on the international stage, with the expertise to add benefit at elite through to community-level sports.

Associate Professor Laurie McLay, Professor Neville Blampied and Associate Professor Karyn France, School of Health Sciences, found one in four children on the autism spectrum in Aotearoa New Zealand is given melatonin to help them sleep. The research team is also exploring more efficient and accessible models of sleep treatment, as well as the collateral benefits of sleep treatment for children with rare genetic developmental disabilities. Associate Professor McLay leads the UC Good Nights Programme, an innovative research programme and cost-free nationwide clinical service

focused on the treatment of sleep difficulties in children with autism: Sleep treatment used by 1 in 4 children with autism.

In a service role, as Chair of Sport and Exercise Science New Zealand (SESNZ), Professor Nick Draper, School of Health Sciences, was elected by the Board of SESNZ to be the New Zealand representative on the newly formed International Confederation of Sport and Exercise Science Practice (ICSESP). ICSESP has been formed to advance sport and exercise science practice worldwide. The founding countries and lead organisations include Australia (ESSA), USA (ACSM), UK (BASES), Canada (CSEP) and New Zealand (SESNZ). A key piece of the work is to advance practice and the availability of services in the field of (accredited) exercise physiology. Sport and Exercise Science New Zealand has been a leader in this work, having hosted the leaders (president, chair or CEO) of ACSM, BASES and ESSA at the 2019 SESNZ Conference for initial discussions.

In the first half of 2021, the Postgraduate Research Office (PGRO) developed a dedicated UC Doctoral Orientation programme, which was held for the first time in April. The Doctoral Orientation day was developed in response to Postgraduate Experience Questionnaire feedback, in which students indicated that 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. Following the first running of the programme, and based on feedback from attendees, the PGRO has made some changes to the second orientation event, which is scheduled for mid-July.

Overall, new doctoral enrolments are up in 2021. There had been a 36% increase in new doctoral enrolments compared with the same time in 2020. The Aho Hīnātore | Accelerator programme, aimed at transitioning UC's best and brightest students into doctoral studies, is one initiative that appears to have assisted in the growth in numbers, alongside growth in externally funded PhD projects. The success of the Aho Hīnātore | Accelerator programme in its inaugural year has led to a planned expansion for 2022 – with a recent call for projects and a commitment from UC to fund a minimum of 40 Aho Hīnātore | Accelerator PhD scholarships next year.

Border restrictions continue to have a considerable impact on the doctoral student community and on staff. Approximately 45 students have commenced their PhD studies from overseas while waiting to enter New Zealand. Significant staff resourcing has been directed to the development and pastoral care of this student group; some students have now been conducting PhD studies overseas for over 12 months, and with recent border updates will remain there for the foreseeable future. Five of these students, funded via New Zealand Government contracts, have recently been approved to apply for a student visa under the "other critical worker" exemption process. A further nine applications are in progress. The PGRO has taken the approach of dedicating staff members as single points of contact for students in the overseas cohort, and in applications for border exemption, which has been welcomed by students and staff alike.

Gateway Antarctica's Adjunct Associate Professor Bob Frame is the lead author of "Antarctica's Gateways and Gatekeepers: Polar scenarios in a polarising Anthropocene", published in the transdisciplinary journal *The Anthropocene Review*. The paper highlights the need for future-making at the interface between science and policy.

Lecturer David Pomeroy, School of Teacher Education, and Dr Jeffery Quaye had an article published in June in the international journal *Educational Studies in Mathematics*. It is titled "Social Class

Inequalities in Attitudes towards Mathematics and Achievement in Mathematics Cross Generations: A quantitative Bourdieusian analysis": https://doi.org/10.1007/s10649-021-10078-5

Enhancing of UC's research publication impact continues to gain pace. A recent example is a publication by Professor Jedrzej Bialkowski, Dr Huong Dang and Xiaopeng Wei in the *Journal of Financial Economics* describing relationships between political uncertainty in the US and UK and market volatility. This is the first time a UC academic has published in this particular highly ranked journal.

Open access titles published by Canterbury University Press have been accessed this month as follows:

- *Rape Myths as Barriers to Fair Trial Process: Comparing adult rape trials with those in the Aotearoa Sexual Violence Court Pilot* (2020) brought 107 total visits to UC's research repository page. Top country views: New Zealand, Australia, United States, United Kingdom, Canada.
- *Ngā Kōrero a Mohi Ruatapu: The writings of Mohi Ruatapu* (CUP, 1993; OA facsimile digital edition 2020) brought 34 total visits to UC's research repository page. Top country views: New Zealand, United States, United Kingdom, China, Germany.
- *Ngā Kōrero a Pita Kāpiti: The teachings of Pita Kāpiti* (CUP, 1997; OA facsimile digital edition 2020) brought 15 total visits to UC's research repository page. Top country views: New Zealand, United States, Canada, United Kingdom, China.

UC is contributing to several new or revised Government strategies, where our expertise is providing an informed view of Government policy development. Strategies currently receiving UC input are Infrastructure, Transport Emissions, Energy Efficient Products, Sustainable Biofuels, Housing and Urban Development, Family Violence, and Hatred and Discrimination.

A collaboration with the University of Adelaide has led to a successful Cooperative Research Centre (CRC) bid for Heavy Industry Low-Carbon Transition. This Australian-funded programme supports industries' ability to compete in the international heavy industry sector and but with a sustainable production footprint. Further applications into other CRC rounds, where UC would be an international partner, are being explored for Plastic Waste, Lasers, Water Security, Hydrogen and Well and Productive People. These initiatives will underpin UC's strategy of enhancing our research reputation in Australia.

A multidisciplinary project led by Dr Mike Hickford and Distinguished Professor David Schiel will be the first to use ecological and fishery data to gauge the impact of commercial and recreational whitebaiting on the long-term sustainable future of the species. The research team includes UC's Professor Angus McIntosh; Professor George Perry from the University of Auckland; Dr Shane Orchard from Waterlink Consulting and Dr Eimear Egan from the National Institute of Water and Atmospheric Research.

Gateway Antarctica staff were involved in the annual Antarctic Treaty Consultative Meeting and the Committee for Environmental Protection (CEP) meeting. Senior Lecturer Michelle LaRue was part of the research team that put forward information to the CEP to request an increased level of protection for Emperor penguins. Natasha Gardiner, PhD candidate, also participated in the meeting as a member of the New Zealand delegation. The delegation was led by UC Geography and Gateway Antarctica Graduate Certificate in Antarctic Studies graduate Jana Newman, who is now at the

Ministry of Foreign Affairs and Trade. UC Postgraduate Certificate in Antarctic Studies graduate Ceisha Poirot, now General-Manager Policy, Environment & Safety at Antarctica New Zealand and leader of the Council of Managers of National Antarctic Programs' Environmental Protection Expert Group, was the New Zealand representative to the CEP.

College of Arts' Wei Teng (Department of Global, Cultural and Language Studies) has been awarded a Science Whitinga Fellowship from the Ministry of Business, Innovation and Employment for a project called "In the Lay-reader's Eyes – Reassurance of Translation Quality". Wei will research lay readers' opinions of the quality of translation in health and legal texts, to better understand how the most effective messaging can be achieved. The Whitinga Fellowships were highly competitive, with only 30 awards across New Zealand, so this is an excellent achievement.

Postdoctoral fellow Alan Bischoff, from the School of Earth and Environment, won the best paper award at the Australian Petroleum Production & Exploration Association Conference 2021. The paper is a collaboration with the University of Adelaide and the University of Aberdeen, investigating the feasibility of sequestering carbon dioxide into subsurface basaltic rocks.

The UC Foundation 2020 Annual Report on the impact of philanthropy at UC was distributed electronically and in print to donors in June. The publication shows the broad range of support donors give to students, teaching, research and facilities at the University and provides a useful document for stewardship and cultivation of new gifts.

UC innovators with their health technology solutions have taken a clean sweep in the 'Best Translation of Research' category at the 2021 national HealthTech awards:

- winner: UC Mechanical and Biomedical Engineering Senior Lecturer Dr Debbie Munro for her Diagnostic, Implantable Sensor System for Spinal Fusion
- first runner-up: UC Professor in Psychology, Speech and Hearing and head of UC's Rose Centre for Stroke Recovery and Research, Professor Maggie-Lee Huckabee for her BiSSkApp – Seeing the way to rehabilitation of swallowing impairment.
- second runner-up: UC Mechanical Engineering PhD student Jake Campbell for non-invasive glucose monitoring in the neonatal intensive care unit2nd Runner Up: UC Mechanical Engineering PhD student Jake Campbell: Non-invasive glucose monitoring in the neonatal ICU.

People – Nurturing Staff, Thriving Students

Māori student headcount is now 1,853, up 337 on the same time last year, and the total of 575 Pacific students represents an increase of 80 on the same time last year. Te Waka Pākākano advisors had 250 student engagements with 78 students throughout June.

Following the Council's endorsement of UC's organisational values at its June meeting, a range of workshops and other initiatives is underway to further socialise the values among staff. Discussions include how the values translate into day-to-day practice.

The People and Culture team has piloted a new online staff orientation system, Enboarder, with the approximately 2,000 fixed-term and casual semester-only academic support staff at UC. This system allows the team to much more easily orient new staff to the essential information they need to start their roles, such as University values, staff benefits, health and safety, and other fundamental policies and procedures. The system's reporting functionality enables leaders to receive feedback about who has engaged with the information. After the pilot, the system will extend to all new roles.

A successful staff development day was run in early July for over 100 professional and general staff from a range of areas throughout the University. My thanks to the professional staff community of practice, UC Admin Plus, for their leadership of this excellent event.

At that development day, a group of senior female staff, with the support of People and Culture, hosted a soft launch of a UC Menopause Awareness Programme. The formal launch, part of UC's 2021 Wellbeing Plan, will occur on World Menopause Day, 18 October. Events that day will include a staff seminar with leading endocrinologist Dr Anna Fenton. The project team is currently preparing a guideline, a website with information and resources, and a support guide for leaders. They also want to implement a Menopause Support Group of contacts who would be available for confidential discussions.

Professor Simon Kingham has accepted another three-year term as Chief Science Advisor for the Ministry of Transport.

In New Zealand's Celebration of Volunteering week, we acknowledged the commitment and work of our volunteer charity Trustees in the UK, USA and New Zealand that enable us to fundraise in support of the University.

Te Rū Rangahau | Māori Education Research Lab has a new home on the fifth floor of the College of Education, Health and Human Development's Rehua building. The research space has been outfitted with artwork dedicated to the research lab. Te Rū Rangahau is a place of vibrant scholarship where postgraduates and staff can discuss plans, analyse activities, write proposals, report on and complete projects and, importantly, express whanaungatanga.

Internationalisation – Locally Engaged, Globally Networked

UC celebrated a legacy partnership in a virtual signing of a memorandum of understanding (MOU) with Sendai University, Japan. The MOU recognises the two universities' shared connections in disaster risk and resilience, and post-disaster community engagement. It will enable future student flows once borders reopen.

In line with our globalisation strategy, which includes forming connections throughout the Asia Pacific region, UC has signed an MOU with Universitas Gadjah Mada, the top-ranked university in Indonesia. The MOU allows us to explore short courses, student mobility, dual degree programmes and Study Abroad.

Twelve Australian exchange students were due to arrive and commence study at UC under a new exchange agreement with the University of Wollongong. While study plans were in place to allow most students to commence from offshore, due to the extension of the current suspension of the travel bubble with New South Wales most students have now elected to defer until 2022.

Meanwhile, 10 UC students will complete virtual exchanges online with UC global exchange partners. Work has begun on the 2022 Study Abroad prospectus and the International Relationships Office is working with UC's Risk Management team to review the travel policy to consider UC students undertaking exchanges to Australia in 2022. A programme of meetings with UC's Study Abroad direct partners has been completed, with plans underway for continued advising and recruitment initiatives for the second half of the year.

Most students who are part of UC's allocation under the 1,000 international returnee (COVID-19 exemption) cohort have arrived back in New Zealand and are either in MIQ or back on campus. We

look forward to formally welcoming these students back to UC with an event on 4 August, which UC staff and external stakeholders including the Chinese Education Consul (based in Christchurch) will attend.

Two orientation programmes for international students have taken place for Semester 2. One was an on-campus programme, which welcomed those new international students who are in New Zealand and have come to us through foundation pathways; the other was a programme for online to on-campus new students who are starting their studies with UC from their home country. Support has also continued to be offered to current online offshore students, particularly in helping with the examination period and invigilation enquiries.

Te Kura Umanga | UC Business School has partnered with Taylor's University, Malaysia to launch its new Bachelor in Accounting (FinTech) (Honours) degree. The three-year degree blends the fundamentals of accounting with technology-focused subjects such as blockchain and data analytics. It is the first degree in Malaysia that enables students to specialise in FinTech at the undergraduate level.

As part of the programme, students can choose to spend their final year studying at UC and graduate with a UC Bachelor of Commerce in Accounting, with a minor in Information Systems, alongside their Taylor's University degree. Taylor's University is the highest-ranked private university in Malaysia and wider Southeast Asia, recently jumping 47 places to 332nd in the QS World University Rankings 2022. The programme has three intakes per year, with the first intake starting in August 2021.

Dr Will Shannon, Internationalisation Director at Te Kura Umanga | UC Business School, presented at New Zealand Partners Workshop Week 2021 on reinterpreting internationalisation for a post-pandemic world. He presented a vision for a more meaningful version of internationalisation in higher education and provided examples of what UC Business School is doing to make this vision a reality. The event brought together more than 45 international speakers, across 234 sessions, along with over 2,200 partners from the Asian region with the aim of collaborating to build the future of the international education sector.

Te Kura Umanga | UC Business School hosted a celebration for 24 completing students from pathways with three Malaysian partner institutions: Kolej Yayasan Saad, Kolej Profesional MARA and Kolej Poly-Tech MARA. The group began their studies in the UC Bachelor of Commerce degree with one-year advanced standing in July 2019, and most will now be returning to Malaysia.

At an International Education Forum, Minister of Education the Hon Chris Hipkins shared his thoughts about his optimism for the sector. He noted that opportunities will start to flow soon, and we need to capture those opportunities. His key messages were that it is a time to transform and to keep moving forward with purpose.

Dr David Small and Dr Christoph Teschers, School of Educational Studies and Leadership, participated in a Global Citizenship in New Zealand workshop. The focus of the workshop was to build a comprehensive understanding of how organisations discuss and measure "global citizenship" and related terms, and what unique New Zealand values and frameworks need to be considered in this context.

Organisational Efficacy – of a sustainable scale by 2030

The Digital Information Technology Services team, led by Rudo Tagwireyi, has improved our cybersecurity with patching processes, improved communications, made changes to our email security to reduce phishing risks and replaced our firewall architecture in ensuring the defence of UC in the wake of the unprecedented global and local attacks against both public and private organisations.

Pilots of Microsoft 365, including Microsoft Teams and OneDrive, have now been rolled out and have resulted in popular uptake and feedback. A major part of UC's workplace modernisation is enabling the use of the best cloud technologies and deploying a collaboration platform for our people, to collaborate both internally and with other institutions and partner organisations. Following the initial pilots, the team is now ready to commence roll-out across UC.

The Digital Strategy team has progressed the development of the UC Digital Vision, which will shortly be shared, and has commenced research work on an experience framework that will ultimately inform UC's digital channel experience strategy and roadmap. Leveraging design thinking and user-centred design practices, the team is now deep in research with students to identify key pain points and key opportunities for UC Digital teams to explore soon.

The alumni website has added a Notable Alumni section with updated profiles and has reformatted the Young Alumni profiles. In June, 225 new connections joined the Alumni Relations group on LinkedIn. Alumni supported colleagues across UC by sending out the Mech Connect to Mechanical Engineering graduates, provided job details and locations for the Master of Urban Resilience and Renewal programme, supported the Business School with lists for the MBA dinner invite and researched the Queen's Birthday Honours list for the Communications team. Work is also underway to identify 150 alumni and staff to feature in the 150th anniversary year in 2023.

In collaboration with three University departments, a new UX designer will work to improve the user experience of our students and staff across the website, UCGO app, student first forms and our Learn student environment. Recognising this user journey through our platforms and ensuring consistency is also the goal of a new digital designer, who is supporting the updating of graphics for the website, the student Learn environment and the UCGO app.

Environmentally Sustainable

An air travel survey will be sent to all UC staff in August. The Sustainability Office intends to complete an analysis of the results by the December meeting of the Sustainability Programme Board.

Nick Hughes, Asset Operations Manager in Facilities Management (FM), is working with the Field Services Manager, the Carbon and Energy Manager and the Sustainability Office to further refine the carbon sequestration programme for Mt Barker. A Request for Information will be sent out to market shortly to help FM procure specialist support to collate information and document a programme of works by quarter 2 of 2022.

UC is supporting a youth-led sustainability initiative by hosting the EnviroPAST conference, a two-day conference on plastic and sustainability for 150 young people. The conference has sold out and is being held in the Ernest Rutherford, Beatrice Tinsley and the Engineering Core buildings.

The third online hui on the Sustainable Development Goals (SDGs) was held, with 101 registrations and 90 attendees. Promotions related to this event reached 14,000 people across our social media channels. The Sustainability Office is now focused on the face-to-face summit to be held at UC. This involves approximately 24 workshop sessions and a 'community feast' in town (a collaboration between multiple agencies), along with field trips on the second day, which are being organised largely by staff at Lincoln University and Christchurch City Council, with support from our UC team.

The Universities New Zealand Panel on the SDGs is now chaired by Dr Matt Morris from the UC Sustainability Office. As such, the group is refining its vision for the nine years to 2030 and its role in supporting the SDG summits. It is also exploring the opportunity to define a collaborative research programme in line with its current Terms of Reference.

The report from the recent waste audit is anticipated within the next two weeks. It is expected to highlight the challenges we are facing with contamination of the bins by users, along with opportunities for streamlining our current systems and how this fit with recent announcements from the Government related to phasing out certain single-use items. Staff in Facilities Management will meet with our waste services provider to discuss the audit findings and develop a strategy in early August.

The second bike stand utilisation audit for 2021 will be completed in the final week of July. The March audit showed a significant drop in cycling numbers compared with March 2020, something we are monitoring closely.

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:**	26 July 2021
Subject:	**Kaupapa:**	**Academic Board report**

Recommendation:

- ***that the Council approves the following proposals and forwards them to CUAP and TEC for their approval:***

College of Arts | Te Rāngai Toi Tangata

1.1 The introduction of a Master of Systems Change

1.2 The introduction of a Bachelor of Māori Innovation

1.3 The introduction of a Bachelor of Social and Environmental Sustainability

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

1.4 The introduction of a 120-point Master of Education (Thesis)

1.5 The introduction of changes to the current Master of Education (180 points)

1.6 The introduction of:

1) Ako: Bachelor of Teaching and Learning with endorsements in Early Childhood Education, Primary Education and Mātauranga (Māori)
2) Diploma in Education and Learning
3) Certificate in Education and Learning

1.7 The introduction of an endorsement in Health Leadership and Management to the Postgraduate Diploma in Health Sciences, the Master of Health Sciences Professional Practice, and the Master of Health Sciences

1.8 The amendment of the admission criteria for the Graduate Diploma in Teaching and Learning

College of Engineering | Te Rāngai Pūkaha

1.9 The introduction of a Master of Mathematical Sciences

College of Science | Te Rāngai Pūtaiao

1.10 The introduction of a Master of Science in Geospatial Science and Technology

1.11 The introduction of a major in Business Analytics for the Bachelor of Data Science

1.12 The discontinuation of Ethics as a subject in the Graduate Diploma in Science *(for noting)*

1.13 The discontinuation of

1) The Master of Geographic Information Science *(for noting)*
2) The Postgraduate Diploma in Geographic Information Science *(for noting)*

Postgraduate Research Office | Te Tari Rangahau Tāura

1.14 The introduction of a Master of Philosophy

UC Business School | Te Kura Umanga

1.15 The introduction of a minor in Business Analytics to the Bachelor of Commerce

Purpose:

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

Executive Summary:

The Board considered the new proposals for CUAP consideration only. The remainder of the meeting comprised a workshop to advise the Vice Chancellor on the future academic structures that would best enable UC's student-centred academic mission. A model was proposed and gained general support.

Purpose:

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

Attachments:

- **CUAP proposals**

Full papers commence overleaf.

Paper Progress:

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

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Master of Systems Change (MSCH)

(CUAP Criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

The proposed Master of Systems Change is a professional applied programme. It is particularly targeted at those seeking leadership roles in government, social, philanthropic, and Māori sectors. We are seeking to support existing professionals to advance their career and the social impact they are able to create. It is a companion degree to the various post-graduate options available at UC in policy and governance that will meet the particular market demands of students who are seeking a pioneering pathway. The rationale for the systems change focus is that it is internationally in vogue and is viewed as particularly well suited to solving the grand challenges or so-called 'wicked problems' of our time. The Master of Systems Change uses an innovative approach which brings the best of international theory and practice, while also offering bespoke indigenous approach to systems change, founded in mātauranga that creates a genuine bicultural approach, grounded in the Treaty of Waitangi.

It aims to equip graduates with:

- Advanced understanding of the theories, methodologies and techniques used in systems change work globally;
- Deep applied expertise in effecting systems change; and
- Deep understanding of bespoke Indigenous approaches to systems change.

On the basis of soft market testing, we anticipate an annual cohort of 10-15 students, with growth expected as it expands into a full distance offering in later years.

Our research to date has also not identified a comparable degree offering within the global market, and we believe this provides UC with a unique opportunity that could attract both domestic and, in future, international students.

This proposal for a Master of Systems Change is aligned with the University's strategic goals in that it aims to select prospective students most likely to succeed and make a difference *(Challenge)*; it will improve the educational performance of a priority learner group (*Challenge*); it will increase postgraduate numbers (*Concentrate*); and it will also forge connections with industry, business, local and national government and a variety of stakeholders in the Māori sector *(Connect)*.

The Master of Systems Change is not in competition with any other award offered by the University or other local tertiary institutions.

We also believe that the proposal aligns to UC's strategic vision and goals in the following ways:

1. Tangata Tū, Tangata Ora - Systems change is increasingly considered central to overcoming the 'grand challenges' of our age. UC has, or is currently, developing a number of new sustainability and social change programmes. We consider that the Master of Systems Change complements these programmes and augments our strategic positioning as an institution with a critical mass of

programme offerings that enable graduates to engage with, and positively contribute to, solution building in the areas of our greatest global and local challenges.

2. Engaged - UC has a strategic priority on local contributions and our relationship with Ngāi Tūāhuriri and Ngāi Tahu. The Master of Systems Change will enable local students to engage with local systems challenges and, importantly, will offer an approach to systems change that is uniquely informed by Ngāi Tahu practices in systems change and mātauranga Māori systems change methods and practices (within an interdisciplinary curriculum).
3. Globally Connected - through the international relationships held by The Māori Futures Academy, the taught content of the programme will include international leaders in system change, strengthening our institutional relationships with these thought leaders, as well as lifting UC's profile internationally.
4. Future Focussed Education - the Master of Systems Change aims to prepare graduates to work in a time characterised by grand challenges, as well as provide flexible, responsive education that is suitable for completion while students are in work.
5. Research in a changing world - we are committed to pursuing a research agenda in the area of systems change. This programme will increase the visibility and audience of our research, as well as enabling us to lead in the area of teaching pedagogies to support systems change education.

As the programme will be delivered by UC staff at Tokona Te Raki | Māori Futures Academy and online there are no additional facilities required. The proposal will not require additional permanent staffing, pending the appointment of appropriately suited academics in the ongoing recruitment process. Additional guest lecturers will provide international and practical expertise and increase the profile and credibility of the programme.

We are in the process of exploring interest across UC for interdisciplinary teaching collaboration. With interdisciplinary collaboration there will be limited additional resources required. Our preliminary modelling is that the new to UC EFTs created by the programme would ensure that these contracts for service are more than adequately covered by new revenue.

Justification

Systems Change is increasingly prominent across government, philanthropic and social sectors as an important approach for achieving social change. However, there are currently few undergraduate or postgraduate programmes available internationally, with the majority of educational opportunities being provided as short professional development/executive education programmes. Our proposed concept for the Master of Systems Change is a genuinely interdisciplinary taught programme, with integrated applied learning opportunities.

The Master of Systems Change is:

- Professionally-oriented, applied
- Customised to the work context of each student
- Can be done while in work due to blended delivery with block teaching and online applied tutorials outside of work hours
- Interdisciplinary
- Unique in having mātauranga Māori design and systems change methodology that enables a genuinely bicultural approach to systems change grounded in the Treaty of Waitangi.

There is a gap in the market for this type of course and no other New Zealand universities are currently offering programmes in this space, creating a strategic opportunity. Our research to date has also not

identified a comparable degree offering within the global market, and we believe this provides UC with a unique opportunity that could attract both domestic and international students.

The degree is being promoted at this time to reinforce the strategic positioning of Tokona Te Raki | Māori Futures Academy |Māori Futures Academy as a systems and social change lab. Tokona Te Raki | Māori Futures Academy | Māori Futures Academy is a social innovation lab that has developed a unique mātauranga Māori sourced design-thinking methodology geared for systems and social change.

We believe that there is a market across government, philanthropic and social sectors for a postgraduate programme that can be completed while in work. Our market research indicates that there is a market to complement the various Master of Policy/Government offerings available at UC and nationwide. These advanced policy programme target two markets: (a) straight from undergraduate students seeking to secure an entry position within government (predominantly students in UC's MPAG); and (b) established policy analysts seeking to accelerate their career (predominantly in Victoria's comparable degree as well as particular offerings in Australia).

One of the entry requirements for the Master of Systems Change will be a minimum of 3 years in professional work, as we are seeking to support existing professionals to advance their career and the social impact they are able to create. Accordingly, the Master of Systems Change is unlikely to compete with UC's successful MPAG programme. It may attract students who would otherwise have explored Victoria's or offshore public policy programmes. It is noted however, that a Master of Systems Change is likely to appeal to an 'edgier' market that are looking to advance their ability to disrupt the system, rather than advance within it.

The current proposal responds to sectoral demands in the following respects:

- Ability to study while in work
- Applied focus with theoretical backbone
- Mixed cohort from different sectors to increase cross fertilisation
- Growing awareness of 'wicked problems' or grand challenges requiring interdisciplinary solutions

The programme will have four key components:

- 60 points of core courses in the first semester: Systems and Social Change 1 (MSCH401; 15 points), Applied Systems Change 1 (MSCH403; 15 points), Impact Evaluation (MSCH405; 15 points) and Futures Approach to Systems and Social Change (MSCH402, 15 points).
- 60 points of core courses in the second semester: Applied System Change (MSCH404; 30 points), Systems Change Initiative (MSCH407; 30 points). Systems Change Initiative require students to design, implement and evaluate an initiative within their sector. This will draw upon the learning gained from the foundational papers.

In the first semester of their second year of study, students will complete a 60-point research dissertation (MSCH670, level 9).

Programme Overview

Admission: The Master of Systems Change will be available to:

(a) Graduates with any bachelor's degree and at least a B average in 60 points at 300-level; and

(b) Those who have three or more years of professional experience in a relevant sector.

Duration of the programme: Enrolment for the Master of Systems Change can be completed within eighteen months by full-time students. Students will only be able to commence study in February. Part-time students will be able to complete the programme over a longer time period, which must not exceed three years from the date of first enrolment.

Structure of the Programme: The Master of Systems Change will comprise

Year One				
Semester One Workload: 60 points	Systems and Social Change 1 (15 points) (MSCH401)	Applied Systems Change 1 (15 points) (MSCH403)	Impact Evaluation (15 points) (MSCH405)	Futures Approach to Systems and Social Change (15 points) (MSCH402)
Semester 2 Workload: 60 points		Applied Systems Change 2 (30 points) (MSCH404)	Systems Change Initiative (30 points) (MSCH407)	
Year Two				
Semester 1 Workload: 60 points	Dissertation (60 points) (MSCH670)			

The block (wānanga) teaching format of the programme ensures that students are able to balance their work and study demands. This format also means that part time study is also practicable, although less desirable than the full-time option.

A typical sequence of courses for a part-time student completing over six semesters:

Semester 1 Workload: 30 points.	Systems and Social Change 1 (15 points) (MSCH401); Applied Systems Change 1 (15 points) (MSCH403)
Semester 2 Workload: 30 points.	Applied Systems Change 2 (30 points) (MSCH404)
Semester 3 Workload: 30 points.	Futures Approach to Systems and Social Change (15 points) (MSCH402);

	Impact Evaluation (15 points) (MSCH405)
Semester 4 Workload: 30 points.	Systems Change Initiative (30 points) (MSCH407)
Semester 5 Workload: 30 points.	Dissertation (60 points – 30 per semester) (MSCH670)
Semester 6 Workload: 30 points.	Dissertation (60 points – 30 per semester) (MSCH670)

Prescriptions for courses

COURSE TITLE: Systems and Social Change 1 (MSCH401)

DESCRIPTION: This course aims to support existing social innovators and social entrepreneurs to amplify and reinforce the social impact of the initiatives they are involved with. Students will explore systems change and design thinking and learn how to apply these to their own area of work.

POINTS: 15 points/0.125 EFTS

COURSE TITLE: Applied Systems Change 1 (MSCH403)

DESCRIPTION: Applied Systems Change 1 (MSCH403) is a lab-based course that uses real world projects to practice systems change methods. Through utilising a range of case studies and Indigenous approaches to systems change, students will develop an understanding of how to apply systems change methods to their own area of work.

POINTS: 15 points/0.125 EFTS

COURSE TITLE: Impact Evaluation (MSCH405)

DESCRIPTION: This course aims to support existing social entrepreneurs and innovators to evaluate their enterprises. It has a strong practical component where students will build their own impact evaluation models and learn how to apply the course content to their own initiatives.

POINTS: 15 points/0.125 EFTS

COURSE TITLE: Futures Approach to Systems Change (MSCH402)

DESCRIPTION: This course will enable students to gain advanced and extensive insight into futures trends, as well as futures thinking approaches and methodologies to inform systems and social change. Futures trends such as climate change, automation, the acceleration of technological innovation and demographic changes amongst many others, will have a significant effect on the desirability and feasibility of systems and social change approaches. This course will expose students to a range of futures thinking methodologies and approaches to support them to understand and integrate destabilising trends into their systems and social change work. Students will also engage with Indigenous and non-Western approaches to futures thinking and futures methodologies.

POINTS: 15 points/0.125 EFTS

COURSE TITLE: Applied Systems Change 2 (MSCH404)

DESCRIPTION: Applied Systems Change 2 (MSCH404) is a lab-based course that uses a real world project to practice systems change methods. It builds on Applied Systems Change 1 that exposes students to theoretical and methodological approaches to systems change. This paper develops advanced skills in applying theoretical and methodological insights through practical lab projects that extend students across all dimensions of systems change work. Students will work in groups to design a systems change solution for a real world issue supplied by a 'client'. During the block courses, students will apply the mātauranga premised design method Te Korekorenga, working through each stage of gaining deep insight, identifying levers of change and generating systems change solutions. Throughout the process, student groups will operate as systems change consulting teams working with client representatives to design bespoke solutions.

POINTS: 30 points/0.250 EFTS

COURSE TITLE: Systems Change Initiative (MSCH407)

DESCRIPTION: This paper involves students designing and delivering a project of benefit to their organisation/ community. Students will be encouraged to develop a project that draws upon both the work they have completed in their other papers Systems and Social Change 1 (MSCH401) and Applied Systems Change 1 (MSCH403). This creates a wide scope for students to develop a project that is relevant to their area of work and/or organisation/ community.

POINTS: 30 points/0.250 EFTS

COURSE TITLE: Research Dissertation (MSCH670)

DESCRIPTION: This course consists of a 20,000-25,000 word research dissertation. We encourage students to develop a research topic that draws upon the knowledge and insights gained across the other papers in the programme. The chosen topic should be aligned to their professional area of work.

POINTS: 60 points/0.5 EFTS

Proposed new regulations

Master of Systems Change

2021 UC Calendar page number 188.

1. Version

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

(b) This degree was first offered in 2022.

2. Variations

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

3. The structure of the qualification

(a) To qualify for the Master of Systems Change, a student must be credited with courses having a minimum total value of 180 points from Schedule C to these regulations.

(b) A student may, on the basis of previous study, be permitted to replace a course or courses with another approved postgraduate course or courses with the permission of the Amo Toi Tangata | Dean of Arts (Academic) and Tumuaki Tari | Head of Department.

4. Admission to the Qualification

To be admitted to the Master of Systems Change a student must:

(a) either

i. have qualified for a bachelor's degree, with a B Grade Point Average or better in 60 points of 300-level courses in the majoring subject; or

ii. have qualified for a bachelor's degree and completed a qualifying course with a B Grade Point Average or better in 60 points of 300-level courses; or

i. have qualified for a bachelor's degree and provided evidence to the satisfaction of the Amo Toi Tangata | Dean of Arts (Academic) and Tumuaki Tari | Head of Department of relevant professional or other work experience, or

ii. have been admitted with Academic Equivalent Standing; and

(b) have had three or more years of professional experience in a role or roles relevant to systems or social change since graduation, as approved by the Amo Toi Tangata | Dean of Arts (Academic) and have submitted a portfolio of experience and attended a selection interview; and

(c) been approved as a student for the degree by the Amo Toi Tangata | Dean of Arts (Academic)

5. Subjects

The subject for this qualification is Systems Change.

6. Time Limits

The time limit for the Master of Systems Change is:

(a) 18 months for a full-time student, or

(b) 36 months for a part-time student

7. Transfer and credit for other qualifications

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

8. Progression

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

(a) A student who fails up to 30 points for the Master of Systems Change, may, with the permission of the Amo Toi Tangata | Dean of Arts (Academic), repeat that course or courses, or substitute another course or courses of equal weight.

(b) A student who fails more than 30 points will be withdrawn from the 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 Qualification

(a) There are no upgrade pathways to other qualifications for this degree.

(b) There are no exit pathways to other qualifications for this degree.

Schedule C to the Regulations for the Degree of Master of Systems Change

Course Code	Course Title	Points	2022	P/C/R/RP/EQ
MSCH401	*Systems and Social Change 1*	15	S1	P. Subject to the approval of the Head of School.
MSCH402	*Futures Approach to Systems and Social Change*	15	S1	P. Subject to the approval of the Head of School
MSCH403	*Applied Systems Change 1*	15	S1	P. Subject to the approval of the Head of School
MSCH404	*Applied Systems Change 2*	30	S2	P. Subject to the approval of the Head of School
MSCH405	*Impact Evaluation*	15	S1	P. Subject to the approval of the Head of School
MSCH407	*Systems Change Initiative*	30	S2	P. Subject to the approval of the Head of School
MSCH670	*Dissertation*	60	S1 2023	P. Subject to the approval of the Head of School

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Bachelor of Māori Innovation (BMInn)

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

The Bachelor of Māori Innovation (BMInn) is a 360-point undergraduate degree that combines a new form of 'in-work' tertiary education with traditional tertiary delivery. Half the programme is comprised of new courses in Māori Innovation (MINN code) that prepare students to work within the Iwi and Māori sector. The remaining half of the programme enables students to complete a major in drawn from existing courses offered by UC.

The programme is a strategic initiative to give effect to the partnership agreement between UC and Ngāi Tahu that obligates UC to develop tertiary qualifications that are relevant to tribal contexts and aspirations.

The programme is designed to provide:

- Depth in mātauranga Māori to anchor innovation that is fit for purpose within Iwi and Māori contexts;
- Transdisciplinary depth to enable students to customise their learning journey to their personal passions and professional aspirations, while ensuring that the transdisciplinary skills and knowledge are capable of being applied to realise Iwi and Māori aspirations; and
- Develop expertise and skills that are relevant to working within the Māori sector.

The key objectives of the programme are to prepare students to:

- **Lead Māori development and innovation**- this objective is premised on an assessment that tertiary education pathways do not currently prepare students to work in tribal and Māori organisations. While existing pathways provide generic skills in a range of disciplines, they are an incomplete foundation for working within Māori contexts. This degree programme aims to create a strong foundation for taiohi aiming to work within the Māori sector;
- **Solve 'wicked problems'**- the current age is one characterised by complex or wicked problems that grow simultaneously more pressing and more complex. Most commentators agree that solving complex problems requires transdisciplinary thinking and there is increasing recognition that Indigenous knowledge offers distinctive insights into the solution building that are likely to be more durable and efficacious. This degree programme aims to centre Indigenous knowledge to solve local, national and global wicked problems, supported by a transdisciplinary curriculum that offers students pathways aligned to their aspirations and talents.
- **Successfully navigate the future of work**- it is anticipated that the future of work will require people to 'reinvent' their careers multiple times over their working life as automation and

compounding trends fundamentally alter the nature of work on an ongoing basis. This degree programme aims to develop solution building skills that are transferable across contexts and career paths.

To enrol in the degree, students must have employment within an Iwi or Māori organisation to enable the 'in-work' component of the programme. The degree is structured to enable students to work and study. Organisations employing students will be required to commit to accommodating study commitments.

The degree is structured as in Figure 1.

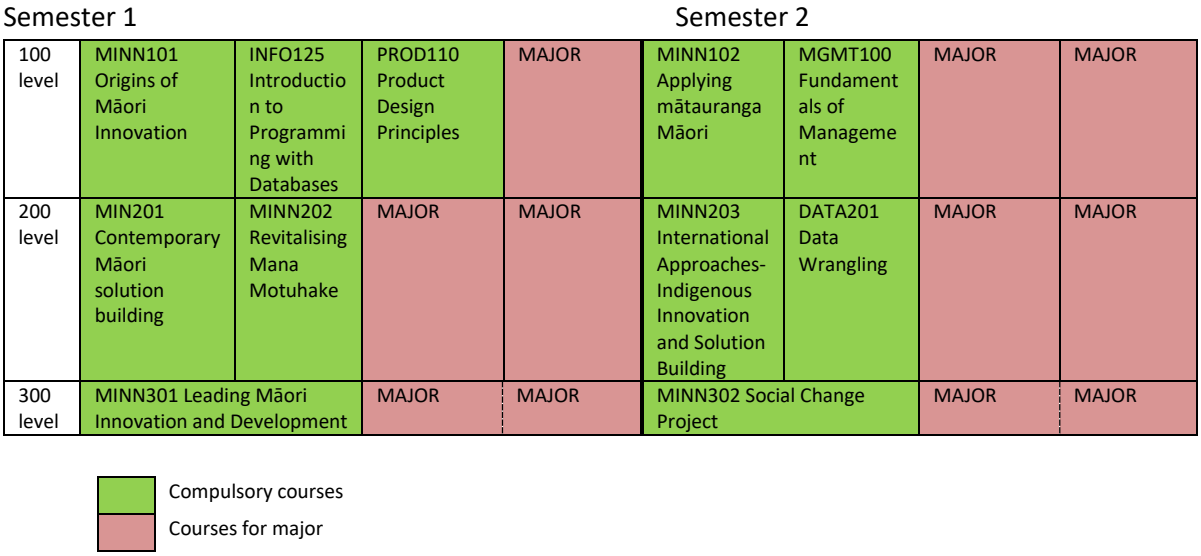


Fig 1: Structure of the BMInn

Proposed majors are:

- *Policy Innovation* (focused on disciplinary expertise to design innovative policy)
- *Social Innovation* (focused on disciplinary expertise to drive innovative approaches to community development);
- *Health Innovation* (focused on health system innovation and transformation)
- *Entrepreneurship and Innovation* (with a focus on innovation and strategic management);
- *Design Innovation* (focused on product design pathways);
- *Environmental Innovation* (focused on science innovation to enhance innovation for kaitiakitanga).

Market feedback indicates that there is strong interest in this programme from the Iwi and Māori sector, with a number of organisational leaders stating that they believe this programme responds to a sector priority to better prepare students to work within Māori contexts. A number of organisational leaders have also stated that they would welcome the opportunity to employ 1-2 students per year to participate in the degree programme. It has also been noted that the BMInn builds on the success of the Master of Māori and Indigenous Leadership (MMIL) as a professional and applied programme, strengthening the trust in and appetite for the BMInn, which serves a younger cohort than the MMIL.

We anticipate that the programme will steadily attract students, starting with a small first year cohort of 10-15 and growing to an annual cohort of 40-50. In the initial two years, the programme will receive in kind

and financial subsidisation from the Māori Futures Academy until it reaches maturation and financial viability.

Programme Overview

The Bachelor of Māori Innovation (BMInn) is a 360-point undergraduate degree that combines a new form of 'in-work' tertiary education with traditional tertiary delivery. Half the programme is comprised of new courses in Māori Innovation (MINN code) that prepare students to work within the Iwi and Māori sector. The remaining half of the programme enables students to complete one of six majors in an existing university discipline, relying solely on existing courses offered by UC. The broad structure of the programme is shown in Fig 1.

	Semester 1				Semester 2			
100 level	MINN101 Origins of Māori Innovation	INFO125 Introduction to Programming with Databases	PROD110 Product Design Principles	MAJOR	MINN102 Applying mātauranga Māori	MGMT100 Fundamentals of Management	MAJOR	MAJOR
200 level	MIN201 Contemporary Māori solution building	MINN202 Revitalising Mana Motuhake	MAJOR	MAJOR	MINN203 International Approaches-Indigenous Innovation and Solution Building	DATA201 Data Wrangling	MAJOR	MAJOR
300 level	MINN301 Leading Māori Innovation and Development		MAJOR	MAJOR	MINN302 Social Change Project		MAJOR	MAJOR

Compulsory courses
Courses for major

Fig 1: Structure of the BMInn

The MINN courses will have hosted delivery at Tokona Te Raki - the Māori Futures Academy. The Māori Futures Academy is a key strategic initiative to give effect to the partnership agreement between Ngāi Tahu and UC. UC Council approved the Māori Futures Academy as a partnership vehicle in November 2020.

The Māori Futures Academy is a social innovation lab that harnesses mātauranga Māori to create solutions to the grand challenges of our time, particularly focussed on supporting the regeneration of mana motuhake within Māori communities and systems change within government, social and philanthropic sectors. The Māori Futures Academy is co-led by Dr Eruera Tarena who is also an Adjunct Professor with the Ngāi Tahu Research Centre and Sacha McMeeking, the Head of School for UC's Aotahi-School of Māori and Indigenous Studies. The Māori Futures Academy is staffed by a number of secondees from UC, including former teaching staff from Aotahi as well as continuing employees responsible for delivering social transformation projects, many of whom hold post-graduate qualifications.

The Māori Futures Academy will be responsible for:

- hosting the delivery of the MINN component of the programme, with delivery and academic oversight provided by the Aotahi Head of School and the principal teaching staff within the MINN

component being UC academics, with Dr Eruera Tarena delivering content in his capacity as an Adjunct Professor;
- leading the provision of pastoral support to students enrolled in the programme; and
- providing an initial cohort of students for the degree, on the basis that the Māori Futures Academy has secured funding to offer 10 rangatahi employment roles.

UC will be responsible for:

- Oversight of the academic quality and integrity of the programme;
- Providing the core academic staff for the programme; and
- Administering the degree.

The partnership delivery model with The Māori Futures Academy is considered strategically advantageous to ensure that there is an even balance of academic rigour and 'in-work' relevance for the degree. The Māori Futures Academy also holds a number of strategic relationships across the Iwi and Māori sector that are likely to increase uptake of the degree, as well as national and international relationships with guest lecturers/ programme contributors.

The content for the pathways of the various majors, comprising existing UC courses, will not require any changes to existing programme delivery. Students will enrol and participate in those courses just like any other student, electing an on campus or distance occurrence where available.

The two components of the programme will be connected through fortnightly pastoral support sessions that provide a combination of pastoral continuity across the programme and an opportunity for students to translate the relevance of the non-MINN courses to the Iwi and Māori sector.

Admission:

To enrol in the Bachelor of Māori Innovation, potential students may be granted admission on satisfying the following requirements:

- Must have University Entrance (or equivalent), or;
- Discretionary Entrance, or;
- UC Certificate in University Preparation, or;
- Grant of provisional admission, and;
- Must meet UC's English language requirements

As discussed above, students must also provide verification that they have an employment agreement with an Iwi or Māori organisation and provide a copy of the partnership agreement between their organisation and UC. These documents ensure that:

- There is appropriate employer support for the study commitments, including attending all tutorials, lectures and block courses;
- Work commitments are balanced across the year to ensure a manageable and appropriate workload; and
- There is adequate support for the employee/student, including fortnightly discussions with their line manager to discuss the balance of their work and study commitments.

If a student loses their employment status during the degree programme, they will be able to:

(a) Seek, and secure within 6 months, an alternative employment arrangement with an Iwi or Māori organisation; or
(b) Transfer their completed courses to another degree offered by UC

Recommended preparation:

- Potential students can start at first-year level without previous knowledge of the subject.
- A good standard of oral and written English is important.
- Successful study to Year 13 is recommended.

Duration of the programme:

Enrolment for the Bachelor of Māori Innovation can be completed within three years by full-time students. Students will only be able to commence study in February. Part-time students will be able to complete the programme over a longer time period, which must not exceed six and half years from the date of first enrolment.

Majors:

Students will be able to choose from the following majors:

- *Policy Innovation* (focused on disciplinary expertise to design innovative policy)
- *Social Innovation* (focused on disciplinary expertise to drive innovative approaches to community development);
- *Health Innovation* (focused on health system innovation and transformation)
- *Entrepreneurship and Innovation* (with a focus on innovation and strategic management);
- *Design Innovation* (focused on product design pathways);
- *Environmental Innovation* (focused on science innovation to enhance innovation for kaitiakitanga).

These majors have been designed to respond to anticipated student preferences and were identified through engagement with rangatahi. All courses within these majors will be accessed through the existing delivery model with students attending lectures, tutorials and wānanga on campus, or via distance learning. No changes to any of the courses within the majors are required to make them suitable for this programme.

It is noted that number of majors available may seem disproportionate for the initial cohort of students. However, we are designing the programme to suit the anticipated 40-50 students when the programme reaches maturation. Our emphasis is also on designing a programme that responds to the diversity of roles within the Iwi and Māori sector, as well as the diverse personal and professional aspirations of prospective students.

Structure of the Programme: The Bachelor of Māori Innovation (360 points) will comprise:

- Year 1: 120 points (Core courses - 75 points)
- Year 2: 120 points (Core courses - 60 points)
- Year 3: 120 points (Core courses - 60 points)

The full programme structure is outlined below, according to the majors:

Compulsory courses
Courses for major

Policy Innovation

Semester 1

MINN101 (15)	INFO125 (15)	PROD110 (15)	POLS102 (15) POLS103 (15) COMS101 (15) SOWK101 (15)	MINN102 (15)	MGMT100 (15)	POLS106 (15) POLS105 (15) COMS104 (15)	POLS106 (15) POLS105 (15) COMS104 (15)
MINN201 (15)	MINN202 (15)	POLS206 (15) POLS216 (15) COMS205 (15) COMS207 (15) COMS231 (15)	POLS206 (15) POLS216 (15) COMS205 (15) COMS207 (15) COMS231 (15)	MINN203 (15)	DATA201 (15)	POLS202 (15) COMS201 (15) COMS232 (15) SOWK203 (15)	POLS202 (15) COMS201 (15) COMS232 (15) SOWK203 (15)
MINN301 (30)		POLS301 (30) POLS308 (30) POLS319 (30) COMS305 (30) COMS320 (30) COMS330 (30)		MINN302 (30)		POLS304 (30) POLS315 (30) MAOR301 (30)	

Social Innovation

Semester 1

MINN101 (15)	INFO125 (15)	PROD110 (15)	EDUC102 (15) HSRV104 (15) SOWK101 (15) SOCI111 (15)	MINN102 (15)	MGMT100 (15)	YACL102 (15) EDUC103 (15) HSRV103 (15) SOCI112 (15)	YACL102 (15) EDUC103 (15) HSRV103 (15) SOCI112 (15)
MINN201 (15)	MINN202 (15)	HSRV201 (15) HSRV202 (15) CULT202 (15)	HSRV201 (15) HSRV202 (15) CULT202 (15)	MINN203 (15)	DATA201 (15)	YACL201 (15) HSRV203 (15) HSRV204 (15) HSRV210 (15) HSRV211 (15) HSRV212 (15)	YACL201 (15) HSRV203 (15) HSRV204 (15) HSRV210 (15) HSRV211 (15) HSRV212 (15)
MINN301 (30)		HSRV301 (30) HSRV318 (30)		MINN302 (30)		MAOR301 (30) HSRV316 (30) SOCI368 (30) SOCI361 (30)	

Health Innovation

Semester 1

MINN101 (15)	INFO125 (15)	PROD110 (15)	HLTH101 (15)	MINN102 (15)	MGMT100 (15)	HLTH106 (15)	HLTH 111 (15)
MINN201 (15)	MINN202 (15)	MAOR270 (15)	HLTH213 (15)	MINN203 (15)	DATA201 (15)	HLTH201 (15)	HLTH202 (15)
MINN301 (30)		GEOG325 (15)	HLED 321 (15)	MINN302 (30)		HLTH301 (30) HLTH312 (15) HLED322 (15)	

Entrepreneurship & Innovation

Semester 1

MINN101 (15)	INFO125 (15)	PROD110 (15)	ACCT102 (15)	MINN102 (15)	MGMT100 (15)	MKTG100 (15) INFO123 (15) ECON105 (15) ECON104 (15)	MKTG100 (15) INFO123 (15) ECON105 (15) ECON104 (15)
MINN201 (15)	MINN202 (15)	MGMT230 (15) (required by can be taken in S1 or S2)	MGMT230 (15) INFO253 (15) INOV200 (15) INOV290 (15)	MINN203 (15)	DATA201 (15)	INOV290 (15) MGMT223 (15) MKTG204 (15) INFO223 (15) INOV201 (15) INOV202 (15)	INOV290 (15) MGMT223 (15) MKTG204 (15) INFO223 (15) INOV201 (15) INOV202 (15)
MINN301 (30)		MGMT333 (15)	MGMT345 (15)	MINN302 (30)		MGMT343 (15) MGMT342(15)	MGMT343(15) MGMT342(15)

				MKTG315(15) MKTG305(15) INFO353(15) INFO361(15)	MKTG315(15) MKTG305(15) INFO353(15) INFO361(15)

Environmental Innovation

Semester 1 *Semester 2*

MINN101 (15)	INFO125 (15)	PROD110 (15)	SENS101 (15)	MINN102 (15)	MGMT100 (15)	SCIE101 (15)	GEOG106 (15)
MINN201(15)	MINN202 (15)	GEOG222 (15)	SENS201 (S1)	MINN203 (15)	DATA201 (15)	WATR201 (15) SOCI220 (15) GEOG209 (15) GEOG217 (15)	WATR201 (15) SOCI220 (15) GEOG209 (15) GEOG217 (15)
MINN301(30)		WATR301 (15) GEOG325 (15) SENS301 (30)		MINN302 (30)		POLS304	

Design Innovation

Semester 1 *Semester 2*

MINN101 (15)	INFO125 (15)	PROD110 (15)	PHYS111 (15)	MINN102 (15)	MGMT100 (15)	PROD101 (15)	PROD111 (15)
MINN201 (15)	MINN202 (15)	PROD211 (15)	PROD213 (15)	MINN203 (15)	DATA201 (15)	PROD214 (30)	
MINN301 (30)		PROD388 (15)	PROD313 (15)	MINN302 (30)		PROD314 (30)	

Prescriptions for courses

This section of the proposal contains the prescriptions for the new MINN courses proposed. We do not include prescriptions for the existing courses that can contribute toward majors for the programme.

CORE MINN Programme

MINN 101- Origins of Māori Innovation

This course introduces students to the history of Māori innovation and aims to provide a basic understanding of concepts that comprise a Māori worldview of Māori innovation; and to provide an introduction to the origins of Māori innovation which will cover:

- Place-making and navigation
- Evolution of Te Tiriti o Waitangi
- Māori innovation methodologies
- Western innovation process and theory

The academic component will consist of two 3-day wānanga delivered by UC staff and selected guest speakers. The remainder of the contact hours will involve weekly online Zoom sessions to support students with continued learning.

MINN 102- Applying mātauranga Māori

This course introduces students to Mātauranga Māori concepts by examining historical and contemporary instances of Māori innovation. Māori frameworks are introduced which allow students to redefine and redescribe Western theories of being within indigenous methodologies. The course will engage with:

- Mātauranga Māori as the origins and framework of futures thinking
- Pūrākau as placemakers for contemporary and future thinkers and innovators
- Te Korekorenga- a bespoke Indigenous design and innovation methodology

The academic component will consist of two 3-day wānanga delivered by UC staff and selected guest speakers. The remainder of the contact hours will involve weekly applied tutorials to support students with continued learning.

MINN 201- Contemporary Māori solution building

This course uses case studies to explore Māori innovation exemplars, particularly exploring the extent to which precedents are replicable or transferrable to different contexts. The course will also explore a number of conceptual models of innovation which engage with whānau centred design. Methods of futures building practices are examined through a lens of mana motuhake and mātauranga Māori. The course will specifically engage with:

- Māori innovation models, precedents and exemplars
- The application of tikanga and kawa within innovation processes
- Whānau centred design method
- Futures building practices

The academic component will consist of one 10-day wānanga, held over two weeks during the mid-semester break and delivered by UC staff and selected guest speakers. The remainder of the contact hours will involve weekly applied tutorials to support students with continued learning.

MINN 202- Revitalising Mana Motuhake

This course introduces students to the theory and practice of regenerating mana motuhake. The course will use case studies of impactful projects led and designed by Māori to explore the relative efficacy of strategies in varying contexts. Students will also explore:

- Mana motuhake as framed within Mātauranga Māori & Treaty of Waitangi discourse
- Levers of Change relevant to the regeneration of mana motuhake
- Constraints and challenges relevant to the regeneration of mana motuhake
- The applied meaning of mana motuhake in community and organisational contexts.

The academic component will consist of one 10-day wānanga, held over two weeks during the mid-semester break and delivered by UC staff and selected guest speakers. The remainder of the contact hours will involve weekly online Zoom sessions to support students with continued learning. The course will consist of lectures delivered in block wānanga by UC staff and selected guest speakers. The remainder of the contact hours will involve weekly online tutorials to support and involve students working on a contemporary innovation project as a real world context to apply insights.

MINN 203- International Approaches-Indigenous Innovation and Solution Building

This course will expose students to Indigenous approaches to development, innovation and self-determination across New Zealand, Australia and the Americas to enable students to gain a deep and broad suite of precedents that can be drawn upon for potential solution building within their communities and/or organisations.

The course will also explore contrasting theoretical and philosophical approaches to Indigenous development to provide students with a robust framework for critically engaging with and evaluating the comparative value, impact, and efficacy of different approaches to solution building within the Māori sector.

The course will include modular online delivery from international partners, such as the Tulo Centre. The course will consist of lectures delivered in block wānanga by UC staff and selected guest speakers. The remainder of the contact hours will involve weekly online tutorials to support and involve students working on a contemporary innovation project as a real world context to apply insights.

MINN 301- Leading Māori Innovation and Development

This course aims to develop students leadership skills, preparing them to step into further professional roles within the Iwi and Māori sector. Students will explore:

- Philosophies and practices of Māori leadership;
- The role of values in leadership and innovation; and
- Leadership skills and approaches to lead change and resolve complex tensions.

Students will be supported to develop a personal and professional leadership plan.

The course will consist of lectures delivered in block wānanga by UC staff and selected guest speakers. The remainder of the contact hours will involve weekly online tutorials to support students assuming leadership responsibilities within work projects.

MINN 302- Social Change Project

This course is a practical project within a chosen organisation to design a bespoke solution aligned to their organisational values and aspirations. This paper involves students designing and delivering a project of benefit to their organisation/ community. Students will be encouraged to develop a project that draws upon both the work they have completed in their MINN papers thus far, creating wide scope for students to develop a project that is relevant to their future career aspirations and organisation/ community. The course will involve 12 hours of taught content on project delivery, with additional peer and tuakana mentoring during project delivery.

Proposed new regulations

2021 UC Calendar page number 148 (*following the entry for the Conjoint Bachelor of Arts and Science*)

The Degree of Bachelor of Māori Innovation (BMInn – 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 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 Māori Innovation, a student must be credited with courses having a minimum total value of 360 points. Of these 360 points:

(a) at least 195 points must be from courses listed in Schedule C to these Regulations; and

(b) the requirements for one of the majors, as listed in Schedule S to these Regulations must be met.

4. Admission to the qualification

A student must satisfy the Regulations for Admission to the University to be admitted to this qualification. Students must also provide verification that they have a remunerated role with an Iwi or Māori organisation that will host their 'in work' study for the intended term of their enrolment. Enrolments must also be approved by the Programme Co-ordinator to ensure that host organisation verification and conditions are suitable.

5. Subjects

The subjects for this degree are listed in Schedule S.

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 no additional stipulations.

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 BMInn may apply to the relevant Dean for admission into another UC qualification. When exiting the BMInn, courses coded MINN may be credited as Māori and Indigenous Studies (MAOR) courses to an appropriate certificate, or other qualification, as approved by the relevant Dean.

Schedule C: Compulsory Courses for the Degree of Bachelor of Māori Innovation

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

Course code	Course title	Pts	2022	Location	P/C/R/RP/EQ
MINN101	Origins of Māori Innovation	15	S1	Campus	
INFO125	Introduction to Programming with Databases	15	S1	Campus	
PROD110	Product Design Principles	15	S1	Campus	

MINN102	Applying mātauranga Māori	15	S2	Campus	
MGMT100	Fundamentals of Management	15	S2	Campus Distance	
MINN201	Contemporary Māori solution building	15	S1	Campus	P: MINN101
MINN202	Revitalising Mana Motuhake	15	S1	Campus	P: MINN101
MINN203	International Approaches-Indigenous Innovation and Solution Building	15	S2	Campus	P: MINN101
DATA201	Data Wrangling	15	S2	Campus	P: INFO125
MINN301	Leading Māori Innovation and Development	30	S1	Campus	P: MINN201
MINN302	Social Change Project	30	S2	Campus	P: MINN201

Schedule S: Subjects for the Degree of Bachelor of Māori Innovation

Students must meet the requirement for one of the following majors. All course choices are subject to approval of the Programme Coordinator.

Policy Innovation
100 level: 45 points chosen from COMS101, COMS104, POLS102, POLS103, POLS105, POLS106, SOWK101
200 level: 60 points chosen from COMS201, COMS205, COMS207, COMS232, POLS202, POLS206, POLS216, SOWK203
300 level: 60 points chosen from COMS305, COMS320, COMS330, MAOR301, POLS301, POLS304, POLS308, POLS315, POLS319

Social Innovation
100 level: 45 points chosen from EDUC102, EDUC103, HSRV103, HSRV104, SOWK101, SOCI111, SOCI112, YACL102
200 level: 60 points chosen from CULT202, HSRV201, HSRV202, HSRV203, HSRV204, HSRV210, HSRV211, HSRV212, YACL201,
300 level: 60 points chosen from HSRV301, HSRV316, HSRV318, MAOR301, SOCI361, SOCI368

Health Innovation
100 level: HLTH101, HLTH106, HLTH111
200 level: HLTH201, HLTH202, HLTH213, MAOR270
300 level: 60 points chosen from GEOG325, HLED321, HLED322, HLTH301, HLTH312

Entrepreneurship and Innovation
100 level: ACCT102 and 30 points from ECON104, ECON105, INFO123, MKTG100
200 level: MGMT230 and 45 points chosen from INFO223, INFO253, INOV200, INOV201, INOV202, INOV290, MGMT223, MGMT230, MKTG204

300 level: MGMT333 and MGMT345 and 30 points chosen from INFO353, INFO361, MGMT342, MGMT343, MKTG305, MKTG315

Environmental Innovation:
100 level: 45 points chosen from ENVR101, GEOG106, SENS101, SCIE101
200 level: 60 points from GEOG209, GEOG217, GEOG222, SENS201, SOCI220, WATR201
300 level: 60 points chosen from GEOG325, POLS304, SENS301, WATR301

Design Innovation:
100 level: PHYS111, PROD101, PROD111
200 level: PROD211, PROD213, PROD214
300 level: PROD313, PROD314, PROD388

Schedule V: Courses Valid for the degree of Bachelor of Māori Innovation
<Please insert a Schedule V containing all of the courses above in Schedule C and Schedule S>

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Master of Education (Thesis) (MEd(Thesis) – 120 points)

Template 1.

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY
This proposal seeks to create a stand-alone 120-point thesis qualification, the Master of Education (Thesis), to differentiate from the 180- point coursework Master of Education qualification. Currently, UC offers a 120pt thesis pathway and 180pt master's pathway, primarily taken through coursework, under one qualification, the Master of Education. This structure brings together two qualifications with different entry criteria and raises a number of challenges in the administration of the programme. Additionally, the 2018 scheduled programme review of the Master of Education recommended the introduction of a compulsory 30pt research methods course into the qualification suite. We cannot take up this recommendation within the structure of the current qualification. As a result, this proposal creates a separate qualification for the existing 120pt MEd pathway. Students will continue to be able to complete this qualification via a 120-point thesis, or a 90-point thesis with 30 points in research methods. The separation out of a 120pt MEd pathway ensures that the College of Education, Health and Human Development provides a coherent pathway to doctoral studies aligning with the University's Strategic Vision for Education in offering a pathway for further study (Principle 1: Te Poutama Guided). Offering a 120pt M.Ed(thesis) provides flexibility for students to undertake a Postgraduate Diploma in Education and advance to a thesis when they feel ready to pursue further study. The pathway allows greater clarity regarding the entry requirements of the M.Ed (thesis).

Programme Overview

This programme is open to students who have completed a bachelor's degree with honours, or a Postgraduate Diploma in Education (or in a relevant field) with a Grade Point Average of 5.0 or above, hold teacher registration or other relevant professional experience and standing, and who meet the general prerequisites for masters programmes at the University of Canterbury.

Students that have already completed appropriate research methodology courses will be able to enrol in the 120-point thesis. For those students without the relevant research methodology, they will be able to complete 30 points of research methods before enrolling in a 90-point thesis.

Prescriptions for courses

One new course will be introduced for this qualification (and the 180 point MEd qualification):

EDME601 Understanding and Using Research in Education (30 points)

This course is an introduction to frameworks for thinking about, reading about, and carrying out research. Students will develop skills in the critical analysis of a wide range of research literature through developing knowledge of ethics, different methodologies, and different types of data. Students are introduced to research practice from both 'Western' and Indigenous knowledge standpoints. The aims of the course are to bring the student to the point where they have the knowledge to interpret most quantitative and qualitative research papers in their field, as well as the background to undertake supervised research.

Proposed new regulations

2021 UC Calendar page number 334

The Degree of Master of Education (Thesis) (MEd (Thesis) – 120 points)

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

1. Version

These Regulations came in to force on 1 January 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

(a) To qualify for the Master of Education (Thesis) a student must be credited with a minimum of 120 points towards the qualification.

(b) A student must:

- i. Be credited with a 120 point thesis from Schedule V to these Regulations; or
- ii. Be credited with a 90 point thesis and either EDME601 or 30 points from Schedule V to the Master of Education Regulations.
- iii. A student must complete 30 points of research methods courses, prior to enrolment in the thesis.

4. Admission to the qualification

(a) To be admitted to the Master of Education (Thesis) a student must have satisfied the Admission Regulations for admission to the University; and

- i. Either:
  - a. Qualified for Honours or Postgraduate Diploma level study in an education or other equivalent qualifying programme of study, with a minimum of a B+ Grade Average; or
  - b. Been admitted with Academic Equivalent Standing; and
- ii. Been approved as a student by the Amo Ako me Te Hauora | Dean of Education and Health Sciences.

5. Subjects

The degree may be awarded unendorsed or in the endorsements listed in Schedule S to 180 point MEd Regulations.

6. Time limits

The time limit for this qualification is:

(a) 24 months for a full-time student.

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

(c) The thesis must be submitted by such dates as may be prescribed by the Amo Ako me Te Hauora | Dean of Education and Health Sciences unless an exemption is granted.

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.

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 completes the Master of Education (Thesis) may be eligible to apply for admission to the PhD or EdD programme.

(b) A student who has started the thesis may apply to the Amo Rangahau | Dean of Postgraduate Research for admission to the PhD or EdD programme.

Schedule V: Courses for the Degree of Master of Education (Thesis)

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

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
EDEM691	MEd Thesis	120	A	Campus	P: Subject to the approval of the Head of School
EDEM690	MEd Thesis	90	A	Campus	P: Subject to the approval of the Head of School

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Bachelor of Social and Environmental Sustainability (BSEnS)

(CUAP criterion 6.1.1 New Qualification)

EXECUTIVE SUMMARY

The proposal is to introduce a 360-point undergraduate degree: the Bachelor of Social and Environmental Sustainability (BSEnS). At a time of rapid far-reaching social and ecological change, and challenging, complex global problems, the BSEnS will introduce students to bodies of knowledge that contribute to a critical understanding of ways to advance social, ecological, cultural and economic sustainability. The BSEnS enables students to explore how sustainable transitions, regeneration and transformations occur and the consequences for just decision making, Indigenous rights, business development, and social and behavioural change. The degree will empower students to shape the world that they inherit, by developing an understanding of the barriers and pathways for advancing societal wellbeing and sustainable low-carbon futures. The BSEnS will include four interdisciplinary majors: 1) Environmental Policy, Governance and Social Justice; 2) Indigenous Knowledge and Sustainable Partnerships; 3) Social Action, Community and Global Development; and 4) Sustainable Business, Enterprise and Economics.

Degree structure

The BSEnS has a set of compulsory courses (135 points), a required major (135 points), and 90 points of electives. This structure allows room for an optional minor from another degree (e.g. BA, BSc, BCom). A chart of the degree structure is shown in Fig 1. The compulsory courses include three new courses, which will be team taught by staff from across UC. The courses are:

- SENS101 *Introduction to the Principles and Concepts of Sustainability*
- SENS201 *Systems Thinking for Sustainability*
- SENS301 *Sustainability Transitions, Transformations and Agents of Change*

In addition, there are required courses in writing, quantitative skills, the Treaty of Waitangi, and a final year internship course.

SENS101	**ENVR101**	**WRIT101**	**MAOR108**	**MAJOR 100**	**MAJOR 100**	**ELECTIVE 100**	**ELECTIVE 100**
SENS201	**ARTS102 OR STAT101**	**MAJOR 200**	**MAJOR 200**	**MAJOR 200**	**ELECTIVE 200+**	**ELECTIVE 200+**	**ELECTIVE 200+**
SENS301		**MAJOR 300**	**MAJOR 300**	**MAJOR 300**	**MAJOR 300**	**PACE295 OR PACE395**	**ELECTIVE 200+**

Fig 1. Structure of the BSEnS

Each of the four interdisciplinary majors in the degree is framed by a key question:

- Environmental Policy, Governance and Social Justice: *How can we make decisions that are sustainable and just?*
- Indigenous Knowledge and Sustainable Partnerships: *How can leaders, systems and processes for advancing sustainability engage effectively with Indigenous knowledge, stakeholders and communities, particularly iwi Māori and Pacific communities?*
- Social Action, Community and Global Development: *How do we empower local and global action to advance sustainability?*
- Sustainable Business, Enterprise and Economics: *How can we advance sustainability in business?*

UC Strategic vision 2020-2030

The BSEnS achieves several objectives of UC's Strategic Vision 2020-2030. An overarching objective of the Strategic Vision involves "addressing problems head on with an inter-disciplinary focus and taking a decisive stand on sustainability" (p.9). The BSEnS with its interdisciplinary majors and transdisciplinary core courses, along with its focus on sustainability, is designed to contribute to these aims. The Strategic Vision states that UC will "make a positive impact on social sustainability in Ōtautahi Christchurch and Waitaha Canterbury and make a positive impact on hauora wellbeing of the people of Ōtautahi Christchurch and Waitaha Canterbury" (Engaged University objectives 3 and 4). The BSEnS is designed to do this by equipping students with the tools to critically examine questions of socio-ecological sustainability and to understand key driving factors of – and policies and practices which work for and against – hauora. This is closely coupled with the objective to "deliver a curriculum that prepares our students to be enquiring and enables them to create and contribute knowledge for a better society, particularly when we need ways to deal with complex problems and global issues, by working across disciplines, to respond to these complex problems" (Education – Accessible, Flexible, Future Focused objective 2). The BSEnS curriculum is specifically designed to integrate content from across disciplines, and the SENS core courses, which provide a key foundation for the degree, are designed to be transdisciplinary. This design supports Education principle 3 (that "the curriculum will support inter-disciplinary programs that are thematic and issues based"). The four majors also include inter-disciplinary content based around thematic issues. The degree will make a significant contribution to the University's sustainability goals, weaving opportunities for students to "learn and contribute to resolving the Sustainable Development Goals through UC teaching" and to grow and leverage our local, national and global sustainability networks. It will draw on a range of disciplines from across the University, with particular input from the Colleges of Arts, Business and Law, Science, and Education, Health and Human Development.

Evidence of demand & resourcing implications

Feedback from school-teachers and stakeholders working within the field of sustainability has been unanimously positive. One described the proposal as "a long overdue degree opportunity", and another observed that "Many if not most companies in the private sector are eager to become 'sustainable' and do not know where to start". A secondary school teacher noted "I do think such a degree would add validity to any school choosing to provide opportunities for their students to study the NCEA [Levels 1, 2 and 3 standards] in Environmental Education for Sustainability and would provide clear pathways for students…to dive deeper into the concepts, principles and processes of sustainability."

Consultation with students in focus groups has also revealed strong support for the proposal. We have conducted 5 focus groups of UC students, in various degree programmes and with a mixture of years (Law, Arts, Business, Engineering). The response was unanimously positive. Students agreed with the current choice of 4 majors and reported that they liked the suggested names of the majors. In relation to the

existing Bachelor of Environmental Science (Hons) and this proposed degree, one student said: "Seeing this makes me feel proud that UC has these new degrees for a better sustainable world".

There are minimal resourcing implications because the degree is built around largely existing courses at UC. The three new courses (SENS101, SENS201 and SENS301) will be team taught by staff from across UC.

Programme Overview

In the first year, there are 60 points of required courses, focusing on key skills and foundational knowledge, 30 points from courses related to the chosen major, and 30 points from elective courses. In their first semester, a student might enrol in:

- SENS101 *Introduction to the Principles and Concepts of Sustainability,*
- WRIT*101 Writing for Academic Success,*
- A 100 level course from their chosen major, and
- An elective course – which may be from another BSEnS major or from elsewhere.

In their second semester, they would do a further 60 points (assuming full time study, although part time study is available):

- ENVR101 *Introduction to Environmental Science,*
- MAOR108 *Aotearoa: Introduction to New Zealand Treaty Society*
- A 100-level course from their chosen major, and
- An elective course – which may be from another BSEnS major or from elsewhere.

Note: (1) WRIT101 is offered in both Semester 1 and Semester 2, offering flexibility in terms of the relationship between the required courses and the courses chosen for the major and elective slots, (2) Some students will do 100-level papers for two majors and then make their choice at the beginning of their second year.

In their second year, students will do two compulsory courses: SENS201 *Systems Thinking for Sustainability***,** either STAT101 *Statistics 1* or ARTS102 *Problems, Questions, Evidence* + three 200-level courses for their major and three electives at 200-level. STAT101 and ARTS102 run in both Semester 1 and Semester 2, offering flexibility into the programme in terms of the relationship between the required courses and the courses chosen for the major and elective slots.

In the final year of the degree, SENS301 *Sustainability Transitions, Transformations and Agents of Change* acts as the capstone to the degree, building on content in SENS101 and SENS201, and students also complete their major with 60 points of 300 level courses. Alongside these, there is a required experiential/internship course - either PACE 295 (15 points) or PACE 395 (30 points) - to ensure that the skills developed over the course of the degree can be put into practice. Students who choose the 15-point PACE 295 will have space for a further elective course at 200-level.

Provision for a Minor

Students who wish to do so may also include a minor from another degree schedule in their BSEnS. There are 75-90 points of electives at 100 and 200-level available in the degree (depending on whether the student elects to do PACE295 (15 points) or PACE395 (30 points). Students can support their major with a minor from another UC degree schedule.

Exit pathways for the BSEnS

Students who wish to or are required to transfer to a different degree will be able to do so in several ways. Because some compulsory courses are shared between the BSEnS and the UC Bachelor of Environmental Science (Hons), student who decide they would prefer to focus more on bio-physical science can switch degrees to the BEnvSci(Hons) and include BSEnS courses. (This is more straightforward if done earlier in the degree, and other pre-requisites must also be met). It will also be possible for students to transfer into the Bachelor of Arts or Bachelor of Science and use some or all of the courses taken for the BSEnS (largely dependent on the time point at which the request to transfer is made). Students will also be able to transfer into the Certificate of Arts, the Certificate of Science, or the Certificate of Commerce (depending on particular course selections). Such transfers will require approval of the relevant Dean.

Employment pathways for the BSEnS

As noted above, consultation with prospective employers has indicated strong support for this degree and noted the expectation that new employment pathways will be developed in response to recommendations from the Climate Commission. Possible positions identified for graduates with these undergraduate skills include community engagement officers for local and regional councils, sustainability policy advocates, advisers and policy writers, youth workers and community food security and urban sustainability and regeneration project advisors. As noted by employers in our consultation, employees with knowledge of sustainability and low-carbon transitions will be needed in diverse fields from tourism, to manufacturing and human services, event management and 'even art galleries and hospitals'.

Graduate pathways for the BSEnS

Students completing the BSEnS would be eligible to complete the MA by Research or the MA 180 in a relevant subject. Likely subjects of interest will be Political Science, Sociology, Geography. They may also choose to enrol in one of the following named 180-point Masters programmes: Master of Policy and Governance, Master of International Relations, Master of Disaster Risk and Resilience.

Prescriptions for courses (available on request)

Proposed new regulations

2021 UC Calendar page number 148

The Degree of Bachelor of Social and Environmental Sustainability (BSEnS – 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 may approve a personal programme of study which does not conform to these regulations.

3. The structure of the qualification

To qualify for the degree of Bachelor of Social and Environmental Sustainability a student must be credited with courses having a minimum total value of 360 points.

(a) Of these 360 points

I. 105 points must be from courses listed in Schedule C to these Regulations;

II. At least 30 points must be from Schedule E to these Regulations, including at least 15 points from Group 1 and at least 15 points from Group 2.

III. At least 270 points must be from courses listed in Schedule V to these Regulations;

IV. The remaining points may be 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 above 200-level

(c) Within the provisions outlined above a student must satisfy the requirements at least one major from Schedule S to these regulations. A student may also include a minor from those provided for in the General Conditions for Credit Regulations.

4. Admission to the qualification

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

5. Subjects

This qualification may be awarded with majors and minors. The requirements of each major are listed in Schedule S to these Regulations. The requirements for minors are provided for in the General Conditions of Credit Regulations.

(a) A major consists of 135 points. Of these 135 points:

a. at least 60 points must be at 300-level, and

b. at least a further 45 points must be at 200-level or above

(b) All majors and minors must be in separate subject areas

(c) Any given course must contribute to only one major or minor

(d) A course fulfilling a Schedule C or a Schedule E requirement cannot also contribute to the requirements for a major or a minor.

6. Time limits

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

7. Transfer of credit, substitutions and cross-credits

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

8. Progression

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

9. Honours, Distinction and Merit

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

10. 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 Bachelor of Social and Environmental Sustainability, or who wishes to transfer to the Certificate in Arts may apply to the Amo Toi Tangata | Dean of Arts for admission, provided they meet the requirements for entry into that qualification.

Schedule C: Compulsory courses for the Degree of Bachelor of Social and Environmental Sustainability

Course code	Course title	Pts	2022	Location	P/C/R/RP/EQ
SENS101	Introduction to the Principles and Concepts of Sustainability	15	S1	Campus	
WRIT101	Writing for Academic Success	15	S1, S2 S1, S2	Campus Distance	

ENVR101	Introduction to Environmental Science	15	S2 S2	Campus Distance	
MAOR108	Aotearoa: Introduction to New Zealand Treaty Society	15	S2	Campus	
SENS201	Systems Thinking for Sustainability	15	S1	S1	P: SENS101
SENS301	Sustainability Transitions, Transformations and Agents of Change	30	S1	S1	P: SENS201

Schedule E: Elective courses for the Degree of Bachelor of Social and Environmental Sustainability

Group 1

Course code	Course title	Pts	2022	Location	P/C/R/RP/EQ
ARTS102	Problems, Questions, Evidence	15	S1, S2 S1, S2	Campus Distance	
STAT101	Statistics 1	15	S1, S2 S1, S2	Campus Distance	

Group 2

Course code	Course title	Pts	2022	Location	P/C/R/RP/EQ
PACE295	Internship	15	S2	Campus	Any 90 points at any level from any subject, special application and interview, and permission of the Internship Director.
PACE395	Internship	30	S1, S2	Campus	150 points, special application and interview, and permission of the Internship Director.

Schedule S: Subjects for the Degree of Bachelor of Social and Environmental Sustainability

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

Environmental Policy, Governance and Social Justice

A student intending to complete a BSEnS with a major in Environmental Policy, Governance and Social Justice must be credited with at least 135 points from the courses listed below, which must include 105 points at 200-level or above (of which 60 points must be at 300-level), and also include:

100 level

Required:

1) 30 points chosen from GEOG110, PHIL110, PHIL139, POLS103, SCIM101, HLTH111; including at least 15 points from GEOG110 or POLS103.

200 level

Required:

1) POLS206

2) 30 points from GEOG209, GEOG222, LING225, MAOR219, PHIL249, HLTH214

300 level

Required:

1) POLS304

2) 30 points from GEOG351, GEOG309, LAWS327, LAWS356, LAWS364, SOCI368, WATR301

Indigenous Knowledge and Sustainable Partnerships

A student intending to complete a BSEnS with a major in Indigenous Knowledge and Sustainable Partnerships must be credited with at least 135 points from the courses listed below, which must include 105 points at 200-level or above (of which 60 points must be at 300-level), and also include:

100 level

Required:

1) SCIM101

2) 15 points from COMS101, MAOR165, MAOR107, POLS103, HLTH106

200 level

Required:

1) MAOR212

2) 30 points from CULT202, HIST283, MAOR214, MAOR219.

300 level

Required:

1) MAOR301

2) 30 points from GEOG309, GEOG351, WATR301

Social Action, Community and Global Development

A student intending to complete a BSEnS with a major in Social Action, Community and Global Development must be credited with at least 135 points from the courses listed below, which must include 105 points at 200-level or above (of which 60 points must be at 300-level), and also include:

100 level

Required:

1) 15 points from CHCH101, GEOG110, MAOR165, SOCI111, SPCO126, PHIL139, YACL101

2) 15 points from POLS102, POLS104, SOCI112

200 level

Required:

1) SOCI220

2) 30 points from MAOR212, MAOR219, COMS204, COMS 205, GEOG222, HSRV209, POLS209, POLS216, SOCI255, SOWK202, SOWK205, YACL201.

300 level

Required:

1) 30 points from GEOG351, GEOG325, PSYC341

2) 30 points from COMS305, GEOG309, MAOR301, MAOR317, POLS304, POLS319.

Sustainable Business, Enterprise and Economics

A student intending to complete a BSEnS with a major in Sustainable Business, Enterprise and Economics must be credited with at least 135 points from the courses listed below, which must include 105 points at 200-level or above (of which 60 points must be at 300-level), and also include:

100 level

Required:

30 points from ACCT102, ACCT103, ECON104, MKTG100, MGMT100, MGMT170

200 level

Required:

45 points from ACCT211, ECON207, ECON225, MGMT206, MGMT207, MGMT230, MGMT270, MKTG201, MKTG230, COMS232, COMS205

300 level

Required:

60 points from ACCT316, ACCT340, COMS305, ECON335, ECON340, MGMT333, MGMT335, MGMT343, MKTG315, MKTG317

Schedule V Courses Valid for the Degree of Bachelor of Social and Environmental Sustainability

Occurrences as in 2021 Calendar, unless otherwise indicated. Note that some pre-requisites have been or are in the process of being change, as required by the inclusion of a course in this degree.

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ (Pre-requisites as of 2021. Some pre-requisites in some courses will be changed)
ACCT 102	Accounting and Financial Information	15	S1 S2	Campus Campus	R: ACIS102, AFIS101, AFIS102, AFIS111, AFIS122, AFIS132, AFIS188.
ACCT 103	Accounting and Taxation: An Introduction	15	S1 S2	Campus Campus, Distance	P: ACCT 102 R: ACIS103, AFIS101, AFIS103, AFIS111, AFIS121, AFIS131
ACCT 211	Financial Accounting	15	SU2 S2	Campus Campus	P: ACCT 102 and ACCT 103. R: ACIS 211, AFIS 211.
ACCT 316	Public Management and Governance	15	S1	Campus	P: Any 45 points at 200-level or above. R: ACIS 316, AFIS 316, AFIS 516, POLS 316. EQ: ACIS 316, AFIS 316.
ACCT 340	Social and Environmental Reporting	15	S1	Campus	P: Any 45 points at 200-level or above. R: ACIS 340, AFIS 340.
ARTS 102	Problems, Questions, Evidence	15	S1 S1 S2 S2	Campus Distance Learning Campus Distance Learning	-
CHCH 101	Strengthening Communities through Social Innovation	15	S1 S1	Campus Distance Learning	-
COMS 101	Media and Society	15	S1 S1	Campus Distance Learning	-

COMS 204	Advertising and Cultural Consumption	15	S2 S2	Campus Distance Learning	P: Any 15 points at 100-level from COMS, or any 60 points at 100-level from Schedule V of the BA.
COMS 205	Media and Politics	15	S1 S1	Campus Distance Learning	P: Any 15 points at 100-level from COMS or POLS, or any 60 points at 100-level from Schedule V of the BA.
COMS 232	Risk and Crisis Communication	15	S2 S2	Campus Distance Learning	P: 15 points at 100-level in COMS. Students without this prerequisite but with at least a B average in 60 points of relevant courses, may enter the course with the approval of the Department Co-ordinator or the Undergraduate Co-ordinator for COMS.
COMS 305	Media and Social Change	30	S1	Campus	P: Any 30 points at 200-level from COMS, or any 60 points at 200-level from Schedule V of the BA.
CULT 202	Cultural Politics/Cultural Activism	15	S1	Campus	P: Any 15 points at any level from CULT or ENGL, or any 60 points at 100-level from any subject.
ECON 104	Introduction to Microeconomics	15	S1 S2	Campus Campus	R: ECON 199
ECON 207	Intermediate Microeconomics - Households and Government	15	S1	Campus Distance	P: ECON 104
ECON 225	Environmental Economics	15	S1	Campus	P: ECON 104
ECON 335	Public Economics 1	15	S1	Campus	P: ECON 207. RP: ECON 208
ECON 340	Development Economics	15	S2	Campus	P: ECON 207 or ECON 208
ENVR 101	Introduction to Environmental Science	15	S2	Campus	-
GEOG 110	People, Places and Environments	15	S1	Campus	R: GEOG 107
GEOG 209	Environmental Science and Resource Management	15	S2	Campus	P: Any 30 points of 100-level Geography, or entry with the approval of the Head of Department. R: GEOG 201 prior to 2009.
GEOG 222	Transport, Urban Development and Wellbeing	15	S1	Campus	P: 45 points of 100-level, including GEOG 110 or GEOG 106.
GEOG 309	Research for Resilient Environments and Communities	30	S2	Campus	P: 30 points of GEOG @ 200-level, or GEOG 206 and ENVR 201. R: GEOG 204, GEOG 203.

GEOG 325	Health, Wellbeing and Environment	15	S1	Campus	P: 30 points of Geography at 200-level; or 30 points from Sciences, Arts or Health Sciences.
GEOG 351	Rethinking Development	15	S2	Campus	P: Any 30 points of 200-level Geography, or approval of the Head of Department.
HIST 283	Ethnicity, Racism and History	15	S2	Campus	P: Any 15 points at 100-level in HIST, ANTH, MAOR, PACS or SOCI or CLAS 120 or any 60 points at 100-level from Schedule V of the BA.
HLTH 106	Te Wero - Maori Health Issues and Opportunities	15	S2	Campus	
HLTH 111	Global Health	15	S2	Campus	
HLTH 214	Environmental and Occupational Health	15	S2	Campus	Any 60 points at 100 level from any subject, or any 30 points at 100 level from HLTH or SPCO
HSRV 209	Humans, Animals and Society	15	S1	Campus Distance	HSRV103 and HSRV104; or, 15 points at 100 level in HSRV and 30 points at 100 level from either Schedule C to the BSW, Schedule V to the BA, or Schedules C or E to the BCJ; or 60 points at 100 level from the BA, BSW or BCJ.
LAWS 327	International Environmental Law	15	S2	Campus	P: LAWS 324 C: LAWS 202-LAWS 206 R: ILAP 612.
LAWS 356	Special Topic: Selected Topics in Natural Resource Law	15	S2	Campus	C: LAWS 202-LAWS 206 RP: LAWS 205
LAWS 364	Law of the Sea	15	S2	Camus	C: LAWS 202-LAWS 206 R: LAWS 262 prior to 2010, ILAP 630
LING 225	Forensic Linguistics	15	S2 S2	Campus Distance Learning	P: Any 15 points at any level from any subject.
MGMT 100	Fundamentals of Management	15	S1 S2	Campus Campus	R: MGMT 101
MGMT 170	Managerial Decision Making	15	S2	Campus	R: MISCI 101
MGMT 206	Organisational Behaviour	15	S1	Campus	P: (1) MGMT100; and (2) A further 45 points R: MGMT201, MGMT216
MGMT 207	Principles of Human Resource Management	15	S1	Campus	P: (1) MGMT100; and (2) A further 45 points
MGMT 230	Business, Society and the Environment	15	S1 S2	Campus Campus	P: Any 60 points

MGMT 270	Introduction to Operations and Supply Chain Management	15	S1	Campus	P: MGMT 100 or MGMT 170; and STAT101 R: MSCI 270, MISCI 220
MGMT 301	Leading Change and Innovation	15	S1	Campus	P: MGMT 206 and MGMT 207 R: MGMT 315
MGMT 333	Managing Corporate Responsibility	15	S1	Campus	P: (1) MGMT 230; and (2) Any 30 points at 200-level or above. RP: Other essay-based courses.
MGMT 335	Business and Sustainability	15	S1	Campus	P: (1) MGMT 230 or MKTG 230; and (2) Any 45 points at 200-level or above in Commerce.
MGMT 343	Social Entrepreneurship	15	S2	Campus	P: Any 90 points at 200-level or above R: MGMT 321
MKTG 100	Principles of Marketing	15	S1 S2	Campus Campus	R: MGMT 102 EQ: MGMT 102
MKTG 201	Marketing Management	15	S2	Campus	P: (1) MKTG 100; and (2) a further 45 points R: MGMT 210 RP: MKTG 202
MKTG 230	Business, Society and the Environment	15	S1 S2	Campus Campus	P: Any 60 points R: MGMT 230 EQ: MGMT 230
MKTG 315	Marketing for Behavioural Change	15	S2	Campus	P: Any 60 points at 200-level or above R: MGMT 341 EQ: MGMT 341
MKTG 317	Sustainable Tourism Enterprises and Destinations	15	S2	Campus	P: (1) MKTG 100; and (2) a further 45 points at 200-level or above
MAOR 107	Aotearoa: Introduction to Traditional Māori Society	15	S1 S1	Campus Distance Learning	R: PACS 102 EQ: PACS 102
MAOR 108	Aotearoa: Introduction to New Zealand Treaty Society	15	SU2 S2 S2	Distance Learning Campus Distance Learning	R: CULT 114, MAOR 113 (PRIOR TO 2006) EQ: CULT 114
MAOR 165	He Timatanga: Engaging with Māori	15	SU1 SU2	Distance Learning Distance Learning	-
MAOR 212	Māori and Indigenous Development	15	S1	Campus	P: Any 15 points at 100-evel from HIST, MAOR, SOWK or TREO, of any 60 points at 100-level from Schedule V of the BA
MAOR 214	Te Ao Mārama: Māori Thought	15	SU1 SU1	Campus Distance Learning	P: Any 15 points in 100-level course in MAOR or TREO, or 30 points in 100-

					level courses in Arts, Education, Fine Arts, Music and Social Work, or by permission of the Head of School. R: HIST 259 EQ: HIST 259
MAOR 219	Te Tiriti: The Treaty of Waitangi	15	S2	Campus	P: Any 15 points in 100-level course in MAOR or TREO, or 30 points in 100-level courses in Arts, Education, Fine Arts, Music and Social Work, or by permission of the Head of School. R: POLS 218, POLS 258, HIST 268, SOCI 209, HSRV 207, CULT 219 EQ: POLS 218, POLS 258, HIST 268, SOCI 209, HSRV 207, CULT 219
MAOR 301	Ngāti Āpōpō: Māori Futures	30	S2	Campus	P: Any 15 points in 200-level courses in MAOR or TREO, or 30 points in 200-level courses in Arts, Education, Fine Arts, Music and/or Social Work, or by permission of the Head of School. R: POLS 331, POLS 358, CULT 319 EQ: POLS 331, POLS 358, CULT 319
MAOR 317	Takahi: Colonisation	30	S2	Campus	P: Any 15 points in 200-level courses in MAOR or TREO, or 30 points in 200-level courses in Arts, Education, Fine Arts, Music and/or Social Work, or by permission of the Head of School. R: RELS 322, HIST 366, CULT 302 EQ: CULT 302, HIST 366, RELS 322
PACE 295	Internship	15	SU2 A S1 S2	Campus Campus Campus Campus	P: Any 90 points at any level from any subject, special application and interview, and permission of the Internship Director. R: ARTS 295
PACE 395	Internship	30	SU2 A S1,	Campus Campus Campus	P: 150 points, special application and interview,

			S2	Campus	and permission of the Internship Director. R: ARTS 395 EQ: ARTS 395
PHIL 110	Science: Good, Bad, and Bogus	15	S1 S1	Campus Distance Learning	R: HAPS 110
PHIL 139	Ethics, Politics and Justice	15	S2 S2	Campus Distance Learning	-
PHIL 249	Environmental Ethics	15	SU1 SU1	Campus Distance Larning	P: Any 15 points at 100-level in PHIL, or any 60 points at 100-level from Schedule V of the BA, the BSEnS or the BSc. RP: 15 points of 100-level Philosophy, or 30 points or more of humanities, social science, science, engineering, economics, or commerce studies and an interest in reflective critical debate.
POLS 102	Politics: and Introduction	15	SU2 S1 S1	Distance Learning Campus Distance Learning	
POLS 103	Introduction to New Zealand Politics and Policy	15	S1	Campus	-
POLS 104	Introduction to International Relations	15	S1	Campus	-
POLS 206	Introduction to Public Policy	15	S1	Campus	P: Any 15 points at 100-level from HLTH, HSRV, or POLS, or any 60 points at 100-level from the Schedule V of the BA, or LAWS, GEOG, or the Schedule V of the BCom or the B.SENS
POLS 209	Politics of International Aid and Development	15	S2	Campus	
POLS 216	City Politics and Urban Policy	15	S1	Campus	
POLS 304	Environmental Politics and Policy	30	S2	Campus	
POLS 319	International Organizations: The United Nations and Contemporary Challenges	30	S1	Campus	
PSYC 341	Environmental Psychology	15	S2	Campus	P: Any 120 points at 100 level from any subject.

SCIM 101	Science, Māori and Indigenous Knowledge	15	S2		
SENS 101	Introduction to the Principles and Concepts of Sustainability	15	S1	Campus	
SENS 201	Systems Thinking for Sustainability	15		Campus	P: SENS101
SENS 301	Sustainability Transitions, Transformations and Agents of Change	15		Campus	P: SENS201
SOCI 111	Exploring Society	15	S1	Campus	
SOCI 112	Global Society	15	S1	Campus	
SOCI 220	Environment and Society	15	SU1	Campus	P: Any 15 points at 100-level from ANTH or SOCI, or any 60 points at 100-level from the Schedule V of the BA. R: SOCI 230 (2005), SOCI 320, SOCI 330 (2005)
SOCI 255	Sociology of the City	30	S1	Campus	P: Any 15 points at 100-level from ANTH, CULT, or SOCI, or any 60 points at 100-level from the Schedule V of the BA. R: SOCI 292, SOCI 392, SOCI 355, CULT 210, CULT 310 EQ: CULT 210
SOCI 368	The Politics of Need: Globalisation, Poverty and Welfare Provision	30	S2	Campus	P: 30 points of SOCI including 15 points at 200-level; OR 30 points of SOCI or ANTH at 200-level; OR 60 points in related subjects including 30 points at 200-level with the approval of the Head of Department. R: SOCI 268, SOCI 348 (prior to 2006), HSRV 205
SOWK 202	Human Behaviour and Human Systems	15	S1 S1	Campus Distance Learning	P: Any 15 points at 100-level from HSRV or SOWK, or any 60 points at 100-level from the Schedule V of the BA R: HSRV 202 EQ: HSRV 202

SOWK 205	Social Work and Community Engagement	15	S1	Campus	P: With the permission of the Programme Co-ordinator.
SPCO 126	Land Journeys and Ethics	15	S2	Campus	R: TEPE 112
STAT 101	Statistics 1	15	S2	Campus	-
WATR 301	Water Resource Management	15	S1	Campus	P: 45 points at 200 level in any subject area.
WRIT 101	Writing for Academic Success	15	S1 S2	Campus Distance	R: ENGL 117
YACL 101	Introduction to Youth Leadership: Leading the Self	15	S1	Campus Distance	
YACL 201	Social Leadership: Leading with Others	15	S2	Campus Distance	P: YACL101

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Master of Education

2021 page 334-341

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

(CUAP criterion 6.1.6 Substantial changes to an existing qualification)

EXECUTIVE SUMMARY
The current Master of Education is offered as both a 180pt and 120pt pathway in a single qualification. This proposal removes the 120pt thesis pathway and introduces a core methods course to the qualification. This addresses recommendations of a recent programme review and enhances the graduate profile by preparing students to interpret and undertake research in their discipline.

Justification

A 180-point Master's was introduced into the existing Master of Education qualification in 2016, to supplement the established 240-point Master's degree. The single qualification allowed students to complete via any one of the following pathways:

- 120-point thesis only – for those with a relevant Bachelor degree with Honours, or a Postgraduate Diploma in Education (or equivalent)
- 180 points of coursework
- 180pts made up of 90 points of coursework (including 30 points research methods) and a 90 point thesis.

Offering the 120pt and 180pt pathways in one qualification has created a number of regulatory and administrative challenges over the years. The 2018 programme review recommended the college: "Establish a compulsory 30 point Research Methods and Ethics course with a transdisciplinary focus as a requirement for all candidates taking the Master of Education." We cannot introduce a compulsory course into the qualification due to the constraints of the 120pt thesis pathway.

To accommodate the recommendations of the review, it has been agreed to create a separate qualification for those students wanting to complete via the 120-point thesis pathway, and to include a 30-point compulsory research methods course for all students in the 180-point degree. A further 30-point research project course is also being introduced as a pathway to demonstrate suitability for undertaking doctoral study, in line with the University's Strategic Vision for Education. As a result of these changes, the existing regulations need amending.

The ability to complete the degree with or without an endorsement remains.

Programme Overview

The programme is open to students who have completed a bachelor's degree in a relevant field, hold teacher registration or other relevant professional experience and standing, and who meet the general prerequisites for master's programmes at the University of Canterbury.

Students on this programme will apply a professional learning focus to their assignments in all their courses. The programme is usually completed in eighteen months, although part-time study is possible.

The programme consists of 180 points of study gained from coursework only, or a combination of coursework and thesis. All students must complete 30 points of research methods as part of their study in the qualification.

Students may complete the qualification unendorsed, or in one of the endorsements listed below:

- Curriculum and Pedagogy
- Leadership
- Inclusive and Special Education
- Literacy
- E-Learning and Digital Technologies
- Teaching and Learning Languages
- Positive Behaviour Support
- Hōaka Pounamu

Prescriptions for courses

Two new courses are being developed for this qualification:

EDME601: Understanding and Using Research in Education (30 points)
This course is an introduction to frameworks for thinking about, reading about, and carrying out research. Students will develop skills in the critical analysis of a wide range of research literature through developing knowledge of ethics, different methodologies, and different types of data. Students are introduced to research practice from both 'Western' and Indigenous knowledge standpoints. The aims of the course are to bring the student to the point where they have the knowledge to interpret most quantitative and qualitative research papers in their field, as well as the background to undertake supervised research.

EDME602: Directed Study in Education (30 points)
Participants in the course are supported as a cohort to conduct and report on a small-scale research study to demonstrate advanced knowledge in their discipline/endorsement area and the ability to undertake research. Examples of small-scale research can include, but aren't limited to: a literature review, document analysis, policy analysis, and secondary data analysis.

Proposed new regulations

2021 UC Calendar page number 334 - ***NOTE:(to follow the new MEd (Thesis) 120 point regulations***

The Degree of Master of Education (MEd 180 points)

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

1. Version

These Regulations came in to force on 1 January 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 Master of Education a student must be credited with a minimum of 180 points towards the qualification including:

(a) All courses on Schedule C to these Regulations; and
(b) Either:
    i. Endorsed coursework
        a. the courses listed in Schedule S: Subject Courses to these Regulations required for one endorsement; and
        b. a minimum of 60 points from Schedule E: Group 1 to these Regulations; or
    ii. Unendorsed coursework
        a. 150 points of courses listed in Schedule V to these Regulations; including
        b. a minimum of 60 points from Schedule E: Group 1 to these Regulations; or
    iii. Coursework and thesis
        a. Either:
            i. The courses listed in Schedule S to these Regulations required for the endorsement (thesis pathway); or
        b. EDEM690 and 60 points of courses listed in Schedule V to these Regulations for the unendorsed pathway.

4. Admission to the qualification

(a) To be admitted to the Master of Education a student must have satisfied the Admission Regulations for admission to the University; and
    i. Either:
        a. Qualified for an Aotearoa New Zealand bachelor's degree with a major in Education, Psychology, a related discipline or an equivalent qualification with a minimum of a B Grade Point Average; or
        b. Have qualified for any other degree of an Aotearoa New Zealand university, and hold a professional teaching qualification; or
        c. Have been admitted with Academic Equivalent Standing; and
    ii. Been approved as a student by the Amo Ako me te Hauora | Dean of Education and Health Sciences.
(b) In exceptional cases, a student demonstrating extensive practical, professional or scholarly experience of an appropriate kind may be approved as a student by the Amo Ako me te Hauora | Dean of Education and Health Sciences.

5. Subjects

The degree may be awarded unendorsed or in the endorsements listed in Schedule S to these Regulations.

6. Time limits

The time limits for this qualification are:
Students completing via coursework:

(a) The time limit for a full-time student is:
    i. a minimum of 12 months.
    ii. a maximum of 24 months.
(b) The time limit for a part-time student is:
    i. a minimum of 24 months.
    ii. a maximum of 48 months.
(c) The time limits for student completing a 90 point thesis:
    i. a maximum of 24 months to complete the 90 point thesis.
    ii. A maximum of 48 months to complete the qualification

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations with the following stipulation:
With prior approval, relevant and equivalent postgraduate level courses up to the value of 60 points, may be credited from within UC or from another university or tertiary institute.

8. Progression

This qualification adheres to the General Regulations for the University, with the following stipulations:
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 for the Master of Education who has not met the requirements but who has satisfied all requirements for the Postgraduate Diploma in Education or Postgraduate Certificate in Education may apply to the Amo Ako me te Hauora | Dean of Education and Health Sciences to withdraw from the Master of Education and be awarded the Diploma or Certificate.

(b) A student who has completed the requirements for the Master of Education, including at least 30 points of independent research, may apply to the Amo Rangahau | Dean of Postgraduate Research for admission to the PhD or EdD programmes.

Schedule C: Compulsory Courses for the Degree of Master of Education

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

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
EDME601	Understanding and using research in Education	30	S1 / S2	Campus and Distance	P: Subject to the approval of the Head of School

Schedule S: Subject Courses for the Degree of Master of Education

All endorsement options must contain at least 45 points from Schedule E: Group 1 as per Regulation 3(c)i.b.

Endorsement	Requirements
Curriculum and Pedagogy	For completion by coursework: 90 points from, EDEM614, EDEM650, EDEM651, EDEM659, EDEM679, EDEM685 60 points from Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1
	For completion by thesis: 60 points from, EDEM614, EDEM650, EDEM651, EDEM659, EDEM679, EDEM685 EDEM690 thesis (90 points) in the area of endorsement
E-learning and Digital Technologies	For completion by coursework: 90 points from EDEM626, EDEM628, EDEM630, EDEM633, EDEM682, EDEM665 60 points from Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1
	For completion by thesis: 60 points from EDEM626, EDEM628, EDEM630, EDEM633, EDEM682, EDEM665 EDEM690 thesis (90 points) in the area of endorsement
Hōaka Pounamu	For completion by coursework: EDEM649, EDEM656, EDEM657 and EDEM658 60 points from Schedule E: Group 1
	This endorsement cannot be completed by thesis under the 180 point pathway. Any students wishing to undertake a thesis should enrol in the 120 point MEd following completion of the 120 point PGDipEd (Hōaka Pounamu)
	For completion by coursework:

Inclusive and Special Education	EDEM620 60 points from EDEM618, EDEM622, EDEM624, EDEM685 60 points from Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1
	For completion by thesis: EDEM620 30 points from EDEM618, EDEM622, EDEM624, EDEM685 EDEM690 thesis (90 points) in the area of endorsement
Leadership	For completion by coursework: 90 points from EDEM637, EDEM638, EDEM641, EDEM668, EDEM669, EDEM670 60 points from Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1
	For completion by thesis: 60 points from EDEM637, EDEM638, EDEM641, EDEM668, EDEM669, EDEM670 EDEM690 thesis (90 points) in the area of endorsement
Literacy	For completion by coursework: EDEM607 60 points from EDEM617, EDEM618, EDEM653 60 points from Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1
	For completion by thesis: EDEM607 30 points from EDEM617, EDEM618, EDEM653 EDEM690 thesis (90 points) in the area of endorsement
Positive Behaviour Support	For completion by coursework: EDEM666, EDEM667, CFPY603 60 points from Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1
	For completion by thesis: EDEM666 and EDEM667 EDEM690 thesis (90 points) in the area of endorsement
Teaching and Learning Languages	For completion by coursework: EDEM631 and EDMM632 30 points from EDEM633 or EDEM615 60 points from Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1
	For completion by thesis: EDEM631 and EDMM632 EDEM690 thesis (90 points) in the area of endorsement

Schedule E: S: Subject Courses for the Degree of Master of Education

Group 1: Level 9 courses

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
EDME602	Directed Study in Education	30			
EDEM614	Assessment for Learning	30			
EDEM630	Change with Digital Technologies in Education and Training	30			
EDEM637	Distributing Leadership Through Coaching and Mentoring	30			
EDEM638	Teachers as Leaders	30			
EDEM650	Educational Philosophy and Policy	30			

EDEM651	Re-examining Education Early Years and Beyond	30			
EDEM660	Te Ngao ki Hawaiki	30			
EDEM667	Application of Positive Behaviour Support	30			
EDEM669	Leading and Managing Decision-Making in Organisations	30			
EDEM679	The Treaty of Waitangi in Community, Education and Health Settings	30			
EDEM685	Culturally Inclusive Pedagogies: Motivating Diverse Learners	30			
EDMM632	Issues in Language Acquisition and Learning	30			
EDEM690	MEd Thesis	90			

Schedule V: Valid Courses for the Degree of Master of Education

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
EDME601	Understanding and using research in Education	30			
EDME602	Directed Study in Education	30			
CFPY601	Disorders of Childhood and Adolescence	30			
CFPY602	Child and Adolescent Development: Research, Contexts and Applications	30			
CFPY603	Introduction to Interventions	30			
COUN671	Counselling and Psychology: Theories and Skills	30			
COUN681	Solution-focused theory and skills with individuals and groups	30			
EDEM606	Curriculum Implementation in Science Education	30			
EDEM607	Contemporary Issues in Literacy Education	30			
EDEM608	Understanding Emotions in Education, Leadership and Health	30			
EDEM614	Assessment for Learning	30			
EDEM615	Learning and Teaching Languages	30			
EDEM617	Enhancing Reading Development in Young Children at Risk	30			
EDEM618	Dyslexia: Identification and Intervention	30			
EDEM620	Inclusive and Special Education	30			
EDEM622	Teaching and Learning in Inclusive Settings	30			
EDEM624	Autism Spectrum Disorders	30			
EDEM626	Implementing Computational Thinking in the Curriculum	30			
EDEM628	Evaluating effective practices with educational technology	30			

EDEM630	Change with Digital Technologies in Education and Training	30			
EDEM631	Foundations of Language Acquisition and Learning	30			
EDEM633	Foundations of Technology-Enhanced Language Learning	30			
EDEM637	Distributing Leadership Through Coaching and Mentoring	30			
EDEM638	Teachers as Leaders	30			
EDEM641	Educational Leadership and the Law in New Zealand	30			
EDEM649	Te Tiriti o Waitangi i te Ao Mātauranga	30			
EDEM650	Educational Philosophy and Policy	30			
EDEM651	Re-examining Education Early Years and Beyond	30			
EDEM653	Meeting the needs of students with literacy learning difficulties	30			
EDEM656	Tikanga and Rautaki Whakaako Reo	30			
EDEM657	Whakaora Reo – Language Revitalisation	30			
EDEM658	Matauranga Māori hei Marautanga	30			
EDEM659	Advancing Pasifika Educational Success	30			
EDEM660	Te Ngao ki Hawaiki	30			
EDEM665	Teaching Computer Programming	30			
EDEM666	Foundations of Positive Behaviour Support	30			
EDEM667	Application of Positive Behaviour Support	30			
EDEM668	The Learning Leader	30			
EDEM669	Leading and Managing Decision-Making in Organisations	30			
EDEM670	Leadership as Partnering: Moving Beyond Boundaries	30			
EDEM679	The Treaty of Waitangi in Community, Education and Health Settings	30			
EDEM680	Independent Study	30			
EDEM683	Special Topic: Teaching practice and mathematical learning	30			
EDEM684	Special Topic:	30			
EDEM685	Culturally Inclusive Pedagogies: Motivating Diverse Learners	30			
EDMM632	Issues in Language Acquisition and Learning	30			
EDMM633	Issues in Technology-Enhanced Language Learning	30			
EDEM690	MEd Thesis	90			

EDEM693	Introduction to Methodologies and Ethics in Educational Research	15			
EDEM694	Quantitative Research in Education	15			
EDEM697	Qualitative Research in Education, Health and Human Development	15			

Ako: Bachelor of Teaching and Learning - BTchLn (with endorsements in Early Childhood Education, Primary Education, and Mātauranga Māori) /
Ako: Certificate in Education and Learning / Ako: Diploma in Education and Learning

(CUAP Criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

A changing national policy context relating to initial teacher education (ITE) programme approval necessitates the review of the existing Bachelor of Teaching and Learning (Primary) and Bachelor of Teaching and Learning (Early Childhood) qualifications, as part of a wider review and redevelopment of undergraduate, graduate and postgraduate ITE qualifications at UC. This review is aimed at ensuring a sustainable undergraduate ITE pathway. Specifically, we propose to create a single undergraduate Bachelor of Teaching and Learning (BTchLn) (360 pts) with endorsements (Early Childhood Education, Primary Education, and Mātauranga Māori) and phase out the existing early childhood and primary undergraduate Bachelor qualifications. The Certificate in Education and Learning (CertEdLn) (60 pts) and the Diploma of Education and Learning (DipEdLn) (120 pts) are exit qualifications for students who do not meet the practice requirements for the BTchLn or who decide not to continue with the 360 point teaching qualification. The CertEdLn and DipEdLn are not teaching qualifications.

Students within the BTchLn (referred to as pre-service kaiako) will pursue a systematic and coherent introduction to a body of knowledge, including underlying principles and concepts, that will support problem solving and associated basic techniques of self-directed work and learning relating to learning to teach at an undergraduate level. The BTchLn qualification will additionally equip pre-service kaiako with the practical skills and techniques needed to apply their knowledge effectively in a professional context, and they will be eligible to apply for registration with the professional body, The Teaching Council of Aotearoa New Zealand, and assume a position as a teacher in a school, centre, or kura. At Te Whare Wānanga o Waitaha we recognise and value Te Tiriti o Waitangi and wish to celebrate our dual heritage within our programme. Te reo Māori me ōna tikanga Māori (Māori language, values, and practices) will be taught in each endorsement through dedicated courses as well as kaupapa Māori pedagogies authentically woven into all courses using specific learning outcomes to inform practice and assessment.

The UC vision 2020-2030 emphasizes eight focus areas for university development over the next decade. *Engagement* within our communities (professional, whānau, and mana whenua) is a central feature of this proposal. Importantly, our commitment to the Te Tiriti of Waitangi partnership is a core commitment to how this degree is designed and will be delivered. Our *Internationalisation* focus highlights the internationally recognized research from our staff alongside a critical examination of education through a commitment to decolonizing the initial teacher education curriculum. Accessible, flexible, and future-focused education is represented in the ability to offer campus and distance options, flexibly designed lectures and workshops that take advantage of digital technologies, and a range of professional practice opportunities. *Research and our impact on a changing world* is integrated into the programme through both our staff research that underpins much of the curriculum as well as opportunities for new research studies that a new degree offers. *Nurturing staff* through this process means that we are supporting them throughout the journey of developing and launching this new degree through collaborative activities and with increased focus on mātauranga Māori (Māori knowledges) in the overall degree, we are planning more systematic support for staff to develop these knowledges and skills. To *nurture our students* we are focusing on the development of an understanding of whanaungatanga (a relationship through shared experiences and working together which provides people with a sense

of belonging), that is constructed through course content and meaningful learning experiences provided for pre-service kaiako. *Environmentally sustainable* teaching and learning practices that care for our environment and encourage our tamariki to care for te taiao (natural world) are embodied in the wider programme including indigenous practices that reflect kaitiakitanga (protection and guardianship) including mahinga kai (traditional and sustainable food and harvesting practices). Finally, o*rganisational efficacy* of this degree is bound up in several features of the degree including contribution to the overall economic well-being of the university through robust student enrolments, leveraging our regional campus in Nelson and regional partnerships for stronger relational delivery, and high levels of engagement with our educational partners.

There is proven demand for an undergraduate ITE pathway. Both the BTchLn (Early Childhood) and BTchLn (Primary) are long established and well-supported qualifications, as seen in the table below. Our projections for enrolment in the proposed programme that will begin in 2023 are shown below (Table 1 and Table 2). There is also a current shortage of teachers and the increased likelihood of graduates being able to secure positions, along with recently confirmed salary increases, should support recruitment. The new endorsement in Mātauranga Māori will also address a critical need to increase the numbers of quality te reo Māori speaking teachers and teachers with strengthened culturally responsive practice and knowledge of local stories and histories within Waitaha. This is explicit within the MOE/Mātauraka Mahaanui strategy *Mahaanui Whenua Mahaanui Reo 2015-2025* and also with the government announcing that NZ schools will teach NZ history by 2022 and the government initiatives to integrate te reo Māori by 2025, we must ensure that we have a suitable pathway which provides opportunity for graduates to have opportunity to increase their competency and confidence to kōrero Māori and teach te reo Māori me ōna tikanga. Given that the new degree will include a Mātauranga Māori endorsement, we anticipate new resources will be needed to secure at least three new staff who are able to teach in a te reo Māori bilingual setting.

Table 1. Head-count projected enrolment for BTchLn

		Primary	ECE	Total by Yr level	Total by Year
2018	Year 1	222	54	276	
	Year 2	178	56	234	
	Year 3	133	42	175	**685**
2019	Year 1	205	55	260	
	Year 2	180	42	222	
	Year 3	162	44	206	**688**
2020	Year 1	251	48	299	
	Year 2	175	38	213	
	Year 3	165	35	200	**712**
2021	Year 1	275	77	352	
	Year 2	223	41	264	
	Year 3	165	37	202	**818**
2022	Year 1	270	75	345	
	Year 2	250	65	315	
	Year 3	215	35	250	**910**

Table 2. Head-count projected enrolment for current BTchLn and new BTchLn (referred to as AKO)

		Primary	ECE	Mātauranga Māori	Total by Yr level	Total by Year
2023	**Year 1: New BTchLn (AKO)**	270	80	20	370	
	Year 2: Current BTchLn	219*	61*	0	280	
	Year 3: Current BTchLn	197**	55***	0	252	**902**
2024	**Year 1: New BTchLn (AKO)**	270	80	20	370	
	Year 2: New BTchLn (AKO	219*	65*	16****	300	
	Year 3: Current BTchLn	197**	52***	0	249	**919**
2025	**Year 1: New BTchLn (AKO)**	270	80	20	370	
	Year 2: New BTchLn (AKO)	219*	65*	16****	300	
	Year 3: New BTchLn (AKO)	197**	52***	15*****	264	**934**

*based on UC 2020 retention rate of 81%, noting that the EC retention rate was 74% and the Primary retention rate was 85%
**based on an estimated retention rate of 90% given the retentions rates from year 2 to year 3 from 2018 – 2021
***based in an estimated retention rate of 85% given the retentions rates from year 2 to year 3 from 2018 – 2021
**** based on an estimated retention rate of 80%
***** based on an estimated retention rate of 90% from year 2 to year 3

Justification

Significant changes to the existing Bachelors of Teaching and Learning qualifications are to:

- establish a Mātauranga Māori endorsement to the ITE programme, an unprecedented undergraduate ITE programme at Te Whare Wānanga o Waitaha
- teach the Mātauranga Māori endorsement with more than 50% of the programme in of te reo Māori (this will qualify it as a bilingual programme with the Teaching Council)
- align the programme with *Standards for the Teaching Profession and the Code of Professional Responsibility* (Education Council, 2017), a requirements of the Teaching Council of Aotearoa New Zealand
- establish an assessment framework and new approval and moderation processes to provide greater assurance that each graduate meets the Standards for the Teaching Profession, in a supported environment, including:
    - identifying the key teaching tasks that our graduates will be able to carry out in a learning environment (wāhi ako) on day one (requirement of Teaching Council of Aotearoa New Zealand)
    - adding a cumulating integrative assessment towards the end of the programme, that requires ITE students to demonstrate that they can apply the mātauranga (knowledge), capabilities and skills they have learned during the programme (requirement of Teaching Council of Aotearoa New Zealand)
- strengthen expectations for quality professional experience placements, in particular, increasing the minimum periods of professional experience placements in the three-year programme to a minimum of 130 days (currently 75 and 105 days, plus a community placement of 25 hours)
- use our foundational initial teacher education philosophical document, *Ako Waitaha*, to support the design of the programme, its courses, and all our Teacher Education development around the core values of Ako , Whanaungatanga, Tangata whenuatanga , Manaakitanga, Wānanga, Kaitiakitanga, and Teu le vā fealoa'i
- develop greater confidence and competence of pre-service kaiako and teacher education staff to embed Māori concepts into their teaching by strengthening their understanding of Māori culture including ngā tikanga-ā-iwi. They will use their understanding of ngā ara reo Māori (kōrero | speaking, whakarongo | listening, pānui | reading, tuhituhi | writing, mātakitaki |viewing, whakatau | presenting) to support their confidence and competence of te reo me ōna tikanga (language and culture)
- authentically and contextually interweave te reo Māori me ōna tikanga and kaupapa Māori pedagogies into each course within the programme

- ensure dedicated te reo Māori me ōna tikanga Māori courses each year for all endorsements
- formalise expectations of authentic partnerships with schools/centres/kura/kura kōhungahunga and iwi as the basis for their input into programme design, delivery, assessment and review
- support pre-service teachers and teacher educators to understand how to implement 'Saili Matagi', the 'winds of change', needed for the success of Pasifika learners in New Zealand centres and schools
- enable flexible pathways into ITE programmes to increase diversity and grow the teaching workforce, particularly where there are specific needs for teachers in short supply (e.g., Early childhood teachers, Māori medium teachers)

Programme Overview

The undergraduate BTchLn qualification is designed to be completed in three academic years. Pre-service teachers in the undergraduate pathway will complete 360pts over the course of the qualification, which is 120 points each academic year. Pre-service teachers will undertake two professional practice experiences each year. For each year, one professional practice experience is undertaken in semester 1 and the other in semester 2. These professional experiences will be in different settings appropriate to the endorsement sector for the qualification. In the overview of the qualification provided below, the colours indicate which courses are 'common' (identified in green colour) within various endorsements in programme and those that are endorsement specific (identified by the purple colour). Within the Mātauranga Māori endorsement the majority of the courses are either delivered bilingually (51-80% te reo Māori instruction).

Prescriptions for courses (available on request)

Proposed new regulations

Page 301 UC Calendar 2021 – note this qualification is not being introduced until 2023
Certificate in Education and Learning (CertEdLn – 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 2023.
(b) This certificate was first offered in 2023.

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 Certificate in Education and Learning a student must be credited with a minimum of 60 points at 100 level or above from Schedule C or Schedule S of the Ako: Bachelor of Teaching and Learning, not including AKOA coded courses.

4. Admission to the qualification
To be admitted to the Certificate of Education and Learning a student must have:
(a) Satisfied the Admission Regulations for admission to the University; and
(b) Be currently or recently enrolled in Ako: Bachelor of Teaching and Learning degree; and
(c) Been approved as a student by the Amo Ako me te Hauora | Dean of Education and Health Sciences.

5. Subjects
There are no majors or minors for this qualification.
6. Time Limits
The time limit for this qualification is 24 months.

7. Transfers of credit, substitutions and cross-credits
This qualification adheres to the Credit Recognition and Transfer Regulations with no additional stipulations.

8. Progression
This qualification adheres to the General Regulations for the University.

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

10. Exit and Upgrade Pathways to other Qualifications
There are no advancing or exit qualifications for this qualification.

Diploma in Education and Learning (DipEdLn – 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 2023.
(b) This diploma was first offered in 2023.

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 Diploma in Education and Learning a student must be credited with a minimum of 120 points towards the qualification, consisting of:
(a) A minimum of 45 points at 100 level from Schedule C and Schedule S to Ako: Bachelor of Teaching and Learning Regulations, not including AKOA coded courses; and
(b) A minimum of 75 points at 200 level and above from Schedule C and Schedule S to the Bachelor of Teaching and Learning Regulations, not including AKOA coded courses.

4. Admission to the qualification
To be admitted to the Diploma of Education and Learning a student must have:
(a) Satisfied the Admission Regulations for admission to the University; and
(b) Be currently or recently enrolled in Ako: Bachelor of Teaching and Learning degree; and
(c) Been approved as a student by the Amo Ako me te Hauora | Dean of Education and Health Sciences.

5. Subjects
There are no majors or minors for this qualification.

6. Time Limits
The time limit for this qualification is 36 months.

7. Transfers of credit, substitutions and cross-credits
This qualification adheres to the Credit Recognition and Transfer Regulations with no additional stipulations.

8. Progression
This qualification adheres to the General Regulations for the University.

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

10. Exit and Upgrade Pathways to other Qualifications
There are no advancing or exit qualifications for this degree.

Ako: Bachelor of Teaching and Learning (BTchLn – 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 2023.
(b) This degree was first offered in 2023.

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 Degree of Ako: Bachelor of Teaching and Learning a student must:

(a) Be credited with a minimum of 360 points towards the qualification; and
(b) Be credited with a minimum of 60 points from Schedule C to these Regulations; and
(c) Be credited with an endorsement listed in Schedule S as follows:
    i. A minimum of 300 points from Schedule S: Group 1 to these Regulations for students in the Early Childhood endorsement; or
    ii. A minimum of 300 points from Schedule S: Group 2 to these Regulations for students in the Primary endorsement; or
    iii. A minimum of 300 points from Schedule S: Group 3 to these Regulations for students in the Mātauranga Māori endorsement

4. Admission to the qualification

To be admitted to Ako: Bachelor of Teaching and Learning a student must have:

(a) Satisfied the Admission Regulations for admission to the University; and
(b) Satisfied English language competency requirements as determined by the Matatū Aotearoa | Teaching Council of Aotearoa New Zealand; and
(c) Met the requirements stipulated in the Children's Act 2014 prior to gaining entry into the programme; and
(d) Either:
    i. For students enrolled in the Early Childhood or Primary endorsement:

    Completed an interview with a Selection Committee and other selection requirements; or
    ii. For students enrolled in the Mātauranga Māori endorsement:

    Completed a hui with the Endorsement Coordinator (or Selection Committee) and completed selection requirements, including Te reo Māori language competency; and
(e) Been approved as a student by the Amo Ako me te Hauora | Dean of Education and Health Sciences.

5. Subjects

The Degree of Ako: Bachelor of Teaching and Learning may be awarded endorsed in Early Childhood, Primary, or Mātauranga Māori.

6. Time Limits

(a) The time limit for this qualification is 6 years.
(b) If a student has not been enrolled for a period of more than 18 months, the student will require permission from the Amo Ako me te Hauora | Dean of Education and Health Sciences to re-enrol in the qualification. This will include appropriate checks in line with the Children's Act 2014.

7. Transfers of credit, substitutions and cross-credits

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

8. Progression

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

(a) Should a student fail any professional practice course, they may only re-enrol in that course with permission from the Amo Ako me te Hauora | Dean of Education and Health Sciences.
(b) Professional Practice courses may only be attempted twice.

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

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

(a) A student who either has not met the requirements for Ako: Bachelor of Teaching and Learning or who wishes to, may apply to the Amo Ako me te Hauora | Dean of Education and Health Sciences to withdraw from the qualification and transfer to either the Certificate or Diploma in Education and Learning. Admission to these qualifications will be based on meeting entry requirements.

(b) There are no advancing qualifications for this degree.

11. Disclosure of charges and convictions

A student in Ako: Bachelor of Teaching and Learning is required to inform the Amo Ako me te Hauora | Dean of Education and Health Sciences within three working days if they are charged or convicted of an offence while enrolled in the programme and of any other incidents or matters that may compromise their fitness to teach

Schedule C: Compulsory Course for the Bachelor of Teaching and Learning

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

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOT101	Ngā Tāngata o Aotearoa; Te Mana o Te Tiriti o Waitangi	15	Full year	Campus Distance	
AKOA161	Mana Aotūroa 1 | Practice Exploration 1	15	2nd half year	Campus Distance	P: 30 points at 100 level from AKOP, AKOE or AKOM courses
AKOA261	Mana Aotūroa 2 | Practice Exploration 2	15	1st half year	Campus Distance	P: AKOA161
AKOA262	Mana Aotūroa 3 | Practice Exploration 3	15	2nd half year	Campus Distance	P: AKOA261

Schedule S: Subject Courses for the Bachelor of Teaching and Learning

Group 1: Early Childhood endorsement

Year 1

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOT110	Te Reo Māori Tahi: mā te kaiako	15	Full year	Campus Distance	
AKOE170	Ko wai au? Who am I?	15	1st half year	Campus Distance	
AKOE171	Whai oranga: Pursuing wellbeing of children	15	1st half year	Campus Distance	
AKOE172	Infant and toddler pedagogies in action	15	1st half year	Campus Distance	
AKOE173	Curriculum: Te Whāriki	15	2nd half year	Campus Distance	
AKOE174	ECE as a contested profession: Looking back, moving forward	15	2nd half year	Campus Distance	

Year 2

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOT210	Te Reo Māori Rua: mā te kaiako	15	Full year	Campus Distance	P: AKOT110
AKOE270	Ngākau Urutanga Whānui: Diversity and Inclusion at the Heart	15	Full year	Campus Distance	P: 30 points from 100 level AKOE
AKOT230	Whānau Tangata: Possibilities, opportunities and tensions	15	1st half year	Campus Distance	P: 30 points from 100 level AKOE or AKOM

AKOT231	Saili Matagi: 'Seeking the winds of change' in Pasifika education	15	1st half year	Campus Distance	P: 30 points from 100 level AKOE, AKOM or AKOP
AKOE272	Curriculum: Becoming an intentional teacher	15	2nd half year	Campus Distance	P: AKOE173
AKOT232	Whanaungatanga: Relationally connected	15	2nd half year	Campus Distance	P: 30 points from 100 level AKOE or AKOM

Year 3

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOT310	Te Reo Māori Toru: mā te kaiako	15	Full year	Campus Distance	P: AKOT210
AKOE371	ECE as a contested profession: Leadership and criticality in ECE	15	Full year	Campus Distance	P: 45 points from 200 level AKOE, AKOM or AKOT
AKOE372	ECE as a contested profession: Ethics, politics and teaching	15	1st half year	Campus Distance	P: 45 points from 200 level AKOE or AKOT
AKOE373	Curriculum: Designing holistic and bicultural learning experiences	15	1st half year	Campus Distance	P: 45 points from 200 level AKOE, AKOM or AKOT
AKOA363	Mana Aotūora 4 | Early Childhood Practice Exploration 4	15	1st half year	Campus Distance	P: AKOA262
AKOE374	Curriculum: Leading Design	15	2nd half year	Campus Distance	P: AKOE373
AKOA364	Mana Aotūroa 5 | Early Childhood Practice Exploration 5	15	2nd half year	Campus Distance	P: AKOA363

Students must choose <u>one course</u> from the following:

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOE375	Reading between the lines: leading the way with storying and picture books	15	2nd half year	Campus Distance	60 points from 200 level AKOE, AKOM or AKOT
AKOE376	Engaging with philosophies, pedagogies and theories in early childhood education	15	2nd half year	Campus Distance	60 points from 200 level AKOE, AKOM or AKOT
AKOE377	Pedagogical inquiry for quality practice	15	2nd half year	Campus Distance	60 points from 200 level AKOE, AKOM or AKOT
AKOE378	Wicked problem solving for education I Aotearoa	15	2nd half year	Campus Distance	60 points from 200 level AKOE, AKOM or AKOT

Group 2: Primary endorsement

Year 1

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOT110	Te Reo Māori Tahi; mā te kaiako	15	Full year	Campus Distance	
AKOP150	Teacher as Learner	15	1st half year	Campus Distance	
AKOP151	He taonga te tangata | The person is a treasure	15	2nd half year	Campus Distance	
AKOP152	Exploring the Curriculum	15	1st half year	Campus Distance	
AKOP153	Designing the Curriculum	15	2nd half year	Campus Distance	P: 30 points of 100 level AKOP courses
AKOP154	Curriculum for Practice: Literacy and Mathematics	15	1st half year	Campus Distance	

Year 2

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOT210	Te Reo Māori Rua: mā te kaiako	15	Full year	Campus Distance	P: AKOT110
AKOP250	Teacher as Practitioner	15	Full year	Campus Distance	P: AKOP150 and a further 30 points from 100 level AKOP
AKOP251	Weaving the Curriculum: Learning Languages and Social Sciences	15	1st half year	Campus Distance	P: 30 points from 100 level AKOP
AKOP252	Developing Learning in Literacy and Mathematics	15	1st half year	Campus Distance	P: AKOP154 and a further 30 points from 100 level AKOP

AKOP253	Weaving the Curriculum: The Arts and Health and Physical Education	15	2nd half year	Campus Distance	P: 30 points from 100 level AKOP
AKOP254	Weaving the Curriculum: Science and Technology	15	2nd half year	Campus Distance	P: 30 points from 100 level AKOP

Year 3

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOT310	Te Reo Māori Toru: mā te kaiako	15	Full year	Campus Distance	P: AKOT210
AKOP350	Teacher as Professional	15	Full year	Campus Distance	P: AKOP250
AKOT231	Saili Matagi: 'Seeking the winds of change' in Pasifika education	15	1st half year	Campus Distance	P: 30 points from 100 level AKOE, AKOM or AKOP
AKOP351	Connecting the Curriculum	15	1st half year	Campus Distance	P: AKOP252 and a further 30 points from AKOP251, AKOP253 and AKOP254.
AKOA361	Mana Aotūroa 4 | Primary Practice Exploration 4	15	1st half year	Campus Distance	P: AKOA262
AKOP352	Teaching Sustainability, Justice and the Local Curriculum	15	2nd half year	Campus Distance	P: 30 points from 200 level AKOP courses
AKOP353	Building teacher agency and capability through inquiry	15	2nd half year	Campus Distance	P: 30 points from 200 level AKOP courses
AKOA362	Mana Aotūora 5 | Primary Practice Exploration 5	15	2nd half year	Campus Distance	P: AKOA361

Group 3: Mātauranga Māori endorsement

Year 1

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOM191	Mana Atua Tahi	15	Full year	Campus Distance	
AKOM192	Mana Reo Tahi	30	1st half year	Campus Distance	
AKOM193	Mana Tangata	15	1st half year	Campus Distance	
AKOM194	Te Puna Marautanga Tahi	15	2nd half year	Campus Distance	
AKOM195	Mana Whenua	15	2nd half year	Campus Distance	

Year 2

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOM291	Mana Atua Rua	15	Full year	Campus Distance	P: AKOM191 and AKOM192
AKOM292	Te Puna Marautanga Rua	15	Full year	Campus Distance	P: AKOM192 and AKOM194
AKOM293	Mana Reo Rua	15	1st half year	Campus Distance	P: AKOM192
AKOT230	Whānau Tangata: Possibilities, opportunities and tensions	15	1st half year	Campus Distance	P: 30 points from 100 level AKOE or AKOM
AKOM294	Mana Tangata Rua	15	2nd half year	Campus Distance	P: AKOM193
AKOT232	Whanaungatanga: Relationally connected	15	2nd half year	Campus Distance	P: 30 points from 100 level AKOE or AKOM

Year 3

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOM391	Mana Atua Toru	15	Full year	Campus Distance	P: AKOM291 and AKOM293
AKOM392	Te Puna Marautanga Toru	15	Full year	Campus Distance	P: AKOM292 and AKOM293

AKOM394	Mana Reo Toru	15	1st half year	Campus Distance	P: AKOM293
AKOM393	Te Puna Marautanga Whā	15	2nd half year	Campus Distance	P: AKOM292 and AKOM293

For the remaining 60 points required in Year 3, students choose from the following:

Either:

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOA363	Mana Aotūroa 4 | Early Childhood Practice Exploration 4	15	1st half year	Campus Distance	P: AKOA262
AKOA364	Mana Aotūroa 5 | Early Childhood Practice Exploration 5	15	2nd half year	Campus Distance	P: AKOA363

Or:

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
AKOA361	Mana Aotūroa 4 | Primary Practice Exploration 4	15	1st half year	Campus Distance	P: AKOA262
AKOA362	Mana Aotūora 5 | Primary Practice Exploration 5	15	2nd half year	Campus Distance	P: AKOA361

<u>One course</u> (15 points) from:

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
EDMI312	Mātauraka Māori	15	T2	Campus	P: 60 points from 200 level AKOM courses; or subject to approval of the Head of School
EDMI315	Kaupapa Māori Pedagogies	15	1st half year	Campus	P: 60 points from 200 level AKOM courses; or subject to approval of the Head of School
AKOT231	Saili Matagi: 'Seeking the winds of change' in Pasifika education	15	1st half year	Campus Distance	P: 30 points from 100 level AKOE, AKOM or AKOP
AKOE373	Curriculum: Designing holistic and bicultural learning experiences	15	1st half year	Campus Distance	P: 45 points from 200 level AKOE, AKOM or AKOT
MAOR212	Māori and Indigenous Development	15	S1	Campus	Any 15 points at 100 level from HIST, MAOR, SOWK, or TREO or any 60 points at 100 level from the Schedule V of the BA

And <u>one course</u> (15 points) from:

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
EDMI317	Rangahau Māori	15	S2	Campus	P: 60 points from 200 level AKOM courses; or subject to approval of the Head of School
MAOR282	Kapa haka – introducing Māori Performing Arts	15	S2	Campus	Any 15 points at 100 level from MAOR or TREO, or any 60 points at 100 level from the Schedule V of the BA
AKOE375	Reading between the lines: leading the way with storying and picture books	15	2nd half year	Campus Distance	60 points from 200 level AKOE, AKOM or AKOT
AKOE376	Engaging with philosophies, pedagogies and theories in early childhood education	15	2nd half year	Campus Distance	60 points from 200 level AKOE, AKOM or AKOT
AKOE377	Pedagogical inquiry for quality practice	15	2nd half year	Campus Distance	60 points from 200 level AKOE, AKOM or AKOT
AKOE378	Wicked problem solving for education in Aotearoa	15	2nd half year	Campus Distance	60 points from 200 level AKOE, AKOM or AKOT

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Postgraduate Diploma in Health Sciences (Health Leadership and Management) / Master of Health Sciences Professional Practice (Health Leadership and Management / Master of Health Sciences (Health Leadership and Management)

academic-regulations-ehhd-PGDipHealSc.pdf (canterbury.ac.nz)
academic-regulations-ehhd-MHealScProfPr.pdf (canterbury.ac.nz)
academic-regulations-ehhd-MHealSc.pdf (canterbury.ac.nz)

CUAP Criterion: 6.1.4 (New endorsement)

EXECUTIVE SUMMARY

The proposal is to add a new endorsement in Health Leadership and Management to the Postgraduate Diploma in Health Sciences, Master of Health Sciences Professional Practice and Master of Health Sciences. This endorsement consists of courses currently offered within postgraduate health sciences with the option for students to include courses of their choice from the UC Business School (subject to approval of Programme Director). The endorsement provides the opportunity for health sciences students, including registered health practitioners, to receive an endorsement that reflects their interest in pursuing or extending a career in health leadership and management.

The development of Te Papa Hauora | Health Precinct and the co-location of members of the UC Health Sciences team and the Child Wellbeing Research Institute with health care professionals from the Canterbury District Health Board (CDHB) at Manawa, provides an ideal time to introduce an endorsement for health care professionals who wish to develop their knowledge of health leadership and management. The pending changes arising from the Health and Disability Systems Review also make this an appropriate time to introduce this new endorsement in the health sciences programmes. The addition of a cohort of UC 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. Other courses will be delivered at the Ilam campus providing the opportunity for students to be part of the wider university academic community.

Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference is the UC Strategic Vision 2020-2030. The Health Leadership and Management endorsement will facilitate realisation of that vision through strong engagement and partnerships locally with industry, iwi and the community, while enabling greater connection nationally.

The endorsement is designed so that all students complete study relating to leading and motivating people in health care organisations. Different models of health care can be explored from a global perspective and students will critique healthcare delivery in Aotearoa | New Zealand from a policy, structural and systems perspective to understand and address inequities in health outcomes.

Students will be able to chose option courses from the Schools of Business or Health Sciences to reflect their area of interest or specific development needs. Use of existing courses will promote organisational efficiency.

Justification

The Health Leadership and Management endorsement reflects the strategic vision of UC and aligns with the UC Strategy 020 - 30 through its **engagement** with the community to provide an additional endorsement in the existing PGDipHealSc, MHealScProfPr and MHealSc. It will enable prospective students, who may be concurrently working in the health sector, to complete a formal qualification in health leadership and management that supports them in their existing roles or prepares them for future career progression.

Internationalisation of the curriculum will occur though study of global health and international models of health care delivery. It is likely that this qualification will appeal to international students with a background in health-related study or internationally qualified health professionals who are ineligible for New Zealand registration but are seeking postgraduate qualifications in health and future employment options.

Education will be via blended delivery that enables access to learning in a flexible and innovative way including to students living outside Canterbury. Most courses will be taught via block day classes onsite at Manawa and online. The interdisciplinary nature of the programme diversifies and enriches the student experience exposing them to real world challenges and opportunities for the wider sector.

Organisational Efficiency – this proposal uses existing courses that in some cases have had low numbers. The opportunity to complete a named health leadership and management qualification will increase the marketability of the postgraduate health sciences programmes. This will improve overall efficiency and financial viability.

The endorsement is designed so that students can include postgraduate courses from the School of Business (subject to approval of the Programme Director). This will provide opportunities for students to develop specific operational or strategic skills, and engage in learning with colleagues from other sectors and backgrounds. The wide range of optional courses will provide flexibility for students to select courses that best reflect their area of interest and / or intended career pathway.

Postgraduate qualifications in health services leadership and management are available at other New Zealand universities offering health / health sciences qualifications – Auckland, AUT, Massey, Victoria, Waikato and Otago. The introduction of this endorsement enables UC to market a collection of existing courses across two Schools. A point of difference locally will be the opportunity for students to be taught by experts from health sciences and business, and that students will have the opportunity to enrol in some courses with those from a range of non-health backgrounds.

Programme Overview

The Postgraduate Diploma in Health Sciences (Health Leadership and Management) consists of one core 30 point course, and a further 60 points chosen from specified courses within the health sciences schedule. The remaining 30 points can be chosen from a range of postgraduate business or health sciences courses. Courses can be completed in any order.

Health Leadership and Management	HLTH410, and 60 points from HLTH401, HLTH402 or HLTH409; 30 points from MBUS602, MBUS603, MBUS644, MBUS650, MBAM610, or HLTH courses

HLTH410 – Leading and Motivating People in Healthcare Organisations
HLTH401 – Health and Health Systems
HLTH402 – Health Information Management

HLTH409 – Health and Culture

The 180 points Master of Health Sciences Professional Practice (Health Leadership and Management) consists of the courses required for the PGDipHealSc (Health Leadership and Management) plus the two compulsory level 9 courses HLTH463 and HLTH464.

The 240 point Master of Health Science consists of HLTH410, HLTH464, a minimum of 30 points from HLTH401, HLTH402, or HLTH409; with a further 30 points from MBUS602, MBUS603, MBUS644, MBUS650, MBUS651 or HLTH courses, and either HLTH697 or HLTH690. The thesis must be conducted in the area of the endorsement.

Entry to MBUS, MBAM, MBAZ and MBIS courses is subject to approval of the Programme Director.

Prescriptions for courses

There are no new courses proposed for this endorsement

Proposed new regulations

2021 UC Calendar page number 365

Insert the Health Leadership and Management endorsement information in each qualification endorsement schedule (Schedule S) as outlined below:

P365 Postgraduate Diploma in Health Sciences

Schedule S: Subject Courses for the Postgraduate Diploma in Health Sciences

Endorsed Option	Courses Required
Health Leadership and Management	HLTH410, and 60 points from HLTH401, HLTH402 or HLTH409; 30 points from MBUS602, MBUS603, MBUS644, MBUS650, MBAM610, or HLTH courses

P377 Master of Health Sciences Professional Practice

Schedule S: Subject Courses for the Master of Health Sciences Professional practice

Endorsed Option	Courses Required
Health Leadership and Management	HLTH410, and 60 points from HLTH401, HLTH402 or HLTH409; 30 points from MBUS602, MBUS603, MBUS644, MBUS650, MBAM610or HLTH courses

P372-373 Master of Health Sciences

Schedule S: Subject Courses for the Master of Health Sciences

Endorsed Option	Courses Required
Health Leadership and Management	HLTH410, HLTH464 and 30 points from HLTH401, HLTH402 or HLTH409; and 30 points from MBUS602, MBUS603, MBUS644, MBUS650, MBAM610 or HLTH courses; and

	HLTH690 Or HLTH410, HLTH464 and 60 points from HLTH401, HLTH402 or HLTH409; and 30 points from MBUS602, MBUS603, MBUS644, MBUS650, MBAM610 or HLTH courses; and HLTH697

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduate Diploma in Teaching and Learning

2021 Calendar p. 311

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

(CUAP criterion 6.1.7 Changes lowering minimum entry requirements)

EXECUTIVE SUMMARY

New Zealand has a teacher shortage in certain secondary teaching subjects. We are seeking to provide high quality applicants a pathway into teaching in specific shortage areas by recognizing the prior work experience in place of a bachelor degree for entry into a graduate diploma level qualification. We also want to ensure that students who have work experience but not academic qualifications will be set up for success in our programmes.

Justification

New Zealand has a teacher shortage in certain secondary teaching subjects. We are seeking to provide high quality applicants an alternative pathway into teaching in shortage areas where a bachelor's degree is not a normal expectation. We propose to recognise prior work experience in place of a bachelor degree for entry into a graduate diploma level qualification. We also want to ensure that students who have work experience but not academic qualifications will be set up for success in our programmes.

In 2003, national policy changes in the in Post Primary Teachers Association and the Ministry of Education agreement were made that stopped industry qualified applicants with less than a level 7 degree from engaging in teacher education for a Diploma of Teaching in an Initial Teacher Education (ITE) programme. Since then, the Ministry of Education has said that Technology teachers were the unexpected casualty of this process as this decision limited the entry of experienced professional into teacher education programmes beyond the bachelor's degree. A "Level 7 Diploma of Specialist subjects", which essentially required teachers to submit evidence of deep knowledge of Technology teaching, assessment, and classroom pedagogy was instituted for a short period of time through some ITES programmes to attempt to solve the shortage of technology teachers. This was examined in a face-to-face interview style assessment carried out with specially recruited assessors. After about 4 years, the opportunity to take up this qualification closed and it ceased to be offered once people stopped applying.

The Teaching Council of Aotearoa New Zealand accredits initial teacher education programmes in New Zealand. In their ITE Programme Approval, Monitoring and Review Requirements (2019), Teaching Council tries to once again address this issue of through these requirements:

In order to gain entry to Graduate Diploma, Postgraduate Diploma or Master's programmes, candidates must hold a Bachelor's degree at Level 7 on the NZQF, or a recognised equivalent.

The Council will consider exemption requests submitted by providers from the requirement for a Bachelor's degree at Level 7 for entry to Graduate Diploma, Postgraduate Diploma or Master's programmes:

- for an individual programme:
    - with an entry pathway specifically designed for teacher cohorts that may be in short supply; and/or
    - where candidates have a combination of skills, experience and qualification(s) such that the Council is assured they have in-depth expertise in a curriculum area that will enable them to advance student learning. In all cases, the provider will need to be satisfied that candidates will be able to study at this qualification level. (p. 39)

Te Whare Wānanga o Waitaha currently has a Graduate Diploma in Teaching and Learning (secondary endorsement). We are seeking a regulation change that will allow us to review and admit applications who do not have a bachelor's degree at Level 7 based on their recent, relevant work experience and skills in sharing this specialized knowledge with others. This will allow us to recognize applicants' deep content knowledge and expertise within specialized areas of technology and te re Māori that can, in many instances, surpass the knowledge obtained through a Level 7 qualification. We propose that these regulation changes would apply to curricular areas of secondary teaching which do not normally require a Bachelor's degree for preparation and are in short supply in Aotearoa, two such areas being technology education and te reo Māori education.

Ensuring high quality entrants set up for success

With this regulation change in place, we will then design an application and selection process that includes the following elements which align to our current application and interview processes for all applicants to teacher education programmes (i.e., a written application, documentation of prior experience, and an interview). This process will have oversight by graduate programme secondary Coordinator and the curriculum area specialist Coordinator.

<u>Step 1: Application</u> (Used for first screening of applicants and selection to move onto the on-site interview process)

1. Application form
2. Full CV showing
    a. a minimum of 5 years recent (within the last four years) employment within a trade such as those identified in the list below or within an employment area with high levels of te reo Māori
    b. A list of qualifications and professional development (including courses) with year of completion
    c. experience relating to leadership and/or management skills, for example, supporting of apprentices, lead roles in their trade, responsibility for others in the workplace, and
    d. Evidence of work in a coaching, mentoring or teaching role. For example, teaching in higher education (experience as a teacher, instructor or tutor), classroom experience (establishing commitment and aptitude towards teaching profession), coaching role (sport, drama, kapahaka), mentoring role (mentor at a high school, youth club). This is not an exhaustive list.
3. Mapping of recent and relevant work experience to the New Zealand secondary curriculum area to show relevancy and depth of their body of knowledge

4. Statement of motivation for shifting careers to become a teacher

Candidates will be screened and selected to move on to on-site interview process as follows.

Step 2: On-site candidate interview and academic tasks

1. Engagement with academic literature and writing at level 7: Based on the Finnish VAKAVA teacher education application process (Hammerness, Ahtiainen, & Sahlberg, 2017), applicants would be given a set of relevant articles in their academic area to read and in advance of the interview. During the on-site interview, the applicant would write an essay response to a set question. The essay will be marked at level 7 expectations to demonstrate that they can meet the academic rigour of a level 7 qualification.
2. Panel interview: A panel comprising UC academic staff and appropriate representation from schools and the specialised sectors (3-4 members in total) will interview the applicant with attention to dispositions for teaching, motivations to become a teacher, and probing on how prior work experiences supports their specialized knowledge. This can include an assessment of te reo Māori for applicants in this area.

All materials will be reviewed by the interview panel. The proposed selection and interview process would take place on two defined dates in September/October giving candidates an opportunity to travel to Ōtautahi Christchurch for a day. Students will be informed of their selection within a week of the on-site interview process.

Applicants will be assessed using a rubric scheme for their academic writing ability (based on level 7 expectations which is not typical for other applicant to teacher education who hold a bachelor's degree) and their disposition to teach (as are all other applicants for teacher education programmes).

Applicants selected through this process will receive a conditional offer and be invited to complete an online learning module prior to entry as follows.

Step 3: Conditional entry to Graduate Diploma

Upon selection for conditional entry in the graduate diploma the completion of an online short course to set the candidate up for success and to support their transition into tertiary education must be completed (proposed time frame for this course would be to complete a 2-3 week online module in November/December prior to year of entry). This preparatory course will be a condition of enrolment and offered free of charge as a zero credit course.

Step 4: Full enrolment in the Graduate Diploma

Successful candidates are eligible to apply for Teach NZ Scholarships; 85 Career changer Scholarships are awarded to the amount of $30,000 and cost of fees, 130 Scholarships are awarded to the amount of $10,000 and cost of fees each year.

Successful candidates in Te reo Māori are also eligible for study scholarships as follows:

Māori Medium, Te Reo Māori and Immersion Scholarships	**Te Waka Whakarei Career Changer Scholarship:** Māori Medium & Te Reo Māori, all sectors	Paid	$30,000 per year	90
	Te Tipu Whakarito Scholarship: Māori Medium & Te Reo Māori, all sectors	Paid	$10,000 over duration of study	130
Kupe Scholarship	**Kupe Scholarship:** Māori and Pacific High Achievers, all sectors all subjects	Paid	$15,000 over duration of study	30

Special Notes

Students in the Secondary Endorsement may select an additional teaching subject if they have the required subject knowledge from their previous degree studies. Students can choose one of TECS336/7 (stated on UC website). For the entry pathway described it is unlikely that a candidate would have the required level of qualification to support an additional subject at Secondary level. Therefore, the following would apply:

> If students do not have the relevant subject matter for an additional teaching subject, they can select one of the courses from the Primary education endorsement list above or another course within UC at 100 to 300-level that supports teaching, with the approval from the Head of School (stated on UC website).

These applicants would not be eligible to enrol on Post-graduate Diploma in Teaching and Learning.

Candidates will be processed in a slightly different format to general entry to the Graduate Diploma and must have been accepted through the 4-step application process and all conditions of entry are met within a set timeframe.

In seeking this change at this point in the year, we would plan to run a pilot programme for 2022 with 5-8 applicants that would allow us to develop and trial these specialized admissions processes.

Programme Overview

This graduate diploma is designed to be completed in an academic year. Students (pre-service teachers) in the Graduate Diploma pathway will complete 150 points of study during Semester 1 and 2. Students undertake two professional practice experiences (teaching placements), each in a different school. One professional practice experience is undertaken in Semester 1 and the other in Semester 2.

Prescriptions for courses

The Graduate Diploma in Teaching and Learning undertook a full review and approval in 2020. None of the course prescriptions have been changed.

Proposed new regulations

The proposed regulation change will be to the admission to the qualification as highlighted:

4. Admission to the qualification

To be admitted to the Graduate Diploma in Teaching and Learning a student must have:

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

(b) either:

i. qualified for an Aotearoa New Zealand bachelor's degree at level 7; or

ii. been admitted with Academic Equivalent Standing; or

iii. for secondary endorsement applicants - by exception, demonstrated a combination of skills, a minimum of five years of current work experience in a secondary subject of short supply approved by the Dean of Education and Health Sciences and the Teaching Council of Aotearoa New Zealand, and successfully completed an assessment to demonstrate suitability to study at level 7 on Te Taura Here Tohu Mātauranga o Aotearoa | the New Zealand Qualifications Framework, and any qualifying courses prescribed by the Dean of Education and Health Sciences; and

(c) all students enrolled in the Secondary endorsement have a body of knowledge from Levels 5 to 7 in a subject area relevant to the secondary school curriculum; and

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

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

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

(g) Been approved as a student by the Amo Ako me te Hauora | Dean of Education and Health Sciences.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Master of Mathematical Sciences (MMathSci)

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

This proposal is to introduce a new 180-point Master of Mathematical Sciences (MMathSci) degree to be offered from 2022. The idea is to create a new Master's degree program that is unique among universities in New Zealand and that is flexible enough to attract students that want to upskill in mathematics/statistics/data. A student taking the degree should be able to graduate in 12-18 months.
A Master's degree is a competitive qualification which is recognised internationally and in industry.
The proposed degree is flexible, with the intent of meeting a wide variety of demands. This includes, but is not limited to the following groups of people:

- Students with Bachelor's degrees which do not contain the necessary six 300 level courses in mathematics and statistics required to enter our honours program;
- Students who wish to complete a Masters in Mathematics or Statistics who cannot afford to study for two years in order to complete a more traditional masters;
- Students who wish to complete a more interdisciplinary masters than those currently available. This not only includes people mixing mathematics, statistics and data science course with other courses outside the School of Mathematics and Statistics, it also includes people wishing to choose an evenly balanced mix mathematics, statistics and data science courses from within the school;
- Past graduates from industry wishing to upskill across a variety of areas of mathematics, statistics, data science, and perhaps also related disciplines.

We believe the proposed degree not only offers options not currently available, but that its flexibility partially future proofs it by permitting currently unforeseen combinations of courses and projects to be taken without alterations to its governing documentation.

The University of Canterbury is committed to provide an accessible, flexible and future focused education. The students graduating from the program will have the foundations, through course work, to produce a research project that will allow them to go deeper in their preferred field of study. They would be able to bridge different disciplines by using quantitative techniques, this a skill highly sought after in an increasingly quantitative (technical) world.
One of the main strengths of the program is its flexibility. It will not only attract students with an undergraduate in STEM areas. Through its 3 options, it is designed for students that either want to continue a career in the Mathematical Sciences or want to upskill their knowledge of more quantitative tools.
This Master's will be unique within New Zealand/Aotearoa. No other university offers such a flexible program in Mathematical Sciences which allows the student to be interdisciplinary. This means that through UC's academic strengths and its research focused education, this degree will give the students all the tools necessary to make a positive contribution to a globalised society.

The program is able to adapt to the demands of an evolving work force which is more and more reliant on artificial intelligence, big data and complex quantitative modelling.

Programme Overview

The degree will be open to students with a New Zealand Bachelor's degree (or equivalent) containing the equivalent of four 300 level courses in mathematics, statistics, or approved topics in data science. A grade point average of 5.0 (B grade) or better in the relevant 60 points at 300 level is required for the endorsed options.
The degree will be structured as follows, with three different pathways according to the background of the student:

- Master of Mathematical Sciences
  1. 6 courses (90pts) + 90pts project.
  2. 8 courses (120pts) + 60pts project.
  3. 9 courses (135pts) + 45pts project.

- Option 1: (90 pts courses + 90 pts project), this is for students that have a major in MATH/STAT/DATA. The project is PBRF eligible. This option follows the structure of ME in CoE. At least a GPA of 5.0 for admission. The plan is to endorse this option with one of MATH, STAT, CAMS depending on the courses and project the student takes.
  1. MMathSci (MATH) 60pts in MATH400-490 + 30pts in MATH/STAT/DATA* 400 level or appropriate courses outside the School with HoS approval. MATH689.
  2. MMathSci (STAT) 60pts in STAT400-490/DATA410-490 + 30 pts in MATH/STAT/DATA* 400 level courses or appropriate courses outside the School with HoS approval. STAT689.
  3. MMathSci (CAMS) 60pts in MATH/STAT/DATA* 400 level courses*+ 30pts in MATH/STAT/DATA* 400 level or appropriate courses outside the School with HoS approval. CAMS689. Under exceptional circumstances and with agreement of the project supervisor and HoS, an extra 15pts may be replaced by an appropriate course outside the School.

- Option 2: At least 75pts MATH/STAT/DATA* 400 level courses and 45 pts from appropriate courses from another subject with approval of HoS. MASC686
- Option 3: At least 75pts MATH/STAT/DATA* 400 level courses and 60 pts from appropriate courses from another subject with approval of HoS. MASC684

*Note that for 400-level, DATA courses should be picked from DATA410-490.
Options 1 to 3 provide students with the flexibility to trade breadth for depth to obtain the qualification that most suits their individual needs. The proposed degree also offers an enhanced potential for interdisciplinary studies through the ability to take 2, 3 or 4 courses from outside the School, and through the project.
The degree is intended to be started in semester 1, continue through semester 2 of the same year, and conclude at the end of the following summer. It is also intended that many of the courses will be completed before the project is started. This will allow the project to leverage off completed 400 level courses, permitting much more advanced project topics to be addressed. In contrast, the projects for our honours degrees start at the beginning of that degree, when the student typically has only 300 level courses under his or her belt.

The degree (full time) will be able to be completed over two semesters in the same year, and the following summer. The final date for submission of projects being 31 March. As such, the duration of the summer matches that of each semester, which means that the degree can be completed without an overload occurring at any time.

Prescriptions for courses

New courses:

- MATH689, STAT689, CAMS689: MMathSci Thesis (90 points).
- MASC686: MMathSci project (60 points).
- MASC684: MMathSci project (45 points).

The new courses MASC686 and MASC684 can include group projects.

Proposed new regulations

UC Calendar 2021 Page XXX

The Degree of Master of Mathematical Sciences (MMathSci – 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 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 Degree of Master of Mathematical Sciences (MMathSci) a student must complete a total of 180 points including:

(a) either completed with an endorsement in a single subject with:
  i. 90 points of courses listed in Schedule S: Group 1 to these Regulations,
  ii. 90 points of course listed under the endorsement in Schedule E: Group 1 to these Regulations.
(b) Completed unendorsed with:
  i. 60 points of courses listed in Schedule S: Group 2 to these Regulations,
  ii. At least 75 points of courses listed in Schedule E: Group 1 to these Regulations,
  iii. 45 points of courses listed in Schedule E: Group 2 to these Regulations.
(c) Completed unendorsed with:
  i. 45 points of courses listed in Schedule S: Group 2 to these Regulations,
  ii. At least 75 points of courses listed in Schedule E: Group 1 to these Regulations,
  iii. 60 points of courses listed in Schedule E: Group 2 to these Regulations.

4. Admission to the qualification

A student for the Degree of Master of Mathematical Sciences (MMathSci), before applying to enrol in the degree, must have:

(a) qualified for a bachelor's degree in Aotearoa New Zealand, in an area which is relevant to mathematics, statistics, data science, or other relevant degree subject to approval of the Amo Pūkaha | College of Engineering Dean (Academic); or been admitted with Academic Equivalent Standing; and
(b) passed 60 points in relevant 300-level courses with at least a B grade average, or with approval from the Head of School; and
(c) met the prerequisites as specified in the BSc(Hons) or BA(Hons) Regulations in at least one relevant subject to allow enrolment in 400-level courses, or higher, to fulfil the Group E requirements; and
(d) been approved as a student for the degree by the Amo Pūkaha | College of Engineering Dean (Academic).

5. Subjects

The qualification, as detailed in 3(b), may be awarded with an endorsement of the following subjects:

(a) Mathematics
(b) Statistics
(c) Computational and Applied Mathematics.

6. Time limits

This qualification adheres to the General Regulations for the University, unless an exemption is granted by the Amo Pūkaha | College of Engineering Dean (Academic), with a time limit of 36 months.

7. Transfers of credit, substitutions and cross-credits

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

8. Progression

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

(a) A student who fails up to 30 points for the qualification may, with the permission of the Amo Pūkaha | College of Engineering Dean (Academic), repeat that course or courses, or substitute another course or courses of equal weight.
i. A student who fails more than 30 points will be withdrawn from the qualification.

(b) Before seeking progression to an endorsement in the qualification a student must either:
i. have completed 60 points of the qualification, including a minimum of 30 points of courses in the subject specified in Schedule E to these Regulations, with a GPA of 5.0 or more; or
ii. have completed the Postgraduate Diploma in Science, including courses in the subject specified in Schedule E to these Regulations, with a GPA of 5.0 or more; or
iii. been otherwise approved by the Amo Pūkaha | College of Engineering Dean (Academic).

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

(a) There are no advancing qualifications for this degree.
(b) A student who has not met the requirements for the MMathSci or who wishes to transfer to the Postgraduate Certificate in Science or to the Postgraduate Diploma in Science may apply to the Amo Pūtaiao | Academic Dean of Science for admission. Admission will be based on having met the requirements for entry.
(c) A student who is enrolled in an endorsement under that MMathSci but wishes to transfer to the Bachelor of Science (Honours) degree may apply to the Amo Pūtaiao | Academic Dean of Science for admission. Admission will be based on having met the requirments for entry.

Schedule S: Subject Courses for the Degree of Master of Mathematical Sciences: Endorsements

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

Group 1:

Mathematics

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
MATH689	Mathematical Sciences: Mathematics Project	90	A	Campus	P: Subject to approval of the Head of School of Mathematics and Statistics.

Statistics

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
STAT689	Mathematical Sciences: Statistics Project	90	A	Campus	P: Subject to approval of the Head of School of Mathematics and Statistics.

Computational and Applied Mathematics

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
CAMS689	Mathematical Sciences: Computational and Applied Mathematics Project	90	A	Campus	P: Subject to approval of the Head of Department

Group 2:

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
MASC 686	Mathematical Sciences: Project (60pts)	60	S1	Campus	P: Subject to approval of the Head of School of Mathematics and Statistics.
			S2	Campus	
			A	Campus	

Group 3:

Course Code	Course Title	Pts	2022	Location	P/C/R/RP/EQ
MASC 684	Mathematical Sciences: Project (45pts)	45	S1	Campus	P: Subject to approval of the Head of School of Mathematics and Statistics.
			S2	Campus	
			A	Campus	

Schedule E: Elective Courses for the Degree of Master of Mathematical Sciences

Group 1:

Mathematics

60pts in MATH400-490, and 30pts in 400 level MATH/STAT/DATA410-490 or appropriate courses subject to approval of the Head of School of Mathematics and Statistics.

Statistics

60pts in STAT400-490 or DATA410-490, and 30pts in 400 level MATH/STAT/DATA410-490 or appropriate courses subject to approval of the Head of School of Mathematics and Statistics.

Computational and Applied Mathematics

60pts of 400 level MATH, STAT, DATA410-490 courses or appropriate courses subject to approval of the Head of School of Mathematics and Statistics.

Note: Under exceptional circumstances and with agreement of the project supervisor and the Tumuaki Kura | Head of School, a student may substitute 15 pts of these 400 level courses with another appropriate 400 level course.

Group 2:

400 level courses in any other relevant degree subject as approved by the Tumuaki Kura | Head of School and the HOD of the relevant department.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Master of Science in Geospatial Science and Technology

(CUAP criterion 6.1.2 Subject New)

EXECUTIVE SUMMARY

The purpose of this proposal is to introduce a new subject to the Master of Science. This one-year, research pathway, will allow postgraduate students in **Geospatial Science and Technology (GST)** to further their knowledge in this area of Science by undertaking a 120 point thesis. This will help address the national shortage of geospatial capable graduates who have the skills, competencies and knowledge on scientific, research, technical and computational aspects of Geographic Information systems (GIS) and Geographical information Science (GIScience). The graduates will have the capacity to work individually and in teams to scientifically analyse geospatial data, explore issues, solve problems and assess situations in a geospatial context and to continuously improve the methods, techniques and tools used for that aim.

Introducing the subject **Geospatial Science and Technology** into the Master of Science will further expand and strengthen the knowledge, research mastery, and strategic partnerships Te Whare Wānanga o Waitaha | University of Canterbury has in the geospatial arena. It will provide graduates from relevant backgrounds with research skills, knowledge, and competencies needed to undertake advanced geospatial roles or to pursue doctoral-level advanced geospatial research.

The proposed MSc Subject aligns with the well-established **Geospatial Research Institute** *Toi Hangarau* (GRI), as well as existing UC activity across Hangarau Tangata, Tangata Hangarau | **HITLab** (Human Interface Technology Lab), **DASH** (Digital Arts, Social Sciences and Humanities) Lab, **SERC** (Spatial Engineering Research Centre), **WRC** (Wireless Research Centre), and Te Taiwhenua o te Hauora | **GeoHealth Laboratory.** The programme will further develop the position of UC as a national hub for geospatial research and teaching in Aotearoa New Zealand.

Since 2018, UC is the founder of a currently established stream of geospatial qualifications, namely:

- **Professional Master of Geospatial Science and Technology (PMGST)**
- **Postgraduate Diploma in Geospatial Science and Technology (PGDipGST)**
- **Postgraduate Certificate in Geospatial Science and Technology (PGCertGST)**

However, there is currently a gap between graduates of our current postgraduate offerings in GST, and graduates who have extensive research experience and skills acquired through a supervised research thesis. Previously, this need was met by the Master of Geographic Information Science (MGIS). This programme has been closed to new enrolments since 2018, and is now discontinued. The MSc in Geography does not indicate the level of specialised knowledge graduates would have, and doesn't reflect

the expectations of industry. Thus, the School of Earth and Environment supports the introduction of the 120-points thesis in the MSc.

The subject of Geospatial Science and Technology in the Master of Science will appeal to students for several reasons:

1. Its direct relevance to geospatial employment opportunities in Aotearoa New Zealand and internationally, where a stronger research experience and capacity is required or preferred and an MSc holds more weight than the Professional Masters programme currently offered.

2. It will enhance employment prospects for graduates in geospatial positions where their research focus (reflected in the topic of their Master Thesis project) can create opportunities for follow-up research projects within their new organization.

3. While the PMGST can be completed in one year full time, reducing time away from work for professionals, or part-time (enabling students to continue working while studying), MSc in GST will be attractive to students who do not necessarily face these limitations and would prefer to complete a study programme that has equal parts of coursework and thesis work, uniformly strengthening their theoretical, technical and research capacity and skills. As students holding a BSc. will need to first complete PgDipGST or PMGST or another approved programme to enter MSc in GST, the total time required to complete both parts and receive the MSc in GST will be 2 years.

4. It will sufficiently prepare students who are planning or considering doctoral degrees and who see their MSc Degree as a stepping stone towards larger projects in a PhD programme.

The subject aligns with the UC graduate profile attributes in several ways:

- **Critically competent in the core academic discipline of their degree** – MSc in GST students will increase their capacity and knowledge by undertaking an independent MSc Thesis research on a geospatial science and technology topic.

- **Employable, Innovative and Enterprising** – MSc in GST students will have the opportunity to develop key geospatial skills and attributes through lab work, field work, experiential learning, and a contemporary science and society-relevant research for their MSc thesis. This is line with the demands of workforce, as there is a range of industry positions that involve carrying out active geospatial research and seek for graduates with transferrable, strong research skills.

- **Biculturally competent and confident** – Where relevant, students will further develop and apply bicultural competency and confidence through collaboration with iwi, Māori and indigenous communities and by engaging with kaupapa Māori methodologies, mātauranga Māori, and Māori models and frameworks for decision-making and engagement in their thesis topics.

- **Engaged in the community** – student engagement in the community will occur through their MSc thesis work and engagement with industry partners.

- **Globally Aware** – students will develop greater global awareness through their research project, which can include global geospatial issues or skills developed within an Aotearoa/New Zealand focus that have international transferability.

It is anticipated that initially the subject of Geospatial Science and Technology in the Master of Science will attract 5 new students per year, but we believe there is considerable potential for expansion of the programme.

Justification

We propose to introduce the 120-points Subject of **Geospatial Science and Technology** in the **Master of Science,** comprising a 1.0 EFTS MSc thesis. The Subject will be added to and expand our exiting postgraduate Geospatial Science and Technology programme, which currently includes a taught 180-points **Professional Master of Geospatial Science and Technology** (PMGST) comprising 1.0 EFTS of course work and a 0.5 EFTS project, a 120-points **Postgraduate Diploma in Geospatial Science and Technology** (PGDipGST) comprising 1.0 EFTS of coursework, and a 60-points **Postgraduate Certificate in Geospatial Science and Technology** (PGCertGST), comprising 0.5 EFTS of coursework.

While the PMGST, PGDipGST and PGCertGST programmes currently support the growth of the geospatial industry in Aotearoa New Zealand and globally by producing employment-ready geospatial graduates, the aim of the proposed 120-points MSc in GST is to contribute to the development of the geospatial workforce with enhanced research skills through research oriented training.

The MSc in GST complements the currently offered thesis in Geography but it is distinct to that program in that it focuses exclusively in the area of Geospatial Science and Technology and will be supervised by academics with corresponding backgrounds.

National Geospatial Skill Requirements

Land Information NZ (LINZ) has estimated that geospatial information contributes more than one billion dollars to New Zealand's economy with the potential to increase that value tenfold over the next decade. However, the geospatial skill shortage in New Zealand is currently a major barrier to achieving this growth. This NZ Government has explicitly recognised this shortage by including Geospatial Science on the Immigration New Zealand Long Term Skill Shortage List (http://skillshortages.immigration.govt.nz/long-term-skill-shortage-list.pdf). This shortage list is a tool to attract internationally qualified geospatial graduates.

Other geospatial postgraduate degrees

The growing demand for work-ready geospatial graduates in this area has led New Zealand and international universities to introduce more specialist Masters subjects/degrees/postgraduate qualifications. This is reflected in the growth of geospatial programmes now available in New Zealand, including the following:

- Te Herenga Waka | VUW: Master of Geographic Information Science (MGIS) (180-points)
- Te Whare Wānanga o Tāmaki-Makaurau |University of Auckland: Master of Science in Geospatial Science (180-points)
- Te Whare Wānanga o Ōtākou | University of Otago: Master of Applied Science (MAppSc) in Geographic Information Systems (180-points) and Master of Science (MSc) in Geographic Information Systems (240-points).

UC was until 2018 part of a now discontinued collaborative, two-year Masters Degree (MGIS), taught jointly with Te Herenga Waka | Victoria University of Wellington (VUW) and Te Wānanga Aronui o Tāmaki Makau Rau | Auckland University of Technology (AUT). The MGIS ran successfully for 8 years, with the first intake in 2011. That Degree was focussed mainly on geospatial graduate students looking for a Research Masters pathway. Currently, **there is only one other 2-year Research-focussed geospatial MSc program in NZ** (in Te Whare Wānanga o Ōtākou | University of Otago, listed above). Although a shorter study duration (120-180 points) might be attractive for a large group of students and professionals, there is a currently a lack of a longer duration MSc which would put a larger emphasis on building the research capacity of graduates. This has implications especially in meeting the requirements of the research-focused part of the geospatial industry in NZ and internationally as well as producing graduates who are better equipped to advance their studies onto the PhD level.

Unique Value Proposition

Benefits

The subject of Geospatial Science and Technology in the Master of Science will appeal to students for several reasons:

1. Its direct relevance to geospatial employment opportunities in Aotearoa New Zealand and internationally, where a stronger research experience and capacity is required or preferred and the research focussed MSc holds more weight than the project based Professional Master.

2. It will enhance employment prospects for graduates in geospatial positions where their research focus (reflected in the topic of their Master Thesis project) can create opportunities for follow-up research projects within their new organization.

3. While the PMGST programme can be completed in one year full time, reducing time away from work for professionals, or part-time (enabling students to continue working while studying), the addition of a further year of study, to produce a research thesis in the MSc in GST will be attractive to students who do not necessarily face those limitations and would prefer to complete a programme of thesis work, uniformly strengthening their theoretical, technical and research capacity and skills.

4. It will sufficiently prepare students who are planning or considering pursuing doctoral study by providing an MSc Subject as a stepping stone towards larger projects in a PhD programme.

Programme Overview

The Subject of Geospatial Science and Technology in the Master of Science will be accessible to students with a relevant postgraduate qualification in geospatial science and technology and a 5.0 GPA. The MSc in GST will appeal to students who want to upskill, enhance, and develop their geospatial research capabilities. This acknowledges the pervasiveness of geospatial science as an enabler across multiple professional areas.

The MSc in GST comprises a 120 pts (1.0 EFTS) MSc Thesis.

Prescriptions for courses

There are no new courses; GISC690, which is already created will be the thesis code for this subject.

Proposed new regulations

2021 UC Calendar page number 591

Below “Geology” add

Geospatial Science and Technology

The programme of study consists of MSc Part II only consisting of a thesis totalling 120 points; GISC690.

P: GISC402 or equivalent

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Bachelor of Data Science in Business Analytics

academic-regulations-science-BDataSc.pdf (canterbury.ac.nz)

Template 1.
(CUAP criterion 6.1.2 New Subject)

EXECUTIVE SUMMARY

This proposal introduces a *new* subject major in ***the Bachelor of Data Science (BDataSc)*** which is an undergraduate degree introduced in 2021. The proposed new subject major, named Business Analytics, will follow the format of the existing majors in that it will consists of a set of ***core courses*** in Data Science, Computer Science, Mathematics, Statistics, and a set of courses from another ***knowledge domain*** (discipline), in this case, Business Analytics. The BDataSc consists of 360 points of study, and includes a 30 point project-based course at 300-level so that students graduate 'work ready'.

The BDataSc aims to leverage the explosive growth of (big) data and associated computational analytics so as to provide graduates with the skills, knowledge and competencies needed to contribute to the fast developing data science-based professions.

Development of the new majors in BDataSc has occurred in consultation – and collaboration – with staff from across the Rāngai Pūtaiao | the College of Science, te Rāngai Pūkaha | the College of Engineering, te Rāngai Toi Tangata | the College of Arts, and te Rāngai Ako me te Hauora | the College of Education, Health, and Human Development at te Whare Wānanga o Waitaha | the University of Canterbury (each College is supporting a subject major in BDataSc), as well as with industry and government agencies with an interest in the graduate skills that the BDataSc will provide.

The BDataSc structure is unique, in that it will create a cross-campus data science ecosystem through a core set of courses that are linked to Schools/Departments within four colleges, with the addition of this new subject major, this reach is extended to ***UC Business School***. The BDataSc has been designed to graduate students with an in-depth understanding of (i) data science and (ii) another knowledge domain/area of application. This feature of the programme will broaden students' opportunities to contribute as graduates to professions that increasingly need staff that possess strong computing, analytic and communication skills.

The target market for the programme will be both domestic and international students. The appeal of the programme to students includes (i) its relevance to the employment market and (ii) the attractive employment prospects for graduates.

A total of 10 new EFTS has been forecast for the BDataSc by the UC Business School. These are domestic students; no international EFTS are anticipated.

Justification

Business Analytics leverages the capabilities of contributing and supporting fields such as information systems, data management, data science, computer science, mathematics, statistics and linguistics (text analytics) and combines these with business-related subjects to help businesses create evidence-based data models and acquire the insights they need to make better decisions, assess risks, and determine strategic directions.

There is a growing demand for data-savvy graduates, both locally in New Zealand and internationally, as businesses come to recognise and seek data analytic skills as a core skill. The BDataSci major in Business Analytics aims to equip Data Science graduates with knowledge and skills applicable to the area of business analytics and data-driven decision-making. The skills developed can be applied in positions across a wide range of organisations, industries, and countries.

The need for business analytics skills is growing in New Zealand. Given the trends in the workplace and expectations of the skillsets of future graduates, it is anticipated that the proposed major will be attractive to Data Science students who want to work within the business sector. It will provide them with the opportunity to engage with business context and business data, learn how to understand problems at and navigate the intersection of business, management and data. The major aims to support UC goals of enabling a comprehensive educational experience for undergraduate students by providing content and an engagement experience that helps them develop skills that are highly sought-after by employers both nationally and internationally, particularly in the business sector, and which will provide a foundation for continuous learning. It aims to deliver a curriculum that prepares students for engaging in problem-solving using data-driven business decision making.

By including courses from various subjects across the **UC Business School** (e.g. Accounting, Finance, Marketing) the major in Business Analytics is likely to have a broad appeal as (i) a recognisable qualification in the marketplace (both local and international), and as (ii) a flexible option that allows students to build on the core skills developed in the BDataSci program. It will also enable visibility and inclusion of complementary discipline-based courses in their program of study that will allow students to build context-based knowledge and competencies that can be leveraged in the application of data science tools and skills to business-related problems and decision-making. ***The proposal is especially relevant to UC as we are currently one of a few that do not offer business analytics as a major in any degree (but which is currently offered by The University of Auckland, University of Waikato, Massey University and Victoria University of Wellington).***

The major leverages teaching and research strengths within the UC Business School (UCBS) at the intersection of business analytics/intelligence, data science and business-related disciplines such as marketing, HR, accounting, finance, economics, and supply chain/operations management. The major addresses a gap in the current BDataSci curriculum and fills a need in relation to the expected sectors in which many of our graduates would work and in which there is a growing demand for graduates with business analytic skills. The major will also help further the relevance of the program in a changing business environment and its appeal to students in both domestic and international markets, contributing to community engagement goals and the meeting of growth targets.

In general, the major is expected to have strong appeal as it will enable students to tailor their program of study and complement the BDataSci with a subject area that meets their needs and interests. It also leverages existing programs of study within, and related to, the development of a Business Analytics minor (under the Bachelor of Commerce) and complementary subjects within the major in Information Systems. The proposed major ensures that business-related program of study are both visible and accessible to data science and other students, enrolled in the Bachelor of

Data Science degree, and its constituent courses. By leveraging the resources of the Business School and the wider university, we will be the first university in New Zealand to offer a major in Business Analytics (under the BDataSci).

Programme Overview

Students intending to complete the BDataSc in any of the associated subject majors will need to have met the normal requirements for university entrance, as per te Whare Wānanga o Waitaha | the University of Canterbury's current undergraduate degree regulations. Students will have the option of selecting a course of study focused on one of the five specified programmes, aligned with the subject areas of either Bioinformatics, Computational Linguistics, Data Science, Population Health Data Science, or Spatial Data Science.

Each subject major shares a 'core' set of courses (195 points), plus a set of knowledge domain specific (disciplinary) courses (165 points), and a set of electives (see Schedule S under regulations). Diagrams summarizing the structure of the 5 specified programmes are provided on the following pages.

At 100 level, all specified programmes share a common core of 5 degree specific courses, ensuring students are introduced to the key concepts in Data Science and have the fundamental skills/knowledge such as relevant programming, mathematics and statistics and computer science; and SCIE101. At 200 level there are five courses which all students will need to complete, to build upon the concepts learned in the previous year, progressing the set of knowledge and skills obtained at 100 level. At 300 level, three courses form the 'core' content with advanced concepts in Data Science, Computer Science, and Statistics are prescribed. At 300-level, a research project-based course (0.25 EFTS) is also a shared feature amongst the subject majors where practical stakeholder and types of problems that result from community engagement are a key focus, to prepare a work-ready cohort.

To satisfy the requirements of the Bachelor of Data Science (BDataSc) degree, all students will complete the following as the 'core' content set of courses:

- 75 points at 100 level, comprising of SCIE101, MATH102, DATA101, COSC121, COSC122
- 75 points at 200 level, comprising of DATA201, DATA203, STAT201 or STAT202, COSC262, PHIL240
- 45 points at 300 level, comprising of DATA301, DATA303, and either STAT315 or STAT318

[Majoring in Business Analytics]

To satisfy the requirements of this specified programme, in addition to the 'core' set of courses specified above, students will complete the following:

- 30 points at 100 level from ACCT102, ACCT103, ECON104, ECON105, INFO123, MGMT100, MGMT170, MKTG100
- 45 points at 200 level, comprising INFO260, INFO261 and, any 200-level course from ACCT, ECON, INFO, FINC, MGMT, MKTG
- 30 points from any 300-level course from ACCT, ECON, FINC, INFO, MGMT, MKTG

Table 1 Core courses in Grey, capstone course in Yellow (each cell is 15 points unless otherwise indicated)

SCIE101	**MATH102**	**DATA101**	**COSC121**	**COSC122**	**ACCT102 or ACCT103 or ECON104 or ECON105 or INFO123 or MGMT100 or MGMT170 or MKTG100**	**ACCT102 or ACCT103 or ECON104 or ECON105 or INFO123 or MGMT100 or MGMT170 or MKTG100**	**Elective**
DATA201	**DATA203**	**STAT201 or STAT202**	**COSC262**	**PHIL240**	**INFO260**	**INFO261**	**200-level from ACCT, ECON, INFO, FINC, MGMT, MKTG**
DATA301	**DATA303**	**STAT315 or STAT318**	**300-level ACCT, ECON, INFO, FINC, MGMT, MKTG**	**300-level ACCT, ECON, INFO, FINC, MGMT, MKTG**	**DATA309 (30 points)**		**Elective**

Prescriptions for courses

For clarity, this section first presents description of ***core*** courses, followed by subject major specific courses.

- Prescription of courses for the ***core*** component of the BDataSc

SCIE101 Science, Society and Me (0.125 EFTS)

In this foundational course, we examine stimulating questions such as what science is; who does science; how science is practiced; how do science, culture and society interact; and how science is communicated to differing audiences. This course will draw on a variety of historical and contemporary case-studies, leading edge research, ethical challenges and controversial issues. Students will gain an understanding of the civic roles, responsibilities and influence of science in our Māori, New Zealand, and global communities. Students will learn how to work effectively as a team and communicate successfully to communities and end-users. Students will learn what it means to be a successful scientist in Aotearoa (New Zealand) and the world in the 21st century.

MATH102 Mathematics 1A (0.125 EFTS)

An introductory course in calculus and linear algebra that is designed primarily for students who have done well in Level 3 NCEA Mathematics, covering single variable calculus and basic ideas in linear algebra. The mathematics in this course has applications in many areas of science and commerce.

DATA101 Introduction to Data Science (0.125 EFTS)

Data Science is a fast growing, important, and globally in-demand discipline. This course is designed to introduce students to the fundamentals of this field. It will start by introducing key mathematical and statistical concepts and applications like exploratory data analysis, probability (with a focus on essential theories, discrete and continuous random variables), modelling, inference, and bivariate data. It will also address a range of more applied topics where data is important to making decisions, including data wrangling, data analysis, and data visualisation, supported by the statistical programming language R.

COSC121 Introduction to Computer Programming (0.125 EFTS)

Computer programming in a high-level language with special emphasis on style and structure.

COSC122 Introduction to Computer Science (0.125 EFTS)

An introduction to Computer Science, including algorithms, computability, complexity and object-oriented programming.

DATA201 Data Wrangling (0.125 EFTS)

This course introduces the data science workflow process and the methods involved in cleaning and tidying large datasets in preparation of further analysis.

DATA301 Big Data Techniques and Systems (0.125 EFTS)

The course introduces distributed computational techniques, distributed algorithms and systems, and programming support for large-scale processing of data.

DATA203 Data Science Multivariable Methods (0.125 EFTS)

This course develops foundations for data science techniques. The focus of this course is on applications to modern data processing problems. Students will be introduced to multivariate statistical, linear algebra and calculus topics that are needed in data science and related subjects.

STAT201 Applied Statistics (0.125 EFTS)

A practical introduction to commonly used statistical methods, designed to increase the breadth of statistics skills. The emphasis is on the application of statistical techniques to solve problems involving real data.

STAT202 Regression Modelling (0.125 EFTS)

Regression models are the most widely used statistical tools for examining the relationships among variables. This course will provide a practical introduction to the fundamentals of regression modelling.

COSC262 Algorithms (0.125 EFTS)

This course teaches a range of fundamental algorithms and analyses their complexity.

Algorithms are fundamental to all branches of computer science. They play a key role in the development of efficient computer programs. This course aims to provide a good understanding of fundamental data structures and algorithm design methods used for solving a wide range of problems.

PHIL240 Bioethics: Life, Death, and Medicine (0.125 EFTS)

Bioethics is the study of ethical problems in healthcare, research, technology and the environment. Bioethical problems arise every day, affecting societies, people and non-human animals. This course covers a wide range of issues, including: research on human and non-human animals; reproductive technologies, such as surrogacy and genetic testing; the use of data to monitor and control human actions; conflicts between privacy and autonomy and the public good, and decisions about protecting, killing and letting die, including healthcare, abortion, and euthanasia. The course includes an introduction to ethical values and principles, ways of dealing with moral disagreements, and reflection on what it means for something to be worth moral consideration.

DATA301 Big Data Computing and Systems (0.125 EFTS)

The course introduces distributed computational techniques, distributed algorithms and systems/programming support for large-scale processing of data.

DATA303 Computational Data Methods (0.125 EFTS)
This course extends multivariate data science techniques to topics such as classification, data fitting, regularization and regression. The focus of this course is on the methods which support many modern data processing applications. Students will be introduced to multivariate statistical techniques, linear algebra and calculus topics that are needed in data science.

STAT315 Multivariate Statistical Methods (0.125 EFTS)
Detailed study of multivariate methods. Application of multivariate methods, test statistics and distributions.

STAT318 Data Mining (0.125 EFTS)
Parametric and non-parametric statistical methodologies and algorithms for data mining.

- Prescription of courses for the new subject major in the BDataSc

[Majoring in ***Business Analytics***]

INFO260 Data Management (0.125 EFTS)
The course introduces a range of topics that underpin data management in contemporary organisations. The first part of the course focuses on data architecture, data modelling, data administration, and data warehousing. The second part of the course introduces the concepts of Big Data. In its wider scope the course is designed to expose the students to real-life issues in data management and database management systems in the modern environment.

INFO261 Introduction to Business Analytics (0.125 EFTS)
The aim of this course is to help students develop an understanding of business/data analytics, and provide an opportunity to gain experience with diverse methods and technologies related to common aspects of analytics. Key concepts, analytical techniques and tools applicable data analytics and data-driven decision-making are introduced. Students completing this course have an opportunity to develop fundamental skills in the use of common business analytics tools including data visualization/visual analytics, regression, cluster analysis and exploratory data analysis, and apply these to decision-making in organisations.

Proposed new regulations

UC Calendar 2021 page 485 Bachelor of Data Science.
Bachelor of Data Science
(BDataSc – 360 Points)

Under Schedule C: Compulsory Courses for the Degree of Bachelor of Data Science

Schedule S

Business Analytics

100-level

Students must complete 30 points from

Course Code	Course Title	Pts	2021	Location	P/C/R/RP/EQ
ACCT102	Accounting and Financial Information	15			
ACCT103	Accounting and Taxation: An Introduction	15			
ECON104	Introduction to Microeconomics	15			
ECON105	Introduction to Macroeconomics	15			
INFO123	Business Information Systems and Technology	15			
MGMT100	Fundamentals of Management	15			
MGMT170	Managerial Decision Making	15			
MKTG100	Principles of Marketing	15			

200-level

Students must complete 30 points from

Course Code	Course Title	Pts	2021	Location	P/C/R/RP/EQ
INFO260	Data Management	15			
INFO261	Special Topic: Introduction to Business Analytics	15			

And

any 200-level course from ACCT, ECON, FINC, INFO, MGMT, MKTG

300-level

Students must complete

i. 30 points at 300-level ACCT; or
ii. 30 points at 300-level ECON; or
iii. 30 points at 300-level FINC; or
iv. 30 points at 300-level INFO; or
v. 30 points at 300-level MGMT; or
vi. 30 points at 300-level MKTG

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to CUAP-Discontinuations only

(CUAP criterion 6.2.4)

Department or School			
College	College of Science		
Contact person	Anna Chapman	**Phone number**	94117

1. Name of Qualification(s)

Graduate Diploma of Science – subject discontinuation - Ethics

2. CUAP Unique Identifier (Academic Quality to provide)

This is an identifier used by CUAP during the approval and peer review process.

3. Rationale

Ethics is no longer offered as a major in the College of Science at UC. This proposed change will ensure that the regulations for this qualification are clear and reflect the current offerings.

4. Impact on Tertiary Sector

As ethics hasn't been offered as a major in the College of Science for some time, we do not expect this change will have an impact on the tertiary sector.

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

Ethics is not available as a subject in a Graduate Diploma of Science at the Universities of Auckland, Massey, Waikato, Victoria, Lincoln, Otago or AUT. Bioethics courses are offered at a number of New Zealand universities, but this is a more specific area than Ethics in general

6. Calendar changes

2021 UC Calendar
Graduate Diploma of Science pg 548

The structure of the qualification . . . The subjects for the Graduate Diploma in Science are: Astronomy, Biochemistry, Biological Sciences, Chemistry, Computer Science, Data Science, Economics, Ethics, Finance, Geography, Geology, Linguistics, Mathematics, Medicinal Chemistry, Philosophy, Physics, Psychology, and Statistics.	3. **The Structure of the qualification** . . . The subjects for the Graduate Diploma in Science are: Astronomy, Biochemistry, Biological Sciences, Chemistry, Computer Science, Data Science, Economics, Finance, Geography, Geology, Linguistics, Mathematics, Medicinal Chemistry, Philosophy, Physics, Psychology, and Statistics.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to CUAP-Discontinuations only

(CUAP criterion 6.2.4)

Department or School	School of Earth and Environment		
College	Science		
Contact person	Dr. Ioannis Delikostidis	**Phone number**	94387

1. Name of Qualification(s)

Master of Geographic Information Science (MGIS) and Postgraduate Diploma in Geographic Information Science (PGDipGIS)

2. CUAP Unique Identifier (Academic Quality to provide)

This is an identifier used by CUAP during the approval and peer review process.

3. Rationale

The MGIS/PGDipGIS were programmes jointly offered by UC, VUW and AUT. The last time these programmes were open for new enrolments was in 2017. The MOU for the programme between the three Universities was not renewed, due to different views on the structure, EFTS split, management and feasibility of the program.

UC has since developed a suite of postgraduate courses in Geospatial Science and Technology which allow SEE to continue to offer study in the popular field of study.

To ensure a research pathway for Geospatial Science and Technology students, we will be introducing an MSc by thesis in this area.

4. Impact on Tertiary Sector

This discontinuation will not impact the tertiary area due to the development of the GST courses at UC, and the creation of a new degree at VUW.

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

After the discontinuation of the joint postgraduate GIS programmes, VUW has developed a new Master Program which uses the same name (Master of Geographic Information Science – MGIS, although the course structure is different).

6. Calendar changes

Please delete the following regulations:

- Postgraduate Diploma in Geographic Information Science (PGDipGIS – 120 points): pages 566-568
- The Degree of Master of Geographic Information Science (MGIS – 240 points): pages 583-585

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

(Master of Philosophy - MPhil)

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

The purpose of this proposal is to introduce a new qualification – the Master of Philosophy (MPhil) – as an exit qualification for the PhD. This proposal does not apply to the named doctoral degrees (DMA, EdD and proposed DHSc).

Considerable thought and planning goes into committing to the three to four years required to complete a PhD. However, not all students who enrol in the PhD go on to complete. In our experience at UC, there are two primary reasons for this:

(1) *Personal:* A student enrols with the best of intentions; however, for personal reasons they are unable to complete or, as time goes on, decide that they do not wish to complete. The PhD cohort is, in most cases, a mature group of students with considerable life commitments (e.g., family, financial, health, work). Students may change direction professionally or need to conclude their studies earlier than anticipated.
(2) *Academic:* Although a student may meet the admission criteria for PhD studies, a small proportion struggle to settle in to PhD studies, or meet expected milestones at certain points of their research journey. For most students, these issues become apparent at the Confirmation stage, while for other students, difficulties become apparent from progress reports or later milestones.

At UC we have no formalised Master's level exit qualification for students who have completed a substantive amount of their PhD research but are unable to, or do not wish to, complete their PhD. Presently, students wishing to exit their studies but retain a qualification of some form may transfer to an existing Master's programme. However, the regulations of existing Master's programmes do not generally accommodate the independent research focus of PhD studies (e.g., they may have coursework components that the student has not completed)—with complex workarounds and agreements required to facilitate these transfers. Furthermore, for international students, existing Master's degrees attract international fees—which many students cannot afford having come to Aotearoa New Zealand under the domestic fees policy for PhD studies. The proposed MPhil would enable a student to develop their substantive independent research into a Master's thesis. The degree would total at least 120 points, with the thesis examined following the same guidelines as existing Master's theses at UC. This approach also provides a financially viable pathway for international students to complete a qualification.

Under this proposal, students must have enrolled in at least 120 points of PhD study at UC prior to being considered for admission to the MPhil. With the permission of the Amo Rangahau | Dean of Postgraduate Research, students would enrol in the MPhil for a maximum of 12 months full-time study, at the domestic fee rate. While UC would not receive SAC funding for international students enrolled in this degree, PBRF research degree completion would be received. Applications to the MPhil would be considered on a case-by-case basis, with entry approved by the Amo Rangahau | Dean of Postgraduate Research (note, the establishment of an MPhil does not preclude the possibility of a student transferring to another existing Master's degree as appropriate). The Amo Rangahau | Dean of Postgraduate Research would work with the student, their supervisors, Department/School, and Amo | Deans as appropriate to ensure that all possible options were considered.

Justification

This proposed qualification is aligned with UC's Strategic Vision 2020-2030 in several ways.

1. **Internationalism – UC as a Study Destination**: UC has historically enrolled a large number of international PhD students (up to 60% of the cohort). International students enrolled in a PhD across Aotearoa New Zealand pay fees at the domestic rate. However, the current ad-hoc exit pathway for international PhD students requires them to pay fees as an international Master's student. This proposal may enhance internationalism, and the experience of international students, by providing those students with an exit pathway at the same fee rate.
2. **Education – Flexible Degree Options:** This proposal provides an exit pathway and flexibility for students who cannot complete the PhD for a variety of reasons.
3. **People – Thriving Students and Belonging**: Currently, when a student wishes to exit from a PhD, complicated arrangements between various departments are required—with the added stress of potential fee implications for international students. The development of an MPhil as an exit qualification will reduce inequities between international and domestic students—ensuring they all pay the same fees for this exit qualification. This has the potential to enhance the sense of belonging for international students enrolled in the PhD. Furthermore, it provides a means by which students can develop their substantive PhD research into a Master's qualification—protecting their tino rangatiratanga and control over their own research
4. **Organisational Efficacy** – **Simplify and Automate with Humanistic Approach**: Currently, PhD students who wish to exit from the PhD must do so via complicated negotiations and fees arrangements between the Amo Rangahau | Dean of Postgraduate Research, Enrolments, and the Amo | Dean of their respective College. This process and the degree pathway options available differ by College—without an obvious exit pathway. This proposal provides a salient pathway and removes the complicated administrative and financial work arounds required.

New Zealand Context:
There are currently two types of MPhil degrees offered in New Zealand. The first type is a direct entry qualification. Waikato, AUT and Massey offer 1-year research only Master's degree under the MPhil. These degrees are typically administered by the College/School that houses the subject area. Applicants are required to hold a Bachelor's degree to apply for entry.

The second type is an exit qualification. Currently the University of Auckland is the only New Zealand university that offers an MPhil as an exit qualification for a doctoral degree. At Auckland, applicants must be currently enrolled in the PhD, the Doctor of Medicine, of the Doctor of Clinical Psychology, or have completed the research component of the Doctor of Education. The MPhil at Auckland comprises 120 points with an externally examined thesis. The current proposal for the MPhil at UC would also be an ***exit qualification for the PhD***, comprising a minimum of 120 points of study and an examined thesis.

Internationally, the MPhil is offered either as a stand-alone qualification (e.g. Cambridge, whose MPhil replaces other similar Master's degrees, such as an MA) or as an alternative pathway from the PhD. Whichever approach is taken, an MPhil culminates in a research thesis that must stand on its own merits and be judged as being worthy of a Master's degree. The purpose of this degree is to offer a suitable and efficient exit pathway for students to reflect the work they have completed (note, while consultation has identified possible concerns with an MPhil considered as a "failed PhD" internationally, very few MPhil degrees are awarded following failure of the PhD oral examination – approximately 4% of 26,000 students using 2010-2011 data from the Higher Education Funding Council for England).

Programme Overview

Entry to the MPhil is restricted to students who have been enrolled in the PhD for at least 120 points (1.0 EFTS). Students must apply for entry to the MPhil. Their application must be supported by:

1. The student's supervisor;
2. Their Tumuaki Tari/Kura | Head of Department/School (or delegate);
3. The Amo Rangahau | Dean of Postgraduate Research.

Following admission to the MPhil, students must submit their thesis, of at least 120 points, for examination within 12 months of fulltime study. In line with existing Master's examination processes, at least one examiner must be external to UC. The thesis will be marked as pass/fail.

Prescriptions for courses

MPHL 601 – 699 Master of Philosophy Thesis

Description: MPHL Thesis.

Pre-requisites: Subject to approval of the Dean of Postgraduate Research.

120 points (1EFTS)

Proposed new regulations

Master of Philosophy (MPhil – 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 degree was first offered in 2022.

2. Variations

In exceptional circumstances, the Amo Rangahau | Dean of Postgraduate Research may approve a personal programme of study which does not conform to these regulations.

3. The Structure of the Qualification

To qualify for the MPhil a student must:

(a) be credited with at least 120 points from MPHL 601 – 699 towards the qualification; and
(b) receive a passing grade on the thesis examination.

4. Admission to the Qualification

To be admitted to the MPhil a student must have:

(a) been enrolled in the PhD at the University of Canterbury for at least 120 points;
(b) received approval from their senior supervisor; and
(c) received approval from the relevant Tumuaki Tari/Kura | Head of Department/ School; and
(d) received approval from the Amo Rangahau | Dean of Postgraduate Research.

5. Subjects

Accounting (ACCT); Antarctic Studies (ANTA); Anthropology (ANTH); Applied Psychology (APSY); Art History (ARTH); Art Theory (ARTT); Astronomy (ASTR); Audiology (HEAR); Biochemistry (BCHM); Bioengineering (ENBI); Biological Sciences (BIOL); Biotechnology (BIOT); Cellular and Molecular Biology (CEMB); Chemical and Process Engineering (ENCH); Chemistry (CHEM); Chinese (CHIN); Civil Engineering (ENCI); Classics (CLAS); Computational and Applied

Mathematical Sciences (CAMS); Computer Science (COSC); Cultural Studies (CULT); Disaster Risk and Resilience (DRRE); Earthquake Engineering (ENEQ); Ecology (ECOL); Economics (ECON); Education (EDUC); Electrical and Electronic Engineering (ENEL); Engineering Geology (ENGE); Engineering Management (ENMG); English (ENGL); Environmental Science (ENVR); European Studies (EURO); Finance (FINC); Fire Engineering (ENFE); Forest Engineering (ENFO); Forestry (FORE); French (FREN); Geography (GEOG); Geology (GEOL); German (GRMN); Health Sciences (HLTH); Higher Education (HEDN); History (HIST); Human Animal Studies (HUAN); Human Interface Technology (HITL); Human Services (HSRV); Information Systems (INFO); Japanese (JAPA); Journalism (JOUR); Law (LAWS); Linguistics (LING); Management (MGMT); Māori and Indigenous Studies (MAOR); Marketing (MKTG); Mathematical Physics (MAPH); Mathematics (MATH); Mathematics and Philosophy (MPHI); Mechanical Engineering (ENME); Media and Communication (COMS); Medical Physics (MDPH); Medical Physics (Clinical) (MPHC); Microbiology (MBIO); Music (MUSI); Pacific Studies (PACS); Philosophy (PHIL); Physics (PHYS); Political Science and International Relations (POLS); Product Design (PROD); Psychology (PSYC); Russian (RUSS); Science Education (SCED); Social Work (SOWK); Sociology (SOCI); Spanish (SPAN); Speech and Language Sciences (SPSC); Statistics (STAT); Taxation (TAXA); Transportation Engineering (ENTR); Te Reo Māori (TREO); Water Resource Management (WATR).

6. Time Limits

(a) A student must enrol full-time unless an exemption is supported by the student's senior supervisor, relevant Tumuaki Tari/Kura | Head of Department/ School, and approved by the Amo Rangahau | Dean of Postgraduate Research.
(b) The maximum period of enrolment is 12 months full-time or no more than 24 months.

7. Transfers of Credit, Substitutions and Cross-Credits

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

8. Progression

This qualification adheres to the General Regulations for the University, with the following stipulation(s):
(a) No course failure is permitted.
(b) No course repetition is permitted.

9. Honours, Distinction and Merit

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

10. Pathways to Other Qualifications

There are no advancing or exit qualifications for this degree.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Bachelor of Commerce

academic-regulations-business-BCom.pdf (canterbury.ac.nz)

(CUAP criterion 6.1.3 New minor)

EXECUTIVE SUMMARY

This proposal introduces to UC, a new minor in business analytics. The purpose of the new minor is to strengthen the UC offerings by providing a complementary offering in the area of business analytics/big data. 'Housed' within the UC Business School, this proposal introduces a pan-university qualification (minor) that is expected to attract new students to UC and into related degrees across many disciplines such as the B.Com, BSc and BA. The minor builds on the current teaching capabilities and research strengths across the UC Business School and indeed across the University in the area of business analytics. The minor provides UC graduates with the opportunity to develop core skills in the areas of business analytics/ intelligence and big data that are quickly becoming almost essential for any graduate who will find themselves in a data-driven organisation. The proposal responds to the growing need for a data-savvy workforce in New Zealand in the business sector and indeed, almost any other sector, whether domestically or internationally, in which data is core to operations, and sector intelligence is needed to make good decisions.

Business Analytics leverages the capabilities of contributing and supporting fields such as information systems, data management, data science, computer science, mathematics, statistics and linguistics (text analytics) to help businesses create evidence-based data models and help organisations acquire the insights they need to make better decisions, assess risks, and determine strategic directions. The minor complements existing majors and minors offered in the Business School (e.g. Accounting, IS, Management, Economics, Finance, Marketing, Tourism, Innovation etc.), other program offerings and developments across UC e.g. Digital Humanities, Data Science, Linguistics, Product Design and Environmental Science.

The minor aims to support UC goals of enabling a *comprehensive educational experience* for undergraduate students by providing content and an engagement experience that helps them develop skills that are highly sought-after by employers both nationally and internationally, and which will *provide a foundation for continuous learning*. The program aims to deliver a curriculum that prepares students for engaging in problem-solving using data-driven decision making. The minor is *accessible and appropriate for a diverse body of students*, supp*orts the continued development and delivery of interdisciplinary curriculum*, and provides an *opportunity for engagement with the wider community* through guest speaker(s), and project work. The curriculum also exposes students to content and issues such as Maori Data Sovereignty that contribute to the *development of bicultural competence and confidence*.

The minor addresses a gap in current UC offerings and fills a need in relation to the expected skills of our graduates who are increasingly faced with a world characterised by big data/analytics, for which there is a growing demand for the business graduate to have appropriate analytic skills. The program will also help further the School's relevance in a changing business environment and its appeal to students in both domestic and international markets, contributing to community engagement goals and the meeting of growth targets.

The qualification requires one new course at 200-level, **I**NFO261 – Introduction to Business Analytics, currently a Special topic (which is also required for the proposed Bachelor of Data Science major in Business Analytics). All other courses included in the minor (both required and electives) are currently offered (e.g.

INFO123 Business Information Systems & Technology, INFO260 Data Management, INFO361 Business Intelligence and Analytics, ECON214 Data Analytics for Business Economics, ECON314 Economic Analysis of "Big Data").

Predicted numbers are based on current enrolments in related courses and consultations with undergraduate students. The number of students taking the new minor and related courses is expected to be 50 in the first year, rising to 100 within 3-4 years, including new to UC students.

Justification

There is a growing demand for data-savvy graduates, both locally in New Zealand and internationally, as businesses come to recognise and seek data analytic skills as a core skill. The minor aims to equip graduates with knowledge and skills applicable to the area of business analytics and data-driven decision-making. The skills developed can be applied in positions across a wide range of organisations, industries, and countries. Among the New Zealand universities, the most closely related Business School program is - Business Analytics is offered by University of Auckland (Ref: https://www.auckland.ac.nz/en/study/study-options/find-a-study-option/business-analytics/undergaduate.html

For those that do not offer a named qualification in Business Analytics, their program offerings include multiple courses related to Business Analytics, for example:

- *INFO264 Business Analytics, Victoria U of Wellington, https://www.victoria.ac.nz/courses/info/264/2019/offering?crn=27100*
- *157.216 Management, Analytics and Decision Making, Massey University, http://www.massey.ac.nz/massey/learning/programme-course/course.cfm?course_code=157216*
- *ECONS205 Data Analytics with Business Applications, University of Waikato, https://www.waikato.ac.nz/study/papers/econs205-data-analytics-with-business-applications*

Business Analytics qualifications in the undergraduate program are also offered in a number of business schools including Deakin University, Macquarie University, La Trobe University and Victoria University.

The need for analytics skills is growing in New Zealand. Given the trends in the workplace and expectations of the skillsets of future graduates, it is anticipated that the proposed minor will gain sufficient enrolments to be viable for the UC Business School and the wider university. Core courses within the minor (e.g. INFO260, INFO261) complement the Bachelor in Data Science contributing to the major in Data Science (e.g. elective courses) and core and elective subjects to the proposed major in Business Analytics (in progress).

Programme Overview

Students must have qualified for admission to the University. The minor consists of 75-points. Students will take up to 5 courses, which will include data management and business analytics. Each course is normally worth 15 points. Students may start the minor at any time during their study at UC.

An equivalent of 75-points must be completed to obtain the minor in Business Analytics, as follows.

- The first year includes foundational courses i.e. (i) 15-points from DATA101, STAT101/DIGI103 and (ii) 15-points from INFO123, INFO125, COSC101/DIGI101, COSC121, COSC122, COSC131.
- In the second year, students will need to complete INFO260 Data Management and INFO261 Business Analytics, which provide fundamental knowledge with regard to the management of data in

organisations and the analysis of such data for providing insights into and informing decision-making activities in such organisations.

- Further knowledge in the subject area, including advanced knowledge as this relates to advanced analytic techniques, organisational/business intelligence ecosystems as a whole, or discipline-specific knowledge related to the application of analytics to a particular business area (e.g. ECON) is incorporated from courses at 200-level and above through INFO361 (Business Intelligence and Analytics), ECON213/ECON214 (Introduction to Econometrics/Data Analytics for Business Economics), ECON314 (Economic Analysis of "Big Data").

The field of business analytics is evolving. Students wanting to extend their knowledge further are encouraged to add related courses from other disciplines such as Data Science (e.g. DATA201 (Data Wrangling), LING223/DIGI223 (Text Analytics), Statistics, Accounting, Marketing, IS, and Digital Humanities, and any other discipline as these develop.

Students who develop a strong interest in advancing their technical knowledge and skills focusing on Data Science may transfer to the Bachelor of Data Science, and apply the courses taken within the minor towards a minor or major in Business Analytics within the Bachelor of Data Science degree, in accordance with what is permitted within the regulations for the degree.

Note: The proposed model for this minor provides room for, and indeed encourages, the development of discipline-based complementary courses at 300-level (or 200-level as relevant) that build on (or extend) core skills developed through courses such as INFO260 and INFO261, such as Accounting Analytics, Big Data & Auditing, Marketing Analytics/Consumer Intelligence, and HR Analytics. Indeed, advances in these disciplines and the wider UC may pave the way for expanding the proposed minor in to a discipline-relevant business analytics major that complements related programs within the business school (e.g. Marketing, Accounting) and beyond, as demonstrated by the proposed Bachelor in Data Science major in Business Analytics.

Prescriptions for courses

INFO261 Introduction to Business Analytics
15 points 0.1250 EFTS

The aim of this course is to help students develop an understanding of business analytics, and provide an opportunity to gain experience with diverse methods and technologies related to common aspects of analytics. Key concepts, analytical techniques and tools applicable to different aspects of data analytics and data-driven decision-making are introduced. Students completing this course have an opportunity to develop fundamental skills in the use of common business analytics tools including data visualization/visual analytics, regression, cluster analysis and exploratory data analysis, and apply these to decision-making in organisations.

Other courses for the minor already exist. These include

- 15 points from DATA101, STAT101, DIGI103
- 15 points from INFO123, INFO125, COSC101, COSC121, COSC122, COSC131, DIGI101.
- INFO260
- A further 15 points at 200-level and above from INFO361 or (ECON213; ECON214; ECON314)

Proposed new regulations

2021 UC Calendar page number 226

Business Analytics

Minor

A student intending to take a minor in Business Analytics must be credited with the following:

i. 15 points from DATA101, STAT101, DIGI103
ii. 15 points from INFO123, INFO125, COSC101, COSC121, COSC122, COSC131, DIGI101; and
iii. INFO261 and INFO260; and
iv. INFO361 or 15 points from ECON213; ECON214; ECON314