

COUNCIL Public Meeting Agenda

Te Kaunihera o Te Whare Wānanga o Waitaha

Agenda

DATE Wednesday 3 August 2022

TIME 11.00am

VENUE Council Chamber, Matariki

Refer to
 Page No.

KARAKIA (opening meeting)

Kia hora te marino

Kia whakapapa pounamu te moana

Hei huarahi mā tātou i te rangi nei

Aroha atu, aroha mai

Tātou i a tātou katoa

Hui e! Tāiki e!

May peace be widespread

May the sea be like greenstone

A pathway for us all this day

*Let us show respect for each other,
 for one another*

Bind us all together!

1. APOLOGIES
2. REGISTER OF INTERESTS 4-5
3. CONFLICTS OF INTEREST
Every Council Member has an obligation to declare any actual, potential or perceived conflicts of interest with any University of Canterbury activities and to ensure that such conflicts of interest are noted and managed appropriately.
4. MINUTES OF THE PREVIOUS MEETING
 4.1. Confirming minutes of meeting held on 6 July 2022 6-11
5. MATTERS ARISING
6. FROM THE CHANCELLOR
 6.1. Degrees Conferred in Absentia -
7. FROM THE VICE-CHANCELLOR
 7.1. Vice-Chancellor's Monthly Report 12-22
8. ACADEMIC BOARD
 8.1. Academic Board Report 23-104
 (Professor Matthew Turnbull, Deputy Chair of Academic Board)
9. PUBLIC EXCLUDED MEETING 105-106
 Motion by the Chancellor for resolution to exclude the public pursuant to s48 of the Local Government Official Information and Meetings Act 1987:
I move that the public be excluded from the following parts of the proceedings of this meeting, namely:

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0 4.1	Minutes of the meeting Confirm minutes of the meeting held on 6 July 2022 - held with the public excluded.	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	Matters arising	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.0 6.1	From the Chancellor Council Work Plan 2022 - Updated	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
6.2	Proposed Council Meeting Dates 2023	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.3	Honorary Doctorate Nominations	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.0 7.1	From the Vice-Chancellor Vice-Chancellor's Monthly Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.2	Academic Board Minutes for 10 June 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.0	Council Only Time	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.0 9.1	Digital Screen Campus (DSC) Monthly Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.2	Benefits Realisation Plan	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
10.0 10.1	Facilities Pūtaiao Koiora Indicative Business Case	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
11.0 11.1	Health, Safety & Wellbeing (HSW) HSW Monthly Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
12.0 12.1	Finance 30 June 2022 Monthly Financial 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)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

12.2	31 July 2022 Financial update- verbal	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
12.3	UC Trusts Funds : Eriksens Report - 30 June 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
12.4	UC Major Investment Expenditure Report – Q2 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
13.0 13.1	Information Technology IT Transformation Quarterly Update – Q2 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
14.0 14.1	UC Futures UC Futures Programme - Post Implementation Review (PIR)	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
14.2	UC Futures Programme	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
15.0 15.1	Other Critic & Conscience of Society & Academic Freedom Policy 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)
16.0	General Business	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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

10. REPORT FROM THE PUBLIC EXCLUDED SESSION

11. GENERAL BUSINESS

12. NEXT MEETINGS

- Strategy Day – Wednesday 24 August 2022 at 9.00am
- Council Meeting - Wednesday 7 September 2022 at 11.00am

KARAKIA (closing meeting)

Kua mutu tātou i te mahi tahi o te rā

We have come to the end of our collaborative work for the day.

Kia tau tou rangimārie kei mātou

May peace be with us all

Hui e Tāiki e

Let it be done

**UC COUNCIL
Register of Interests
3 August 2022**

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
Amy ADAMS (Chancellor)	2021	AMDON Farms Limited	Director and Shareholder
	2021	AMDON Investments Limited	Director and Shareholder
	2022	Canterbury Museum Trust Board	Trustee
	2021	Hampton Downs Trust	Trustee and Beneficiary
	2021	Te Whatu Ora - Health New Zealand	Director
	2021	Melanoma NZ	Director
	2021	Montford Trust	Trustee and Beneficiary
	2021	St John	Volunteer Ambulance Officer
	2022	Tokona Te Raki (Māori Futures Academy)	Trustee
	2021	University of Canterbury	Graduate and mother of enrolled student
	2022	University of Canterbury Foundation	Trustee
	Peter BALLANTYNE	2013	Canterbury District Health Board subcommittees
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
Pierce CROWLEY	2022	University of Canterbury	Student
Roger GRAY	2022	University of Canterbury Students' Association (UCSA)	President
	2022	Business Leaders' Health and Safety Forum	Member
	2022	Ports of Auckland Limited	CEO
Jack HEINEMANN	2021	Tertiary Education Union	Member
	2021	University of Canterbury	Employee
Keiran HORNE	2019	AJ & MJ Horne Family Trust	Trustee and Discretionary Beneficiary
	2019	CEC Charitable Trust	Trustee and Treasurer
	2019	Conductive Education Canterbury	Treasurer
	2019	Hamilton City Council	Chair, Audit Risk Committees
	2019	Horne Wildbore Family Trust	Trustee and Discretionary Beneficiary
	2019	New Zealand Lotteries Commission	Chair Audit Risk Committee, Commissioner
	2019	Quayside Holdings Ltd	Director, Chair Audit Risk Committee
	2019	Quayside Properties Ltd	Director
	2019	Quayside Securities Ltd	Director
	2019	ScreenSouth Ltd	Chair
	2021	Son	Student at UC
	2019	Spey Downs Ltd	Shareholder
	2020	Television New Zealand Ltd	Director, Chair Audit Risk Committee
2019	Timaru District Council	Member, Audit and Risk Committee	

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
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	Association of Commonwealth Universities	Council Member
	2020	New Zealand Qualifications Authority	Board Member
	2019	Universities New Zealand	Member
	2019	University of Canterbury Foundation	Trustee (Ex-officio)
	2019	University of Canterbury Trust Funds	Vice-Chancellor
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 (Pro-Chancellor)	2022	GHD Limited	Employee
	2020	Rannerdale Home Care Limited	Director
	2020	Rannerdale War Veterans Home Ltd	Director
	2020	The Karshay Group Ltd	Director and Shareholder
Adela KARDOS (General Counsel/Registrar)	2020	University of Canterbury	Employee

COUNCIL

Public Meeting Minutes



Te Kaunihera o Te Whare Wānanga o Waitaha

DATE	Wednesday 6 July 2022
TIME	11:00am
VENUE	Council Chamber, Level 6, Matariki
PRESENT	Ms Amy Adams (Chancellor), Mr Shayne Te Aika (Pro-Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Mr Pierce Crowley, Mr Roger Gray, Professor Jack Heinemann, Ms Keiran Horne, Mr Warren Poh, Ms Gillian Simpson.
IN ATTENDANCE	Ms Adela Kardos (General Counsel/Registrar & Council Secretary) Professor Catherine Moran (Deputy Vice-Chancellor (Academic)) Professor Ian Wright (Deputy Vice-Chancellor (Research)) Ms Lelanie Crous (Personal Assistant to the Vice-Chancellor) Ms Maria Gracie (Governance Co-ordinator)
APOLOGIES	No apologies were received.
REGISTER OF INTERESTS	The Chair requested that the Registrar be advised of any amendments to the register of interests. The Chancellor advised that her membership on the Health NZ Establishment Board had been reassigned as a directorship on Te Whatu Ora - Health New Zealand.
CONFLICTS OF INTEREST	No conflicts of interest were reported.
MINUTES OF THE PREVIOUS MEETING	<u>Moved:</u> <i>That the minutes of the meeting held on 1 June 2022 be accepted as a true and correct record.</i>
MATTERS ARISING	There were no matters arising.

Carried

**FROM THE
CHANCELLOR****Degrees Conferred in Absentia**

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

Moved:

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

Carried

**FROM THE
VICE-CHANCELLOR****Vice-Chancellor's Monthly Report**

Professor Cheryl de la Rey highlighted the following items and updates:

- Covid and seasonal influenza were impacting staff absences.
- The University would host a student recruitment information evening on campus in the coming week.
- UC was the sponsor of the Education Category in the 2022 Matariki Awards. The recipient was Mr Marcus Akuhata-Brown (Ngāti Porou, Te Aitanga-a-Māhaki, Ngāti Kahungunu, Ngāi Tahu).
- UC had slipped in the latest QS World University rankings, as had most other NZ universities. Enhancements were being made across the University, but they could not be rapidly implemented to maintain UC's current QS ranking or promote a higher placing. UC's approach to address this issue would be shared at the Council Strategy Day.

Noted in discussion

- The closure of borders had impacted the perception of international students for studying abroad. There was still ambivalence around whether NZ would close its borders again which placed UC in a precarious position until a definitive statement was made by the Government.
- The Hon. Chris Hipkins maintains his portfolio as the Minister of Education and responsible for Tertiary Education.

Moved:

That Council note the Vice-Chancellor's monthly report.

Carried

ACADEMIC BOARD**Academic Board Report**

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

Reported

- UC was looking to introduce a Doctor of Philosophy in Criminal Justice which would provide a comprehensive study pathway for students enrolled in the Criminal Justice programmes.

- In response to the query raised by Council at its May meeting regarding UC sustainability goals and sustainability in Engineering, advice was received that a new Sustainability Programme Board had been established to include various members of the UC community to address and advise on specific projects in Strategy Blocks. The Faculty of Engineering - Industry Engagement Manager (a member on the Board) would oversee connections between the Faculty and industry and place a sustainability lens over the work undertaken with the Faculty.

Noted in discussion

- Council was encouraged by the number of students enrolled in the field of Criminal Justice and was interested in enrolment numbers in the MCJ as a likely indicator of potential transition to the PhD.

Secretary's Note: Professor Turnbull subsequently advised that MCJ enrolments were 19.4 EFTS in 2020, increasing to 20.3 EFTS in 2021, but reducing to 5.6 as at 8 July 2022.

- It was noted that for trans-disciplinary study it was difficult to determine an exact uniformity on entry criteria as Faculties required flexibility to acknowledge a range of entry pathways and exercise judgement with regard to applications.
- Efforts were being made to balance equity at post-graduate level, particularly for Māori and Pasifika study applications.
- A recruitment strategy to target potential post-graduate students was currently being developed.
- Work was being undertaken to establish a Graduate School.

Moved:

That Council:

1. *approve the attached new curricula developments which have been endorsed by the Academic Board and that they be forwarded to CUAP and TEC for approval; and*
2. *note the report of the Academic Board.*

Carried

PUBLIC EXCLUDED MEETING

Moved:

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

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4.0 4.1	Minutes of the meeting Confirm minutes of the meeting held on 1 June 2022 - held with the public excluded.	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	Matters arising	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

6.0 6.1	From the Chancellor Council Strategy Day	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.2	Council Work Plan 2022 - Updated	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
6.3	Council Meeting Schedule (including Graduation dates) - Updated	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.4 6.4.1 6.4.2	Honours & Appointments Committee - Meeting dated 8 June 2022 - verbal update - Revised Appointments & Elections Statute	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	Council Only Time	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.0 8.1	From the Vice-Chancellor Vice-Chancellor's Monthly Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.0 9.1	Health, Safety & Wellbeing (HSW) HSW 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 10.1	Academic Learner Success 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)
10.2	U-Count - High-level Student Experience Survey Results	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
11.0 11.1	Information Technology Cyber Security Programme Business Case	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
12.0 12.1	150th Anniversary 150 th Anniversary	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.0 13.1	UC KPIs UC KPIs 2022	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
14.0 14.1	Digital Screen Campus (DSC) DSC Monthly Written Report	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)

14.2	Academic Programme & Package Timing	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
14.3	Partnerships and External Funding Opportunities	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
15.0 15.1	Finance 31 May 2022 Monthly Financial 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)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
15.2	30 June 2022 Financial update- verbal	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
15.3	2022 Budget Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
15.4	International Student Fees 2023	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
15.5	UC Trusts Funds Annual Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
16.0 16.1	Other Plagiarism Committee - Terms of Reference	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
17.0	General Business	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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

Carried

GENERAL BUSINESS No matters of General Business were raised.

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

MEETING CLOSED The public meeting closed at 4.18pm.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Vice-Chancellor's Report to Council

July 2022

Introduction

After a well-earned break for students and many staff, the second semester of the 2022 academic year started on Monday 18 July.

I had the opportunity to travel internationally on official university business for the second time since my appointment as Vice-Chancellor – the previous trip being in 2019 before the pandemic. The trip was to Australia where I visited the Australia National University (ANU), University of Canberra and the University of Adelaide. I had the opportunity to look at many of their facilities and in particular, student accommodation facilities. For the Adelaide leg of the trip, I was part of a Mayoral delegation to celebrate the 50th anniversary of the Sister City relationship. The scale of the investments in the universities I visited was most impressive with significant funding from the three tiers of Australian government. At the Civic reception, I met with one of the Flinders University DVCs and since then there has been focussed follow up. I shall be working with colleagues across UC to ensure that opportunities for collaboration are followed up.

On a very positive note, I wish to commend UC Business School for earning reaccreditation from the European Foundation for Management Development (EQUIS). With this reaccreditation, the School has maintained the gold standard 'triple-crown' of international business school accreditations, reflecting that it conducts impactful research, empowers students and offers high-quality education. The report was very positive overall and one of the specific commendations was the change to a faculty model with clear internal governance. I was also gratified to read that there is a culture of positivity and openness. A key area for improvement is internationalisation, which is not surprising given our experience of about two years of border closure.

Engagement

Late June, we launched Te Kakau a Maui, our scholarship for the 150th anniversary. Focused on increasing access through outreach to students from decile 1-7 schools across the South Island, and screening applicants by the power of their motivation and plans to make a difference to their community, these scholarships are a gamechanger. The announcement kicked off a debate in the media on equity and access in the New Zealand education system that largely validated the need to address these issues. More information on the scholarships later in the report.

In July, we shared the UC Foundation Annual Report and stories through video content, our UC news page and social media while maximising the use of the homepage and Facebook banner to highlight student success. These stories show that UC is an engaged university, empowering students to thrive and succeed, building strong partnerships, and delivering creative and innovative research, as well as drawing attention to the generosity of donors and supporters.

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

In January we announced our partnership with the New Zealand Game Developers Association (NZGDA) to sponsor its 2022 Kiwi Game Starter Competition, a business start-up competition supporting the best of Aotearoa New Zealand's up-and-coming game development talent. Three talented teams became the finalists announced late last month. Professor Andy Phelps, Programme Director of UC's Digital Screen Campus programme, was one of the three visionary judges tasked with identifying the finalists from an exceptional pool of entrants.

Overall, the three Career Fairs for 2022 have been successful. Although they were all conducted online, that did not seem to affect the level of participation among the companies, given so many of them are now familiar and comfortable with this form of presentation. This event will be moving back to an in-person event next year.

UC Aerospace students recently took part in the Spaceport America Cup, the world's largest student rocketry competition, in New Mexico, USA. The team received positive feedback on their rocket and air-brake design. They were the first team to represent Aotearoa New Zealand in this competition.

UC Ōtehiwai Mt John Observatory was opened to the public as part of the Matariki Mackenzie festival. Astronomy research students, academics and staff talked to visitors about the telescopes, research and activities at the observatory.

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

Professor Donald Matheson, Media and COMS, worked with an undergraduate student to run four sessions for Te Mātāpuna Mātātahi | Children's University. Students aged 7–11 years took part in this opportunity to think about media more deeply.

UC hosted the Canterbury Mayoral Forum to introduce the mayors of our region to UC generally and to members of the Senior Leadership Team in particular, with the aim of strengthening our relationship with them. The visit showcased the educational opportunities available to students at UC and solidified our commitment to engaging with the region. The event opens up future opportunities for UC to have wider conversations about education in Canterbury, the range of research currently under way across the campuses and how the Forum can be a useful advocate for our institution.

In June, UC staff quoted in the media included Sacha McMeeking and Professor Letitia Fickel (on 150th anniversary scholarships), Professor Simon Kingham, Dr Jarrod Gilbert, Associate Professor Laura Revell (and her PhD students Helena Ruffell and Alex Aves on microplastics), Associate Professor Steve Weddell (on a NASA collaboration), Professor Alex Tan (with an op-ed in *Stuff*),

Professor Steven Ratuva, Emeritus Professor Greg Newbold, Associate Professor Arindam Basu (on monkeypox) and Professor Mike Plank (on COVID-19).

Specialist Teaching and Research Technician Graeme Plank and MSc student Ben Lowe have been visiting schools to inspire the junior and senior students about astronomy. In these sessions, they present information on what astronomers do, and also engage students in interactive roleplays, looking for sunspots using a solar telescope and viewing objects on the Port Hills through Dobsonian and Galileo telescopes.

UC Māori and UC Pasifika undertook significant community outreach across June. Staff visited 35+ schools across Christchurch, Auckland and Wellington to run sessions for Māori and Pacific students specifically. The sessions, which engaged over 600 students in total, heavily promoted UC's scholarship offerings, including the 150th anniversary scholarships.

Professor Felipe Voloch from Mathematics and Statistics gave a talk and led a discussion about cryptography with a group of high-functioning young adults at Socially Speaking, a private company collaborating with people on the autistic spectrum. Felipe shared with them how cryptography has moved from the ancient art of sending secret messages to become the basis for internet security, and how it's now poised to be revolutionised again because of the potential threat of quantum computers.

Education – Accessible, Flexible Future Focussed

The start of Semester 2 has been marked by an increase in activity and a noticeable buzz across campus. Te Pātaka, the student hub in Puaka-James Hight, has been especially busy supporting students who are seeking advice and changing enrolments for the second semester, as well as welcoming new students.

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

This semester UC is launching the only undergraduate degree offering an Aerospace Engineering minor in Aotearoa, coordinated by Mechanical Engineering Lecturer Dr Natalia Kabaliuk. Aerospace Engineering involves designing, developing, testing and producing aircraft, spacecraft and related systems and equipment.

[Distributed Leadership in Teaching Development Programme \(DLTP\) scholars](#) for 2022 have now been selected, while the [2020 and 2021 cohorts](#) are receiving ongoing support. Among the successful scholars this year are Associate Professor Billy O'Steen, School of Educational Studies and Leadership, and Associate Professor Darren Gravley, School of Earth and Environment, for their project on "Blending Field Science Education with Social Entrepreneurship and Environmental Conservation through a Virtual Zipline".

Associate Professor Arindam Basu from the Faculty of Health received a DLTP scholarship for his project titled "Building the 'Metaversity' of Canterbury". This ambitious project aims to build and test a model of experiential teaching in a setting of extended reality over a web browser. Ultimately, this experiential teaching model will build on and extend the 'traditional' classroom through Web3,

metaverse and virtual reality (VR). These environments will be applicable across UC disciplines so the term ‘Metaversity’ is apt.

Based in the UC Business School’s Department of Management, Marketing and Entrepreneurship, Associate Professor Ann-Marie Kennedy received her DLTP scholarship for her project “Incorporating Student Voice in Engagement with Online Learning”. Her project aims to explore and validate additional online engagement measures to support student retention, success and pedagogical development. The students folded into the project will self-define their own engagement types and levels of interaction with AKO | LEARN and identify how and when they want intervention. This information will in turn give current support networks in UC (eg, teaching staff and Analytics for Course Engagement (ACE) users) a better understanding of student needs. Ultimately this will lead to the creation of student engagement/learning archetypes so that academics to have relevant information about developing courses and taking pedagogical approaches that are most suited to their student cohorts.

Lecturers Hilary Kingston and Nikki Tod, School of Teacher Education, were successful in securing a scholarship for their project on “Building Authentic Partnerships to Inform Using Narrative Pedagogy in ITE [Initial Teacher Education] Programmes”. The project’s two overarching aims are to:

- identify a process for engaging with mana whenua that is authentic, culturally safe and appropriate
- understand the use of cultural narrative as a pedagogy to enhance design and delivery of educational programmes across the University.

Lecturer Nicola Dunham was successful in attaining a DLTP scholarship to drive her project ‘Story Globe: Immersive narratives for teaching and learning’. This project involves converting video-based community research resources into an immersive VR experience. The proof of concept showcases the use of video narrative embedded within an interactive virtual story globe. Users can manipulate this story globe in the VR space to select areas of the globe populated with narratives relating to the issue of indigenous responses to alcohol misuse in children aged 13 years and under. A UC HitLab team has built the VR pilot using Unreal Engine and the Oculus Rift headset.

Multiple seminars and workshops for UC staff in June and July had a major focus on blended teaching and learning. Over 80 academic and support staff attended across nine different sessions. Taking a hybrid format, they included the UC academic integrity module, student data and feedback for teaching – ACE teacher dashboards, use of quizzes in AKO | LEARN, assessment design in a blended and online world and engaging with distance students in real time – to name a few.

MSc Environmental Science student Grace Feltham, Te Āti Haunui-a-Pāpārangī, published a thought-provoking opinion piece on *Stuff* and in the *Christchurch Press* about Matariki and light pollution.

Audiology students Tare Lowe (Kāi Tahu) and James Dawson joined the Eisdell Moore Centre Whakarongo Mai podcast series to discuss te reo Māori speech assessment and New Zealand audiology programmes. They contributed to episode 4, “Everything We Do Should Be ‘Mana Enhancing’”.

BSc third-year student Julia Palmer, in a recently completed study through her summer scholarship for the Avon-Heathcote Estuary/Ihutai Trust research project, found 175 different invertebrate species living in the restored wetland at Charlesworth Reserve. Forty of these were common species and 135

were rare. They included spiders, beetles, bees and wētā. Her work built on earlier research in 2016 and 2017 that found 39 insect species and a 2020/21 study that found 73 species.

TVNZ 1 Breakfast interviewed Teacher Education students Ila Reeves and Max Beach from the Faculty of Education on 16 June. Responding to a question about teacher shortages across New Zealand, they agreed that their prospects of getting a job were positive once they qualified for the degree. Both students could not imagine doing anything other than teaching and, while they had a degree of concern about the salary that awaits them, they had no doubt that they would become employed in their chosen profession.

Research – Impact on a Changing World

UC's research and research impact continued at pace over the last month, which included disseminating high-profile research outputs and supporting and translating research into beneficial outcomes.

The 2022 Food, Fibre and Agritech (FFA) Supernode Challenge climaxed in an outstanding showcase during E Tipu: The Boma Agri Summit at the Christchurch Town Hall. The gala evening on 21 June highlighted and rewarded the impressive prize-winning thinking behind the top 12 ventures entered in this year's Challenge. UC's Centre for Entrepreneurship also had a joint trade stand with ChristchurchNZ at the two-day summit, demonstrating the close partnership between UC and ChristchurchNZ and providing a platform for FFA Challenge teams to interact with the summit attendees.

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

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

A two-year Canterbury study is kicking off in 2022's rugby season amid growing concern about health and safety in the sport. Faculty of Health lead researcher Professor Nick Draper aims to gain a better understanding of collisions in junior rugby. Through funding from the Canterbury Medical Research Foundation and the Neurological Foundation, this timely study explores the possible health consequences of collisions for young brains and the potential of rugby headgear to reduce collision forces. "There are parents who are choosing not to let their children play rugby as more concussion cases come to light, and I think as researchers and as a university, we have a responsibility to the community to better understand collisions in junior rugby," Nick says.

In her capacity as a member of the EdTechNZ board, Associate Professor Kathryn MacCallum has accepted an invitation from the Ministry of Education to support sector consultation on the NZ Digital Strategy, including through workshops and other activities in the coming months. Professor Pavel Castka presented to the New Zealand Food Safety Science and Research Centre on the use of

technology for remote auditing (as highlighted during the pandemic) and its implications for food procedures and regulators. Kathryn was also invited to speak at the 11th International Conference on Education and Management Innovation (ICEMI 2022) with a presentation focused on “Supporting the Creation Mixed Reality (XR) Artefacts and Its Implications on Technology Pedagogical and Content Knowledges”.

Among lesser-known rankings emphasising different aspects of university activity, the latest 2022 Leiden Rankings show UC is the top New Zealand university for the number of publications available through open access at 56.8%, and 10th equal in Oceania. Open access to research publications is an increasingly important issue, especially where the research has been publicly funded. New Zealand has one of the lowest rates of open access to research outputs in the Organisation for Economic Co-operation and Development (OECD). Lodging research outputs in the UC Library Repository to enable “Green Open Access” is a cost-effective method of giving the public access to UC’s research. Open-access publishing also increases citation rates by around 50%. The Leiden Rankings are based on “Web of Science” indexing. Open-access publishing in the New Zealand university sector is the topic of a newly established working group convened by Universities New Zealand after an initial assessment by the Office of the Prime Minister’s Chief Science Advisor.

Open-access publishing is also available via “Read & Publish” agreements with Wiley, Springer Nature and Oxford University Press within the Australian and New Zealand library consortium. Publishing is capped under these agreements, meaning that when the cap is reached, UC authors lose the ability to publish openly. The library consortium is encouraging UC researchers to target these high-impact publishers early in the calendar before the publishers reach their cap.

The UC Library has agreed to support the publication of a new open text, *He Awa Whiria*. This text contains case studies of research projects where mātauranga Māori and western research conventions have been combined using the braided rivers methodology, *He Awa Whiria* (inspiring the name of the text).

Editors of *He Awa Whiria* will be UC Professor Angus MacFarlane, along with Associate Professor Sonja MacFarlane of Massey University and Dr Melissa Derby of Waikato University. Authors will include researchers from research institutes, universities and government departments.

This will be a traditional text published in print (on demand via Canterbury University Press) and online (via the Council of Australian University Librarians (CAUL) Collective Pressbooks platform). The eight members of the Council of New Zealand University Librarians (CONZUL) have agreed to share the cost of publication, as the text will be useful across the universities.

UC continues to publish in the highest-impact journals in recent months, including in *Nature Communications* and *Scientific Reports*. Associate Professor Matthew Stott, Biological Sciences, is a co-author of a paper looking at the role of tungsten in anaerobic thermophilic archaea, while Adjunct Senior Fellow Graham Hill, Gateway Antarctica, has published on carbon dioxide-rich magma at Mt Erebus. Publications from the School of Earth and Environment have come from PhD student Nicholas Patton, on modelling of current and future soil organic carbon-stocks, and Senior Lecturer Shelley MacDonell on air temperature drops and wind pattern change in Chile associated with the 2019 total eclipse. In addition, PhD student François Thoral, with his UC supervisors in Biological Sciences, has published on seasonal trends and impacts of coastal heatwaves.

A number of media outlets shared an article in *The Conversation* by UC Senior Lecturer Dr Michele Bannister and Associate Professor James Scott from the University of Otago about the meteor seen above New Zealand this month. The article explained the fireball had the explosive power of 1,800 tonnes of TNT and set off a sonic boom heard throughout the southern parts of the North Island. The event was captured from space by US satellites.

Adjunct Senior Fellows Alan Gilmore and Pam Kilmartin, UC asteroid hunters extraordinaire, have named an asteroid they discovered in honour of eminent mathematician UC Distinguished Professor Roy Kerr. Professor Kerr is renowned for his influential work in astrophysics and solving Einstein's theory of relativity.

The next round of Aho Hīnāture | Accelerator Scholarships has opened with an increasing funding allocation for up to 70 PhD scholarships. Applications are open to any student currently in Aotearoa and a small number will be set aside for projects with no named student. This Aho Hīnāture programme has been a hugely successful initiative to support research students and researcher supervisory teams. This year has also seen the first return of stipend payments for master's scholarship holders since their withdrawal post-earthquake: the first round has awarded 14 students up to \$14,000 a year towards fees to support their research, while a second round is due in October 2022. The number of doctoral scholarships being offered in 2022/23, within planned programmes, has nearly doubled from last year.

Briana Steven from Mechanical Engineering has recently been awarded *both* Fulbright and William Georgetti scholarships to support her Master of Engineering in Bioengineering at UC Berkley, California. Her win of both awards highlights how our students are doing stellar work and their potential to have a huge impact on the world stage.

UC is again hosting the Three Minute Thesis (3MT) competition in partnership with Research First to challenge our postgraduate research students to share their research findings in three minutes or less. Winning contenders are in line to win a grand prize of \$5,000 and represent UC at the Asia Pacific Finals (if a PhD student) or the New Zealand finals (if a master's student). Prizes for second- and third-place entrants are also awarded.

Recent PhD graduate Iveren Abiem's research is based in Nigeria in association with UC's Nigerian Montane Forest Project. This research is part of the biodiversity-conservation project led by Associate Professor Hazel Chapman and is partly funded by philanthropic donations from Chester Zoo in England and the AG Leventis Foundation. Iveren plans to support research in Nigeria that will promote policies to both improve the livelihoods of Africans and strengthen environmental and climate protections for their continent.

People – Nurturing Staff, Thriving Students

The People and Culture team is developing UC-specific online learning content for staff. The current focus is on interactive compliance training driven by legislative requirements, including the Privacy Act 2020 and Pastoral Care Code.

The recruitment specialists led a successful pilot workshop focused on the impact of unconscious biases on attracting and selecting candidates in relation to equity and diversity. The workshop, anchored in Ngā Uara | Values, sought to raise awareness of stereotypes, use of language to create or remove barriers and how to prepare as a selection panel member. The workshop received a very

positive response and will become a framework that provides future support for hiring managers and recruitment panels across UC.

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

Occupancy with the UC accommodation portfolio is increasing this year with new initiatives to attract students above first year, as well as the likely return of a small number of international/Study Abroad students. As at 30 June, 85% of rooms were contracted compared with 75% at the same time in 2021. This includes 106% occupancy for first-year catered facilities (with overflow at Ilam Apartments) and 62% for apartment-style self-catered facilities. Semester 2 arrivals will increase occupancy by an estimated 55 rooms.

A familiarisation visit to accommodation partner UniLodge facilities in Melbourne and Canberra has been undertaken to inform the planning and accommodation programme mandate for new and enhanced facilities to meet identified needs over the next 10 years.

Directors of Accommodation and Wellbeing and the UC Security Manager have initiated a new project, Positive Community Behaviours, to address the ongoing and increasing alcohol-related anti-social behaviours within the community adjacent to our campuses. A Steering Group that includes external stakeholders such as the University of Canterbury Students' Association (UCSA), halls, residents, police and Lincoln University has been formed to oversee initiatives ranging from education and influencing to early-stage interventions and growing positive relationships with neighbours. An alcohol and drug harm reduction review is under way to inform this programme.

The Student Care team appointed Sophie Bailey to a new role as Sexual Harm Prevention Coordinator in June 2022. Working collaboratively with staff and students, the role will provide expert advice and lead the development of interventions and initiatives designed to reduce sexual harm.

The Health Centre has remained busy with significant flu-like illnesses, and we have seen several notifications for patients with a second infection of COVID-19. The Medical Centre is encouraging influenza vaccinations and has been running a dedicated clinic for this purpose. COVID-19 vaccine clinics commenced from 18 July 2022. We are running a dedicated measles, mumps and rubella, influenza and COVID-19 booster vaccination stand-up on 27 and 28 July 2022 in Haere-roa in collaboration with UCSA, Community and Public Health, and Pegasus, using an external COVID-19 vaccination team.

Kaihautū Taunaki Kaupapa | Director Projects and Innovation Jeanine Tamati-Elliffee has been named as a finalist in the 2022 Women in Governance Awards. These awards are an annual celebration of the women and organisations working to achieve gender diversity on boards. The winners will be announced on Thursday 4 August.

Engineering graduate Yuyin Kueh was named the Young Energy Professional of the Year at the New Zealand Energy Excellent Awards. Yuyin graduated BE(Hons) from UC in 2014 with first class honours in Electrical Engineering.

Internationalisation – Locally Engaged, Globally Networked

The International team was excited to welcome our largest international cohort in the last 2 years for the start of Semester 2 in July. This cohort included both students coming to us via the border exception process and a group of new Study Abroad students. At the same time, we continue to work with a cohort of students studying with UC from offshore in Semester 2 as we transition towards the border reopening. A range of welcome and orientation activities were held the week prior to the start of Semester 2 for both onshore and offshore students.

With student visa processing due to open from midnight 31 July, it is expected that some currently enrolled offshore students will be hoping to secure visas and travel to New Zealand during Semester 2. While it is expected that visa processing will take some time, parameters have been put in place for these students, who must arrive prior to the exam period or complete their semester offshore.

In advance of the border reopening, a large focus for the international recruitment team throughout this month has been preparing to re-enter the market and ensuring our agent network is well supported to promote the university's offerings. A visit was conducted in July to Auckland-based international agents to reconnect. In the coming months visits to Malaysia, Singapore, Korea, and Japan are also planned, along with Study Abroad travel to the US.

UC is also beginning to resume outbound student mobility, with a small number of students planning to travel on semester student exchanges in September. A virtual exchange fair will be held in Semester 2 in conjunction with UC exchange partners as we look to resume wider mobility in 2023.

Supported by the Erasmus+ Jean Monnet Network's Creative Economy and Culture International Link (REACTIK), Language, Social and Political Sciences (LSAP) Professor Natalia Chaban presented a keynote address "Understanding the Strategic Role of Culture in International Relations: A perceptual approach" at the Network's final event *Perspectives on the Future of EU Cultural Diplomacy* at the University of Copenhagen on 20 June. Natalia is an AI in this Jean Monnet Network.

Natalia also won a competitive Senior Research Fellowship from the Institute of Advanced Studies (Istituto di Studi Avanzati (ISA)) of University of Bologna, Italy. She undertook the fellowship in June, collaborating with the Department of Political and Social Sciences. Within the framework of the ISA Senior Researcher Fellowship at Bologna, Natalia gave her ISA public lecture on "Crisis, Conflict and Critical Diplomacy: EU perceptions in Ukraine after the Maidan".

Organisational Efficacy – of a sustainable scale by 2030

The University has recorded its highest ever number of domestic enrolments this year. This record high is partly the flow-on effect of the previous record enrolment levels achieved in 2021 and the COVID pandemic control measures, which limited offshore travel and caused many people to choose a change in career. Coming economic headwinds along with high employment levels will mean that the University will continue to experience changing patterns of enrolment.

The Digital Services team led three staff hui this month. Participants reflected on the changes involved in creating Digital Services, their vision and what has been delivered in the last six months. They also looked ahead to the major enablement initiatives planned.

The new University Service Experience platform launched smoothly last month, and the Digital Services team is busy bedding in the new ways of working with Service Now across various service

management processes. The project team is now turning to focus on phase 2 and onboarding People and Culture onto the Service Experience platform, planned for launch in quarter 4.

Following business case approval earlier this year, a preferred platform (Jaggaer) has been selected for UC's hazardous chemical management. As well as standardising and improving our health and safety processes in handling chemicals across UC, the new platform will optimise the purchasing and inventory management of chemicals, further reducing the wastage in chemical disposal required each year. The project team is working closely with a cross-UC group of key users and subject-matter experts to roll out the platform to all schools by the end of February 2023.

The RecCentre is in the process on onboarding a new software program, Perfect Gym. This will enable advanced analytics and reporting tailor-made to help the team run all operational aspects of this business, which was not previously available.

Environmentally Sustainable

A Plastic Free July campaign has been a focus for the month. The communications campaign included internal and external messages, on-campus activations, research stories, student stories and opinion pieces. [See Plastic Free July stories.](#)

The University has featured as one of four case studies in an ANZ Insights paper called "Hitting the Target". The [paper](#) profiles businesses, such as UC, that have already made a noticeable difference to their carbon emissions and have a clear plan moving forward. It's written is to help other businesses move in the same direction.

We have begun to talk with the Christchurch City Council (CCC) about holding a joint Sustainability Showcase in October this year. Initial discussions have focused on the format and how we will ensure it is genuinely joint event. We discussed the concept of joint talks and the presence of many key players among CCC's partners, such as Lyttelton Port Company, Christchurch Airport and Orion.

UC is on track to reduce carbon emissions from coal to zero by 2025 and to become carbon net neutral by 2030, in line with the sustainability aspirations of Tangata Tū, Tangata Ora | Strategic Vision 2020–2030. Three large projects are currently under way to support these aspirations: the conversion of the coal boilers on Ilam campus to biomass; the conversion of UC buildings to ground-source heat pumps; and the refurbishment of the Ann Ballin building (formally Psychology staff building).

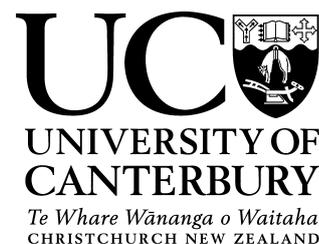
The Ann Ballin building has reached the end of its current working life and will be extensively refurbished to provide modern staff and teaching spaces for a further 50 years. Construction begins this month and is expected to be completed for the start of Semester 2, 2023. To prepare this building for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

EPECentre has been awarded a contract from the Energy Efficiency and Conservation Authority to study the efficiency and network interoperability of electric vehicle (EV) chargers as they begin to proliferate in step with the increasing numbers of EVs on our roads.

VC Activities

07 July 2022	Attended a series of meetings in Canberra to inform planning and accommodation programme mandate
08 July 2022	Attended an Association of Commonwealth Universities Pacific Regional Committee meeting in Canberra
11 – 12 July 2022	Part of a Christchurch City Council delegation attending various meetings with strategic partners including University of Adelaide, Adelaide Economic Development Agency, Australian Space Agency and Australian Space Discovery Centre
18 July 2022	Hosted an informal visit by Hon Siaso Sovaleni, Prime Minister of Tonga
19 July 2022	Attended a Tokona te Raki Board meeting
22 July 2022	Chaired a Vice-Chancellor's meeting via Zoom
25 July 2022	Hosted the Southern Mayoral Delegation
25 July 2022	Presented at the Rotary Club and talked about the UC vision and future priorities
27 July 2022	Met with Christchurch City Council CEO, Dawn Baxendale
28 July 2022	Attended a New Zealand Qualifications Authority Board meeting in Wellington

Memorandum/Pukapuka



To:	Ki:	University Council
From:	Nā:	Professor Catherine Moran, Deputy Vice-Chancellor Academic
Date:	Rā:	3 August 2022
Subject:	Kaupapa:	Academic Board report

Recommendations:

1. *that the Council notes the attached report of the Academic Board. (attachment 1)*
2. *that the Council receive the attached new curricula developments as follows which have been endorsed by the Academic Board and forwarded to CUAP and TEC for approval:*
 - To introduce a Master of Water Science and Management (MWSM), Master of Science in Water Science and Management (MSc WSM) and a Postgraduate Diploma in Water Science and Management (PGDip WSM) **(attachment 2)**
 - To introduce a Master of Artificial Intelligence (MAI) **(attachment 3)**
 - To introduce a Postgraduate Diploma in Organisational Psychology (PGDipOrgPsys) **(attachment 4)**
 - To introduce a Postgraduate Diploma in Forensic Psychology (PGDipForensicPsys) **(attachment 5)**
 - To introduce a Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning, and a Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning **(attachment 6)**
 - To introduce regulation changes to the Master of Specialist Teaching **(attachment 7)**
 - To introduce major changes to the Postgraduate Diploma in Child and Family Psychology **(attachment 8)**
 - To introduce a Certificate in New Zealand Foundation Studies **(attachment 9)**

Executive Summary:

The Board discussed and endorsed the new curricula developments and a report on Developing Tomorrow's Academic Leaders.

Attachments:

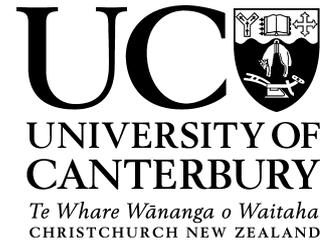
- **Report from the business of the Board (attachment 1)**
- **CUAP proposals (attachments 2 – 9)**

Full papers commence overleaf.

Paper Progress:

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

ATTACHMENT ONE



TE POARI AKORANGA | ACADEMIC BOARD

REPORT TO THE COUNCIL

FROM A MEETING OF THE ACADEMIC BOARD

HELD ON FRIDAY 8 JULY 2022

CUAP PROPOSALS

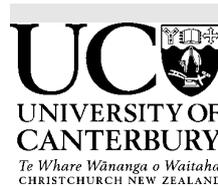
The following proposals (attached) were approved:

- (i) **To introduce a Master of Water Science and Management (MWSM), Master of Science in Water Science and Management (MSc WSM) and a Postgraduate Diploma in Water Science and Management (PGDip WSM)**
- (ii) **To introduce a Master of Artificial Intelligence (MAI)**
- (iii) **To introduce a Postgraduate Diploma in Organisational Psychology (PGDipOrgPsyc)**
- (iv) **To introduce a Postgraduate Diploma in Forensic Psychology (PGDipForensicPsyc)**
- (v) **To introduce a Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning, and a Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning**
- (vi) **To introduce regulation changes to the Master of Specialist Teaching**
- (vii) **To introduce major changes to the Postgraduate Diploma in Child and Family Psychology**
- (viii) **To introduce a Certificate in New Zealand Foundation Studies**

REPORT FROM THE WORKING GROUP ON THE DEVELOPMENT OF TOMORROW'S ACADEMIC LEADERS

The Chair of the working group Professor Martin presented the report. The group had identified three key phases to becoming academic leaders at UC: attracting diverse staff, onboarding and early years at UC and promotion, development, and retention. The key players in this work were People and Culture, Te Waka Pākākano and Heads of Schools/Departments. The report contained a number of recommendations which amongst other things were intended to address the lack of diversity – including a low number of Māori and Pacific staff and the gender imbalance in some areas.

The Acting Chair noted that there were other large projects currently underway in this area which had yet to report, which would need to be woven into these proposals. There was an audit on appointment processes being run by an external firm via the General Counsel and Registrar's office and a workforce planning document is being prepared by Robyn Nuthall, Director of Strategy and Planning. The Board supported further work in these areas.



Master of Water Science and Management
Master of Science in Water Science and Management
Postgraduate Diploma in Water Science and Management

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

This proposal builds on a platform of successful postgraduate programmes in Water Resource Management, delivered in partnership between the Te Whare Wānanga o Waitaha | University of Canterbury and Te Whare Wānaka o Aōraki | Lincoln University over the last decade. Here we present three new programmes that respond directly to the changing demands for graduates in the water sector and will replace our existing PGDip and Master of Water Resource Management: a one-year (180 point) Master of Water Science and Management and two-year (240 point) MSc in Water Science and Management, and an exit qualification of a two-semester Postgraduate Diploma in Water Science and Management.

These new programmes will create a new generation of graduates equipped to address the evolving challenges that climate change and food and energy security increasingly place on our water resources. Our approach builds on the strongly interdisciplinary focus of our existing programmes but seeks to deepen the scientific and technical training while also addressing explicitly the bicultural and intercultural competence and confidence necessary to manage water in Aotearoa New Zealand and abroad.

The new one-year, 180-point **Master of Water Science and Management** has been designed through extensive consultation with mana whenua, stakeholders from industry, government, and community groups. This consultation emphasized the demand for graduates with strong professional and transferable skills that can operate effectively in a transdisciplinary arena where problems are framed, and solutions co-designed, with end-users.

By contrast, the two-year, 240-point **MSc in Water Science and Management** provides an alternative pathway that offers students the opportunity to deepen their analytical, theoretical, and technical skills through a one-year research thesis.

Both degrees include 120-points of taught courses that incorporate 90 points of core courses that reflect contemporary realities, including the fundamental importance of water, water sciences, freshwater restoration, the changing nature of hydrological hazards and water governance. The taught programme also provides a platform to develop students' bicultural perspectives on the nature, value, and governance of water.

Building on our track-record of partnership between the two universities, these new programmes are proposed as jointly awarded qualifications, hosted at Te Whare Wānanga o Waitaha | University of Canterbury. This reflects the close integration of staff from the two institutions at the Waterways Centre for Freshwater Management (WCFM) and offers an operational model that significantly reduces the administration costs of enrolling students separately at the two universities.

Reflecting this model of integration, the proposal directly addresses the strategic goals of both universities; providing research-led training that is fully engaged with key stakeholders; offers the possibility of work-integrated learning; and addresses sustainable development goals. This future orientated focus is reflected in the market research and financial modelling that forecast the programme will break even in its first year of operation, and subsequently have positive returns.

Justification

Water has long been regarded as a resource to be managed; harnessed and allocated, as well as controlled and limited. However, as Indigenous populations have long known, to sustain life, there is a need to treat water as the treasure that it is. For this reason, the idea of water *resource* management is somewhat outdated. Additionally, as has been observed, decisions made without a fundamental basis that combines Indigenous knowledges and understanding, scientific understanding and good practice are doomed to come up short. Added to this, impacts of climate change, an increased focus on sustainability challenges and the recognition of te mana o te wai mean that the challenges facing water managers and scientists today are changing rapidly, and there is a need to develop programmes that both equip graduates to meet those challenges and to be flexible enough to rise to future, unknown problems. Mana whenua and water sector stakeholders have both expressed the need to respond to the changing Aotearoa New Zealand landscape and develop programmes that connect best practice in terms of science, management and mātauranga Māori. These values align with expectations of current students, who are seeking knowledge to address anthropogenic impacts on the environment, to find ways of working together to mitigate and adapt to climate change realities and to make decisions based on multiple perspectives and knowledge systems.

It is vital that universities respond to these needs and challenges. The proposed programmes seek to address these urgent concerns for both our domestic market and as well as internationally. The proposals replace an existing Master of Water Resource Management that was established in 2011. It was innovative at the time, but no longer adequately responds to society's needs. The existing programme is a dual offering between Te Whare Wānanga o Waitaha | University of Canterbury and Te Whare Wānaka o Aōraki | Lincoln University. This has enabled a strengthening of the relationship between these institutions in this space but has also highlighted the difficulties and administrative burden of dual offered programmes. Building on the existing relationship, the new programmes will be jointly awarded and taught by academics from both institutions. However, the administrative burden and logistical challenges for staff and students will be reduced by administering the core courses of the programmes solely through Te Whare Wānanga o Waitaha. It is in that context that this proposal also speaks to the trust and ongoing commitment of the institutions in this space, and that through collaboration these new programmes will benefit students and the wider community.

The programmes are being proposed at an opportune time, when a changing tertiary landscape means that 180-point master's degrees are now well established, are relatively popular and can be used as complementary alternatives to 240-point master's degrees that include a dedicated research component. Two programmes are proposed here to offer students alternative pathways that provide flexibility whilst at the same time addressing water sector demand. Through consultation, students and water sector professionals have highlighted the necessity for postgraduate qualifications which provide a solid foundation in water science and management practice and theory as well as connecting graduates to industry and the wider land-based sector. The proposed master's degrees create an opportunity to offer advanced, industry-relevant programmes that fulfill these needs.

The proposed MWSM (180-points) will provide recent graduates and returning students with the ability to change fields, change careers or upskill in a relatively short period of time. This enables access for a segment

ATTACHMENT TWO

of the community who cannot dedicate two years to achieving a postgraduate degree, whilst at the same time catering for those who would prefer to do more coursework and a smaller project. This degree has the potential to increase enrolments in the field of water science and management as it will appeal to professionals in the environmental sector and to students completing undergraduate degrees at both universities. It is anticipated that students will be attracted to a coursework master's degree to obtain advanced knowledge and skills to perform at a higher level in the water sector.

The proposed MSc WSM provides an alternative pathway to the MWSM for students wanting to complete a research project in Water Science and Management. This will additionally prepare graduates for careers in research, and for pursuing doctoral qualifications.

The PGDip WSM is included as an exit qualification only for students who are unable to complete the MWSM or MSc WSM due to incompleteness of WATR691 or WATR690.

The programmes will benefit from the diversity of staff interests at Waterways Centre for Freshwater Management (WCFM), employed by each university. Staff expertise includes water policy and management, catchment science, hydrology, geomorphology, and freshwater restoration. They will also benefit from collaboration with staff at Kā Waimaero | Ngāi Tahu Centre, who will provide a wealth of knowledge on te mana o te wai, Ngāi Tahu and shared responsibilities under Te Tiriti o Waitangi as they pertain to the water sector. This confluence of expertise, experience and enthusiasm provides an excellent opportunity to offer programmes that span several disciplines and address the core needs of the water sector in Aotearoa. Additionally, by including direct input from mana whenua and stakeholders, the relevance of the programmes will be maintained through time and will help to increase the employability of graduates and skillsets in the water sector.

a. Alignment with LU Strategy 2019 – 2028

This programme particularly builds on Goals 3, 4, 5 and 6 of the Lincoln University Strategy 2019 - 2028.

Goal Three: A culture which stimulates and inspires staff and students

Aligned with LU's commitment to supporting biculturalism and commitment to real-world problem-solving, a core component of the proposed programmes is in the recognition of the inherent connection between tangata whenua and wai, as well as the provisions and principles of Te Tiriti o Waitangi. Within the core courses of this programme, a full course is dedicated to exploring mana whenua connections to water, as well as responsibilities determined by Te Tiriti o Waitangi and current legislation and policy. In addition, across all core courses, bicultural confidence and competence is included.

This strategic goal is also closely aligned with the UC Strategic goals of *Nurturing staff, thriving students* (see Section 2b). In summary, by creating integrated courses and collaborative work programmes, the proposed programmes will stimulate a culture of high ethical standards, collaboration and innovation. Cohort building within the student body and between students and staff will be facilitated by special events, reading and writing groups and during a dedicated field trip within WATR405.

Goal Four: A world-class research and teaching precinct

These new qualifications will build on the distinctive land-based sector approach to research-based teaching at Te Whare Wānaka o Aōraki | Lincoln University by offering courses designed to maximise the opportunities for students to be industry ready and to grapple with some of the grand challenges currently facing Aotearoa. For the MWSM, an industry-based project (WATR691) is included which enables students to build their communication and collaboration skills while engaging closely with the water sector.

Goal Five: An organisation focused on meaningful partnerships

The partnership between the two universities is long-standing, with numerous joint qualifications having been offered over the past several years. The proposed qualifications have been designed to maximise and strengthen the partnership through working with the following principles:

- The programmes will all be jointly taught, with approximately 50% of each programme delivered by staff from each institution.
- Te Whare Wānanga o Waitaha | University of Canterbury will act as the “host” University, such that students only need to enrol at a single institution.
- All core courses will be delivered on the Te Whare Wānanga o Waitaha | University of Canterbury campus, providing students with a single physical location to attend and avoiding issues of staff or students moving between the two campuses.
- Costs and revenue will be shared between the two universities.
- All core courses in the programme will be 15 points. If students wish to take courses from Te Whare Wānanga o Aōraki | Lincoln University as electives, they will be permitted to take these 20-point courses by enrolling in a Certificate of Proficiency which will be facilitated by Waterways Centre staff. In recent years approximately 25% of students enrolled in existing Water Resource Management programmes at UC have used this option.

Goal 6: Facilitating Growth

Water is one of the most significant issues facing the land-based sector, so growing our offerings in the area of water is strategically necessary for us to stay at the forefront of the land-based sector. In addition, the proposed programmes are designed to attract students from a wide range of disciplinary backgrounds. Entry to the proposed programme will not be limited to those with science/engineering backgrounds, though prospective candidates will be advised of the levels of numeracy and scientific understanding necessary to complete the programme.

b) Alignment with UC Strategic Vision 2020-2030

Engagement - UC as an engaged University:

In terms of successful civic engagement, these new programmes will increase the university’s presence and impact in Waitaha | Canterbury and further afield. In the creation of this proposal, we have partnered with mana whenua in the co-creation of core courses in this proposal, and we plan to work together to teach course material, and to develop ongoing projects (WATR691) and research projects (WATR690) with students. In the implementation of WATR691, students will also work with organisations in the water science and management space (e.g. ECan, DOC, Styx Living Laboratory Trust).

Within WATR405, WATR690 and WATR691 students will develop key technical and professional skills that include problem definition and solving, project management, progress reporting, presentations and manuscript writing, engagement strategies, supporting ready and rapid transition to professional careers. In addition, the project will provide tangible benefits to mana whenua and stakeholder organisations and cement the network of connections between the university and the wider regional and national professional community.

Internationalisation – Locally engaged, globally connected

Through the core courses, these programmes will promote understanding of the importance of wai to Aotearoa New Zealand’s place in the world, its cultural distinctiveness, including Māori as Tangata Whenua and our responsibilities to Pacific nations with respect to sustainable development.

Education – Accessible, flexible, future focused:

The proposed programmes are designed specifically to address new and emerging themes in the field and develop the professional skills needed to support catchment science and management. Offering two complementary programmes means that students can choose which programme is likely to best suit their needs. The 180-point option is available for students who want to upskill in Water Science and Management and are wanting professional careers in the water sector. In contrast, the MSc WSM is available for students who can take more time, are interested in research, and wanting to work in more senior positions or transition into a doctoral programme. To add flexibility for students, class materials will be available online, and MWSM and MSc year 1 students will have anytime access to a shared workspace for study and to facilitate group work. WATR690 students will have a designated desk space whilst they are undertaking their thesis work.

Research - Impact in a changing world:

The 240-point MSc WSM programme includes a 120-point research thesis (WATR690). As stated earlier, the water sector has been in a state of flux in recent years and is subject to complex realities that can only be addressed using a combination of approaches, knowledge systems and perspectives. These issues require the development of interdisciplinary research that links mātauranga Māori, hydrological and environmental science, and social sciences. In this way, research projects can be linked to sustainable development goals thereby increasing research impact. Additionally, students will gain experience to progress to doctoral level research if desired.

People - Nurturing staff, thriving students:

Through the development of integrated courses and collaborative work programmes, the proposed programmes will foster an ethos of excellence, relevance, impact and kotahitanga, and a culture of high ethical standards, collaboration, and innovation. Staff will be nurtured to increase their own bicultural competence and confidence, which will in turn support students in their application of this attribute. Cohort building, both within the student body and between students and staff, will be facilitated by orientation events at the start of the programme and at the start of either the project or thesis, presentations by MSc students in the annual WCFM postgraduate student conference, participation in a monthly writing and reading group for thesis students, and industry nights. Additionally, WATR405 is limited to MWSM and MSc WSM students, and a two-day field trip is included within that course to facilitate cohort building.

Environmentally sustainable

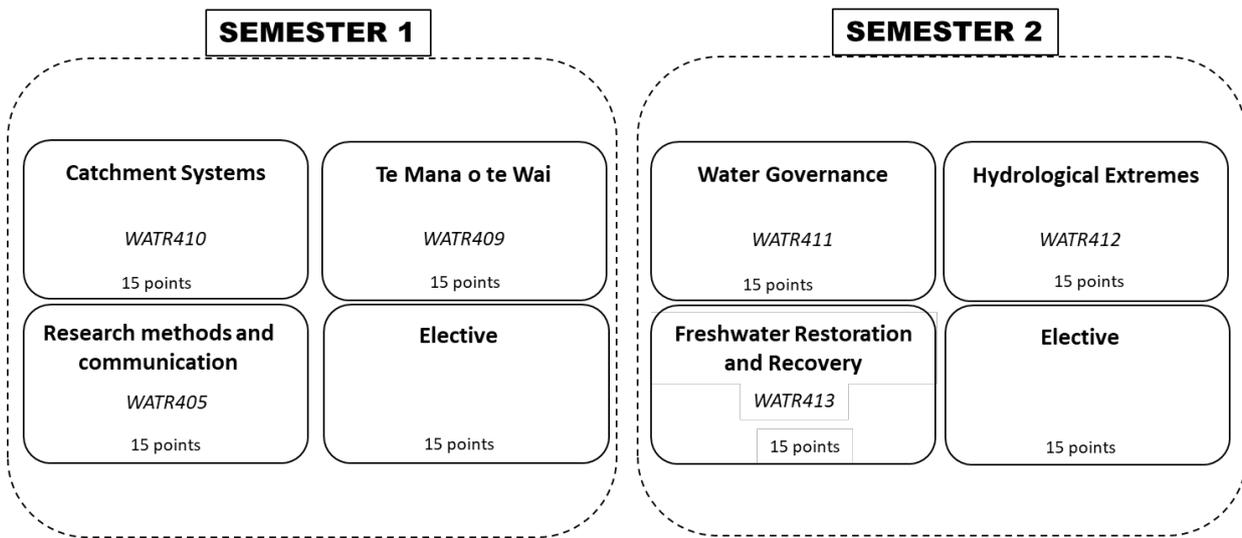
Improving water management practices and outcomes is at the heart of the proposed programmes and will contribute to increase opportunities for students to learn and contribute to resolving the Sustainable Development Goals and global sustainability challenges. Staff will grow and leverage our local, national, and global sustainability networks to bring new thinking to the programmes.

c) Existing courses and offerings from other Aotearoa New Zealand Universities

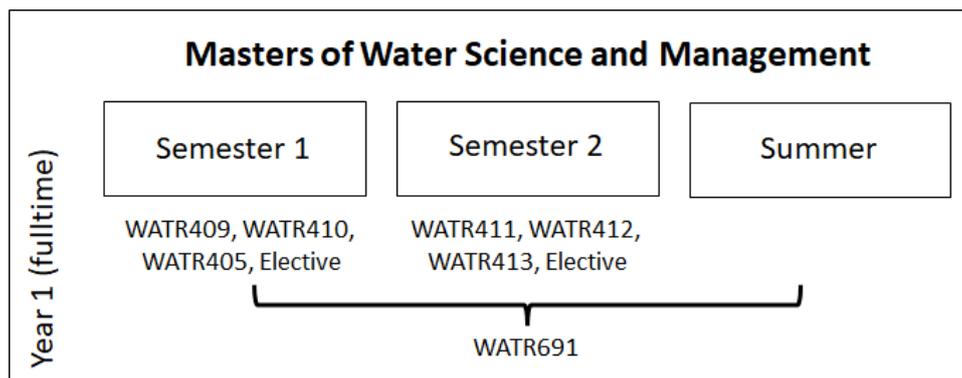
While other universities in Aotearoa can support MSc theses in the water sciences and management space, there are currently no comparable programmes offered by other universities which incorporate a tailored suite of taught courses. The 180-point MWSM pathway would have no direct competitors within the same discipline. These will become the first jointly awarded master's qualifications in Water Science and Management in Aotearoa.

Programme Overview

Each of the proposed programmes follows the same configuration of taught courses (worth 120-points). This is comprised of six compulsory courses, and two elective courses. The compulsory courses are all 15-points and are distributed evenly between semester 1 and semester 2. The prescriptions for these courses can be found below. Students will be given individualised course advice with WSM Academic Staff to make sure they undertake a coherent programme of study that takes advantage of the most appropriate electives at either university.

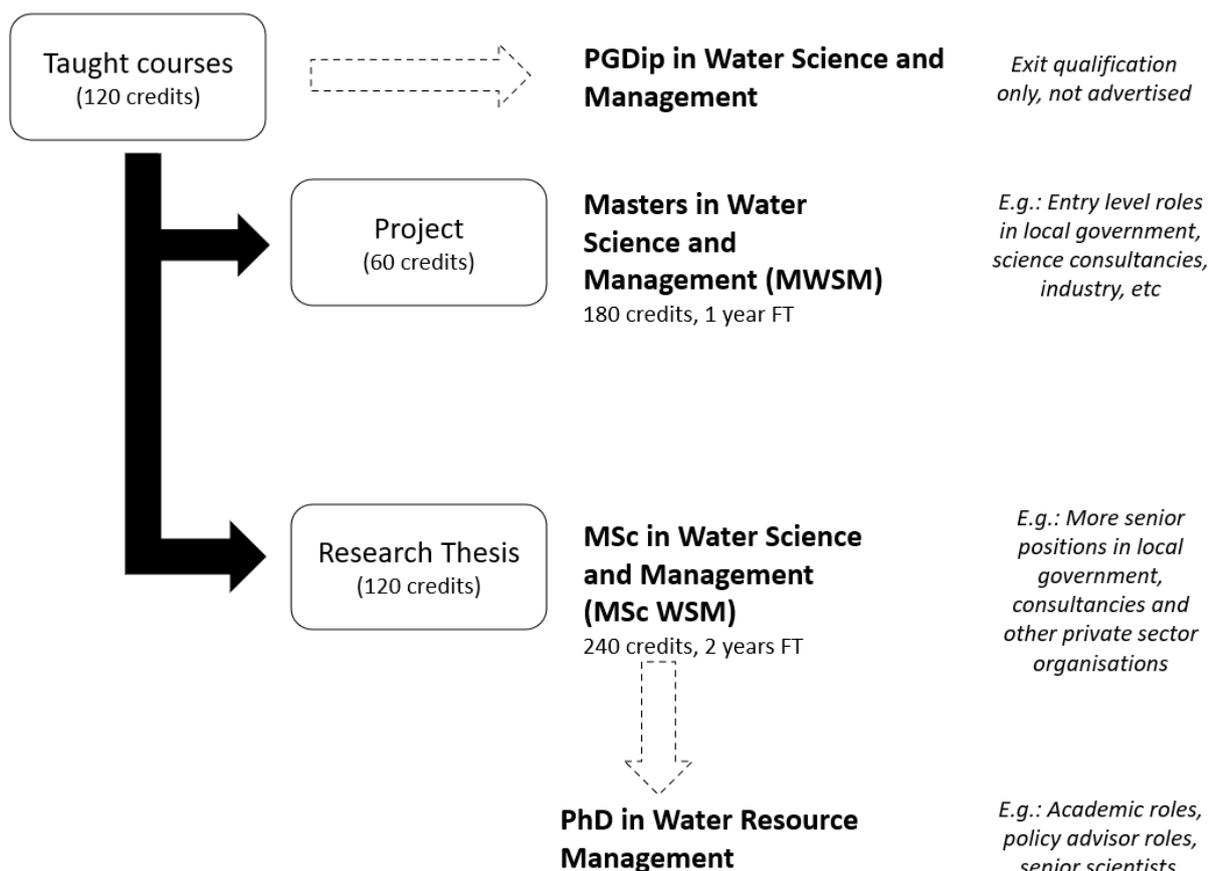


Students who elect to enrol in a MWSM will also complete a 60-point project (WATR691), to add up to 180-points. This programme will be completed within three semesters, equivalent to one calendar year (February to February). It is only possible to start the MWSM in Semester 1. The timing of courses is as follows.



Students who enrol in a MSc WSM will complete a 120-point research thesis (WATR690), to add up to 240-points. This programme will be completed within two calendar years. It is possible to start the MSc WSM in Semester 1 or Semester 2.

Students who are unable to complete WATR690 or WATR691 can graduate with a PGDip WSM, but this option is exit only, and will not be advertised or open to direct enrolment.



Prescriptions for courses (available on request)

Proposed new regulations

2023 UC Calendar and LU Calendar

LU Calendar heading to read "Jointly awarded. Offered through the University of Canterbury"

Note: DO NOT LIST IN CALENDAR REGULATIONS. Do not make available through student enrolment.
Postgraduate Diploma in Water Science and Management

This qualification is jointly awarded by the University of Canterbury and Lincoln University.

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

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 Matua, Pūtaiao | Executive Dean of Science or delegate may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification

ATTACHMENT TWO

To qualify for the Postgraduate Diploma in Water Science and Management a student must have been credited with 120 points of courses including:

- (a) all courses listed in Schedule C to the Regulations for the Master of Water Science and Management; and
- (b) additional courses selected from appropriate 400-level courses as approved by the Kaihautū | Director of the Waterways Centre for Freshwater Management.

4. Admission to the qualification

There is no direct admission to this qualification as it is an exit qualification for the Master of Water Science and Management or the Master of Science in Water Science and Management.

5. Subjects

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

6. Time limits

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

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

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

8. Progression

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

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

- (a) There are no exit qualifications for this Diploma.
- (b) A student who has graduated with this qualification and meets a 6.0 GPA, may with the recommendation of the Kaihautū | Director of the Waterways Centre for Freshwater Management be permitted to enrol in the MSc WSM to complete a 120-point thesis

LU Calendar 2023

UC Calendar 2023

The Degree of Master of Water Science and Management

(MWSM – 180 points)

This qualification is jointly awarded by the University of Canterbury and Lincoln University.

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

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 Matua, Pūtaiao | Executive Dean of Science or delegate 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 Water Science and Management a student must have been credited with 180 points of courses selected from the Schedule to these Regulations including:

- (a) all courses listed in Schedule C to these Regulations; and
- (b) 30 points of courses selected from Schedule E to these regulations and approved by the Kaihautū | Director of the Waterways Centre for Freshwater Management.
- (c) On approval of the Kaihautū | Director, Waterways Centre for Freshwater Management a maximum of 15 points from Schedule C may be substituted with an alternative elective.

4. Admission to the qualification

A student for the Master of Water Science and Management, before enrolling for the degree, must have:

- (a) either
 - i. qualified for a university degree which is relevant to Water Science and Management, with a B (5.0) Grade Point Average or above in the final year; or
 - ii. been admitted with Academic Equivalent Standing.
- (b) and been approved as a student by the Amo Matua Pūtaiao | Executive Dean of Science or delegate.

5. Subjects

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

6. Time limits

The qualification adheres to the General Regulations for the University of Canterbury 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 of Canterbury, which permits 30 points of course failures to qualify for the qualification, with the following stipulations:

- (a) Unless an exemption is granted by the Amo Matua Pūtaiao | Executive Dean of Science or delegate, failed courses may only be those listed in Regulation 3(b).

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

(a) A student who has graduated with the MWSM, with a GPA of B+ (6.0) or above, may apply to be admitted to the Master of Science in Water Science and Management by thesis only.

(b) A student who passes all the courses for Schedule C and E except for WATR691 (the 60-point project), with a GPA of B+ (6.0) or above, may apply to transfer to the Master of Science in Water Science and Management.

(c) A student who passes all the courses for Schedule C and E except for WATR691 (the 60-point project) or chooses not to proceed, can apply to graduate, and exit to the Postgraduate Diploma in Water Science and Management.

Schedule C: Compulsory Courses for the Master of Water Science and Management

Course Code Course Title Pts 2023 Location P/C/R/RP/EQ

Group 1:

WATR405 Research Methods and Communication

15 S1 Campus P: Entry is subject to approval by the Kaihautū | Director of the Waterways Centre for Freshwater Management

WATR 409 Te Mana o te Wai

15 S1 Campus P: Entry is subject to approval by the Kaihautū | Director of the Waterways Centre for Freshwater Management

WATR 410 Catchment Systems

15 S1 Campus P: Entry is subject to approval by the Kaihautū | Director of the Waterways Centre for Freshwater Management

WATR 411 Water Governance

15 S2 Campus P: Entry is subject to approval by the Kaihautū | Director of the Waterways Centre for Freshwater Management

WATR 412 Hydrological Extremes

15 S2 Campus P: Entry is subject to approval by the Kaihautū | Director of the Waterways Centre for Freshwater Management

WATR 413 Freshwater Restoration and Recovery

15 S2 Campus P: Entry is subject to approval by the Kaihautū | Director of the Waterways Centre for Freshwater Management

Group 2:

WATR691 Water Science and Management Project

60 X Campus P: (1) Entry limited to students undertaking Master of Water Science and Management.

Schedule E: Elective Courses for the Master of Water Science and Management

At least 30 points of courses at 400 or 600-level courses subject to course approval by the Kaihautū | Director of the Waterways Centre for Freshwater Management.

2023 UC Calendar page number 627 and following

2023 LU Calendar page number XX - note: Jointly awarded and offered by the University of Canterbury

(unclear whether at Lincoln this will be a specialty stream or a named Master of Science)

The Degree of Master of Science, Water Science and Management

(MSc WSM– 240 points)

This qualification is jointly awarded by the University of Canterbury and Lincoln University.

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

10. Exit and Upgrade Pathways to other Qualifications

(e) A student who has presented Part 1 of the Master of Science, Water Science and Management, but who has not submitted Part II, may apply to the Amo Matua, Pūtaiao | Executive Dean of Science or delegate to be admitted to the Postgraduate Diploma in Water Science and Management or the Masters in Water Science and Management and have credits transferred.

UC Calendar page 635 (create subject heading after Tatauranga Statistics) add:

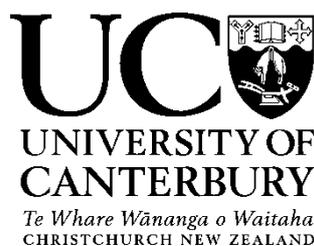
Water Science and Management

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

Part I - 90 points of courses from Schedule C, Group 1, and 30 points of courses from Schedule E of the regulations for the Master of Water Science and Management.

Part II – A thesis (WATR690).

In order to proceed to Part II, the Tumuaki Kura | Head of School normally requires a student to have attained a B+ grade average in Part I. A student who fails to meet this requirement, and who is declined entry to Part II by the Tumuaki Kura | Head of School, may apply to have the courses credited towards the Postgraduate Diploma in Water Science and Management.



Master of Artificial Intelligence

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

The Computer Sciences have seen significant and continued demand over the last decade with high employment prospects. The Department of Computer Science and Software Engineering (CSSE) has been exploring opportunities to meet this strong growth and demand, as well as ensuring that graduates have skills and knowledge that are relevant and current to the field. This particular programme, the 180-points Masters of Artificial Intelligence (MAI), is aimed at two distinct cohorts: (a) recent graduates in Computer Science looking to acquire advanced subject knowledge in the field, but without the intention of moving into research; (b) practitioners in the field looking to upskill in a different subfield of their practice. The programme is deliberately targeted at the applied end of the spectrum, with the research work being project based. More strongly research-focussed candidates would be directed to the existing 240-points MSc in Computer Science (or just 120-points thesis-only for students entering with a suitable honour's degree) or the Doctor of Philosophy programmes.

The degree will comprise 180-points, and will build on prior study of a minimum of a three-year bachelor's degree in the computer sciences (e.g. including computer science, computer engineering, software engineering, or data science), or equivalent. The programme of study will be offered by coursework only, as a coherent collection of taught courses (120 points) and project work (60 points). The programme is structured such that students can complete the degree within one calendar year. To this end, the main part of the project will be delivered over summer, with a semester 1 or semester 2 start.

Purpose of the proposal

This proposal is to introduce a Master of Artificial Intelligence (MAI – 180-points). This degree will be an applied, taught postgraduate programme at advanced levels of the computer sciences focussing on producing graduates who have the skills, competencies and knowledge to succeed in, challenge, and continuously improve the application of artificial intelligence (AI). This programme will capitalise on the rapid expansion in the knowledge base and application of artificial intelligence and the need for this advanced capability of graduates.

Justification

The demand for graduates with advanced AI skills has been growing for many years, because of the key role AI plays in the creation of advanced digital products and services and in driving digital innovation. This is true both internationally and in NZ, where there has been a long-standing and significant skills

ATTACHMENT THREE

shortage for computer scientists, software engineers, computer engineers and others (Immigration NZ has listed for several years a large number of ICT-related roles in the long-term skills shortage list). The interest of students in this field has grown as well, not the least due to the interesting career options and the salaries that computer science graduates can earn.

Furthermore, educational standardisation processes, e.g. the Bologna Accord and the New Zealand Qualification Framework provide a useful lens through which the Department of Computer Science and Software Engineering has viewed its programme offerings. In particular the 180-points master, which can be taken within one calendar year, has proven to be an attractive option especially when contrasted against the 2-year (240-points) research intensive Master's degree offerings.

Such 180-points master's degrees are common, where the likes of degrees similar to the one proposed here are well established in many places, for example:

- The University of Waikato offers a 180 points Artificial Intelligence for the MSc and MSc (Research).
- The Victoria University of Wellington offers a 180 points Master of Artificial Intelligence
- The University of Otago offers a 180 points Master of Applied Science (MAppSc) in Artificial Intelligence.

Our focus is on a 180-points pathway that provides attractive options for students with a computing background to upskill or further their knowledge in advanced AI topics, working closely with philosophy. This does not preclude particular applicants without say a traditional BSc (Computer Science), but does require they have a demonstrable background substantially equivalent to such a background. We see this latter point as important to someone who is looking to redeploy within the profession or looking for a qualification that might assist them in seeking more senior roles.

The Department of Computer Science and Software Engineering has responded to these challenges by creating a distinctive 180-points Master's degree offering: A Master of Artificial Intelligence (MAI) – an application-focussed programme targeted at recent graduates wishing to develop applied advanced knowledge or practitioners wishing to redeploy into another sub-field of computer science.

The MAI programme consists of 120-points of coursework on NZQF level-8 or higher and a 60-points project at NZQF level-9. With this structure, the MAI degree will give students the opportunity to develop advanced subject knowledge, learn the state of the art in some area of AI, and acquire the ability to critically reflect on current theory and practice in this field. Furthermore, they will be able to effectively plan, manage, and carry out open-ended projects of substantial complexity in a professional manner and communicate their results effectively to colleagues and supervisors. They will also learn to gather relevant information, explore the state of the art and select suitable solution approaches and technologies for the given problem. All these skills demonstrate mastery and technical leadership, so graduates will be highly valuable in professional environments.

The programme will consist of already existing AI related courses (which all are well-established and currently part of the CSSE departments offerings for the MSc, PGDipSc, BSc(Hons) and BE(Hons) programmes), with the exception of a new project course for this degree and leveraging off the new generally available 400 level AI Ethics course (philosophy department). The degree is flexible enough so that students can also choose up to 30 points from outside the computer sciences, for example the MAOR404 paper for students interested in indigenous aspects of research methodology.

This proposal is well aligned with the statement of strategic intent of the University of Canterbury, and with the strategic plans of the Faculty of Engineering and the Department of Computer Science and

ATTACHMENT THREE

Software Engineering. In particular we believe this programme will be attractive to the following cohorts of students:

- Recent domestic or international graduates looking for advanced applied AI knowledge and skills.
- Practitioners looking to upskill and redeploy in the AI area of the computer sciences.

For the given reasons, we believe that the MAI degree is well-aligned with UC's strategic plan in respect to the goals of:

- Growing student numbers, in particular with respect to international students.
- Developing sought-after graduates that can contribute meaningfully to the workforce.
- Operating as an internationally recognised provider of postgraduate qualifications

Programme Overview

The programme is open to students who have a three year BSc degree or equivalent in a relevant computing discipline, e.g. computer science, computer engineering or software engineering. Study for the degree will normally be full-time, but the Executive Dean of Science or delegate may approve part-time enrolment.

To complete the MAI, students require:

- **Core/required coursework component: 60 points** comprising of the following courses (all NZQF level-8 or higher)
 - PHIL425 AI Ethics (15 points)
 - COSC401 Machine Learning (15 points)
 - COSC440 Deep Learning (15 points)
 - COSC428 Computer Vision (15 points)
- **Remaining coursework total of 60 points** are from the following list of courses (all NZQF level-8 or higher)
 - All COSC 400-level courses from COSC401-449, COSC469, COSC471-474, COSC477-479.
 - All SENG 400-level courses except SENG402.
 - DATA 425, 430-439
 - ENCE461
 - Up to 30 points from non-project courses in MATH, MBIS or STAT courses at 400- or 600- level, MAOR 404, or other courses approved by the Director of Studies
- **Research Project component: 60 points** from the project course COSC681 "AI Project" (NZQF level-9)

Students may exit the programme early and eligible for other qualifications:

- The PGCertSc – after completion of a minimum of 60 points of coursework
- The PGDipSc – after completion of a minimum of 120 points of coursework.

A student at the end of the coursework, but prior to completion of the Research Project, may seek permission from the Executive Dean of Science or delegate to transfer into a Master of Science in Computer Science (240-point programme).

ATTACHMENT THREE

Besides the more traditional lecture-based courses, we will adopt an experiential learning approach for the project, where students run their project in a self-directed manner and will have to reflect on their approach.

The program will normally take in students for S1 (February) or S2 (July). The following table shows the pathways of the degree for these different groups of students:

	Entry in February	Entry in July
Feb/S1	60 points of COSC/SENG/Other papers	
July/S2	60 points of COSC/SENG/Other papers	60 points of COSC/SENG/Other papers
Summer	Project	Project
Feb/S1		60 points of COSC/SENG/Other papers

Prescriptions for courses

University of Canterbury Courses

New Course Only –

COSC681 – AI Project (60 points)

Students plan and execute a complete project in an advanced area of AI, including design, implementation, testing/evaluation and professional communication. They achieve practical knowledge and hands-on project experience that will be highly relevant in a workplace context. The student demonstrates competency to undertake professional leadership of an applied project.

PHIL425 – AI Ethics

Artificial Intelligence [AI] is a new and rapidly developing field that affects social media, military actions, the way we are governed, our criminal justice and health systems, and many other areas that affect our lives. In each of these areas, the use of AI can create situations that harm or benefit people and non-human animals. Understanding the nature of these harms and benefits, their value and disvalue, what can enhance, reduce or remove them, can make the use of AI both ethical and more publicly acceptable.

Proposed new regulations

UC Calendar 2022:

Conferment of Qualifications Regulations

P 53: Under “Faculty of Science” **Add:** Master of Artificial Intelligence

UC Qualifications

P 70: Under “Faculty of Science” **Add:** The degree of Master of Artificial Intelligence (MAI – 180 points)

Postgraduate Certificate in Science (PGCertSc)

P 605: Number 10 (Exit and Upgrade Pathways to other Qualifications) **Modify:** (a) A student who has completed the requirements for the PGCertSc with at least a B Grade Point Average in courses for the Certificate, and who has not yet graduated, may apply to the Executive Dean of Science or delegate to

ATTACHMENT THREE

be admitted to the Postgraduate Diploma in Science, or the Bachelor of Science with Honors, or the Master of Science, in the same subject, **or the Master of Artificial Intelligence**, provided that they meet the regulations for that degree.

Postgraduate Diploma in Science (PGDipSc),

P 613: Number 10 (Exit and Upgrade Pathways to other Qualifications) **Add:** (d) A student who has completed the requirements for the PGDipSc in Computer Science with at least a B Grade Point Average in courses for the Postgraduate Diploma, and who has not yet graduated, may apply to the Executive Dean of Science or delegate to be admitted to the Master of Artificial Intelligence and have credits transferred.

Master of Science

P 628: Number 10 (Exit and upgrade Pathways to other qualifications) **Add:** (e) A student who has presented Part I of a Master of Science degree, but who has not submitted Part II, may apply to the Executive Dean of Science or delegate to be admitted to the Master of Artificial Intelligence and have credits transferred.

ADD THIS SECTION:

The Degree of Master of Artificial Intelligence (MAI – 180 points)

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

1. Version

- (a) These Regulations will come into force on 1 January 2023
- (b) This degree will first be offered in 2023

2. Variations

In exceptional circumstances the Executive Dean of Science or delegate 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 Artificial Intelligence a student must be credited with a minimum of 180 points towards the qualification; including

- (a) 120 points from Schedule C to these regulations; and
- (b) 60 points from Schedule E.

4. Admission to the Qualification

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

- (a) Satisfied the Admission Regulations for admission to the University; and
- (b) qualified with a Bachelor's degree in the field of computer science or a related field with either:
 - i. a B Grade Average in 60pts of 300-level COSC courses; or
 - ii. recognition of prior learning and/or experience in the field, including any qualify programme, as approved by the Head of Department; and
- (c) been approved as a candidate for the degree by the Executive Dean of Science or delegate.

5. Subjects

The degree will be awarded without endorsement, majors or minors.

6. Time Limits

This qualification adheres to the general regulations of the University with a time limit of 36 months.

7. Transfers of Credit, Substitutions and Cross-Credits

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

8. Progression

This qualification adheres to the general regulations to the University with the following stipulations:

- (a) A student may not fail more than 15 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. Pathways to Other Qualifications

- (a) A student who has not met the requirements of the Master of Artificial Intelligence may apply to the Executive Dean of Science or delegate for admission and transfer of credit to either of these programmes:
 - i. Postgraduate Certificate in Science;
 - ii. Postgraduate Diploma in Science; or
 - iii. Master of Science with Part I completed.

Schedule C: Compulsory Courses for the Master of Artificial Intelligence (120 points total)

- (a) COSC681 – AI Project (60 points)
- (b) Coursework component: 60 points comprising of the following courses (all NZQF level-8 or higher)
 - PHIL425 AI Ethics (15 points)
 - COSC401 Machine Learning (15 points)
 - COSC440 Deep Learning (15 points)
 - COSC428 Computer Vision (15 points)

Schedule E: Elective Courses for the Master of Artificial Intelligence (60 points total)

- (a) COSC 401-449, COSC 469, COSC471-474, COSC477-479
- (b) SENG 401, 403-499
- (c) DATA 425, 430-439
- (d) ENCE 461
- (e) Up to 30 points from non-project courses in MATH, MBIS or STAT at 400- or 600- level, MAOR 404, or other courses approved by the Director of Studies



Postgraduate Diploma in Organisational Psychology

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

The purpose of this proposal is to introduce a new qualification: the Postgraduate Diploma in Organisational Psychology (PGDipOrgPsyc), comprising 120 points. This qualification would provide an additional pathway to registration as a psychologist in Aotearoa NZ under the Health Practitioners Competency Assurance Act, and under the general scope as described by the New Zealand Psychologists Board (<https://psychologistsboard.org.nz/wp-content/uploads/2021/06/Accreditation-SP.pdf>).

UC currently has two pathways to registration as a psychologist: Postgraduate Diploma in Clinical Psychology (PGDipClinPsyc), and Postgraduate Diploma in Child and Family Psychology (PGDipChFamPsyc). The target market for the new qualification is graduates with a 240 point Masters (or PhD) in relevant areas of Psychology, who wish to pursue a registration as psychologist under the general scope with the NZ Psychologists Board.

A new qualification is required because specialisations under the general scope at other universities are typically named to signal the expertise graduates will gain, which precludes us from offering this specialisation under any of the existing qualifications. The NZ Psychologists Board has also recommended that any specialisation is offered as a specific qualification, rather than combined with other specialisations under a general qualification. It is not feasible for the existing qualifications to simply increase their intake, due to resourcing issues.

The proposed qualifications fill a gap in the offerings at UC and responds to a need for more psychologists in Aotearoa NZ to support the improvement of mental health in Aotearoa NZ in different ways, and in ways that complement the clinical psychologist workforce. The proposal has been developed to meet these needs by working closely with the stakeholders and special interest groups, for example the Institute of Organisational Psychology, and will continue partnering with important stakeholders such as the Institute of Organisational Psychology.

The School of Psychology Speech and Hearing is currently expanding its offerings to provide multiple ways of studying psychology at different levels. For example, the School has recently introduced the Graduate Diploma in Science (Psychology) as an online offering for those wishing to pursue a postgraduate psychology degree but who may not have an undergraduate degree in Psychology. The proposed qualification is aligned with this strategy by providing multiple pathways to becoming a psychologist. Currently, the two pathways to registration available at UC only admit 16 (Clinical Psychology) or 12 (Child and Family Psychology) students per year. For example, in the intake for 2022, the Clinical Psychology programme received 84 eligible applications for 16 spots. In turn, this means that Aotearoa NZ is missing out on a large number of high-quality psychologists, as many very capable students not being able to reach their goal of becoming psychologists, it also means loss of students to UC as those not admitted often do not continue studying at UC.

The proposed qualification is aligned with the UC strategy in several ways, most notably the “Engaged University” as it will be co-developed with stakeholders such as employers and potential clients of the psychologists. By developing the programme in collaboration with partners in the community, we ensure its relevance and future responsiveness by continually engaging with our advisory group and industry partners and special interest groups. The programme will be aligned with the strategic objective to “Partner with Ngāi Tūāhuriri and Ngāi Tahu” by seeking to collaborate with Kā Waimaero | Ngāi Tahu Centre (Office of Treaty Partnership) to ensure that the programme is responsive to and supportive of aspirations of Māori. The programme is also aligned with strategy objective to support life-long learning. Course content will be developed into Micro-credentials which can be delivered to registered psychologists to enable their professional development.

The programme will complement offerings at UC by providing a pathway to registration for those who have completed a Master’s (or PhD) in Psychology. It would provide an opportunity for students who either do not want to do Clinical Psychology (PGDipClinPsyc), or Child and Family Psychology (PGDipChFamPsyc), or are not admitted to either of these programmes but are still interested in registering as psychologists. We expect that the programme will attract up to 10 new-to-UC student per year.

Justification

We have seen other examples at UC of new degrees successfully absorbing students who are not admitted to other degrees. For example, the Bachelor of Criminal Justice has attracted students who have not been offered a spot in the LLB, and the Bachelor of Product Design has provided a pathway for those who have not continued into the Bachelor of Engineering (Hons). Such examples show that students are open to considering other opportunities at UC, resulting in higher student retention.

Why register as a psychologist?

There is a growing need for registered psychologists in Aotearoa NZ. While many report that clinical psychologists are in high demand due to the ongoing mental health crisis (He Ara Oranga, 2018), psychologists under the general scope will also play an important role in improving mental health in NZ. According to the Government Inquiry into Mental Health and Addiction in 2018 (He Ara Oranga, 2018), one of the priorities for addressing mental health in NZ is prevention and promotion. Psychologists under the general scope would work with individuals, organisations, and communities to enable them to engage in behaviours which promote mental health and prevent ill-health. Psychologists working outside of the clinical setting have the potential to address mental health issues more broadly and work preventatively, as well as promoting positive outcomes, as they are usually working in settings where the impact of their work reaches many rather than just single individuals or small groups.

Another rationale for why a pathway to registration under the general scope is desirable is that many employers, such as government organisations and district health boards, either require registration to hire psychology graduates (for example District Health Boards, or the Department of Corrections), or they have a strong preference for registered psychologists to ensure that their practice can be informed by psychological principles. Psychologists support organisational strategies and goals by providing input on human attitudes and behaviours, and may work directly with clients and their whānau to provide psychological services outside of the clinical scope.

One of two qualifications

The proposal is for two degrees in two areas currently offered at postgraduate level at UC: organisational psychology and forensic psychology. The proposed qualifications would thus provide pathways for current UC students, but also attract students from other institutions in NZ, which do not currently offer any of

these pathways. We expect that a substantial proportion of the content relating to cultural competence and professional ethics can be taught in both programmes simultaneously.

The PGDipOrgPsyc qualification in this proposal will support mental health in several ways: Organisational psychologists work with leaders and organisations to create sustainable working life and improve individuals' daily experiences and leaders' managerial abilities. Such activities serve to prevent stress-related outcomes such as burnout and negative behaviours like incivility and bullying, thereby improving mental health and wellbeing. Reduced stress and fatigue also lead to fewer accidents (Worksafe, 2022), which means that organisational psychologist support a safer working life. In addition, organisational psychologists support strategic recruitment and selection and support organisational outcomes.

The job outlook for graduates of this qualification is very strong. Organisational psychologists are in high demand, and are expected to be growth areas in the near future in Aotearoa NZ and internationally. The American Psychological Association describes the contribution of psychologists to mental health in society as one of the emerging trends in 2022 (APA, 2022), and this contribution is expected to be enacted in organisations, for example in supporting positive organisational cultures, health and safety, and leadership development. Organisational psychologists are also increasingly involved in designing and implementing inclusive work practices to support diversity, inclusion, and equity goals.

How is the Strategic Vision 2020-2030 incorporated in this proposal?

The programme will enable the graduating of students eligible for registration as psychologists with the NZ Psychologists Board. Currently there is a need in Aotearoa NZ for registered psychologists, not just clinical psychologists, to support promotion of the mental health in different areas such as workplaces, correctional facilities, and schools (He Ara Oranga, 2018). A report on wellbeing outcomes by the New Zealand Mental Health and Wellbeing Commission (Te Rau Tira, 2021) following up on the Report of the Government Inquiry into Mental Health and Addiction (He Ara Oranga, 2018) states that we are still in need of Psychologists who are able to work with Māori appropriately, and for psychologists who are Māori.

This qualification is responsive to these needs and ensures that UC is engaged with needs for workforce development. 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). Our graduates will contribute to a more sustainable way to support mental health in society, not just in the health care system, and contribute to mental health in the community, and this in alignment with UC strategic goals. With expertise in human behaviour and behaviour change, our graduates will be in a position to advice and effect changes in the contexts they are working in. As our graduates will be practicing in areas with wide reach, such as government and private organisations, the programme is well placed to support UC's strategic goals related to Sustainability. In addition, the proposed programme will employ the Scientist-Practitioner model, ensuring that graduates understand the importance of evidence and appreciate research and evaluation. Such understanding and ability to engage with research will also enable graduates to implement research results more quickly, aligning with the goal of the University to achieve research impact.

To meet the strategic objective to *“Ensure students are provided with **lifelong learning opportunities through flexible degree and delivery options** to allow a UC education to respond to the current and future needs of work and society”* the programme will open up class meeting (“workshops”) to registered psychologists as part of their professional development. As the course materials are updated to reflect the latest knowledge and research in the specialisation areas, registered psychologists will benefit from enrolling in individual workshops that help them keep their own competencies and skills up to date. Furthermore, it is envisioned that the programme can be delivered on a part-time basis, and through distance options. This ensures that the programme is accessible to anyone in Aotearoa NZ.

ATTACHMENT FOUR

The programme will be co-developed with stakeholders such as employers and potential clients of the psychologists to ensure that the programme is responsive to the current needs in the community. By developing the programme in collaboration with partners in the community, we ensure its relevance and future responsiveness by continually engaging with our advisory group and industry partners and special interest groups.

The programme aligns with the strategic objective to “Partner with **Ngāi Tūāhuriri and Ngāi Tahu** to uphold the mana and aspirations of the mana whenua.” To achieve this objective, we will seek to partner with Mana Whenua to ensure that the programme is responsive to mana whenua aspirations. We will seek to work with the Kā Waimaero | Ngāi Tahu Centre (Office of Treaty Partnership) in pursuing such partnership. We will also collaborate with Te Waka Pākākano to ensure responsiveness to Māori students and that all students in the programme (“interns”) build their bicultural competence and confidence to be responsive to the needs of Māori clients, whānau, and hāpori that they will serve in the future. Once these partnerships are established, we would like to build a content focusing on Kaupapa Māori psychology, in collaboration with our community partners. In addition, the programme will be developed with a strong focus on Te Tiriti and ensuring graduates are competent in applying Māori models of health and wellbeing to their work, as well as able to engage appropriately with Māori clients, whānau, and hāpori. To support this, the programme will incorporate cultural supervision of the interns by a cultural advisor (Jason Northover) currently employed by the School. Our cultural advisor will also be involved in designing the programme to be responsive to Māori, and support partnership-building with mana whenua. By ensuring that graduates are aware of how to protect the cultural safety of their future clients, the programme will also support the cultural safety of students, and hopefully attract and support Māori students to successful completion of the qualification. The course will utilise Ngā Uara | UC values as the framework for incorporating cultural competencies across all areas discussed in the courses in the programme. The values were developed by UC staff and shaped by the Office of Te Waka Pākākano (<https://www.canterbury.ac.nz/about/values/>). The three core values, Whanaungatanga, Tiakitanga and Manaakitanga, are underpinned by the principles of Kia Pono, Kia Tika, and Kia Aroha, and the concept of Utu (reciprocity and balance). See course outlines for more information about how the values will be incorporated in the specific topics.

How will the proposal reflect the Faculty/School/Department academic and strategic plans?

The proposed qualification is aligned with the School strategy by providing multiple pathways to becoming a psychologist. “Psychologist” is a protected title in Aotearoa NZ, and only those who have completed a Postgraduate Diploma that has been accredited by the NZ Psychologists Board, and completed registration under the Health Practitioners Competence Assurances Act can use the title “psychologist”.

Many of our undergraduate students choose psychology as their major because they want to become registered psychologists. However, the two pathways to registration currently available at UC only admit 16 (Clinical Psychology) or 12 (Child and Family Psychology) students per year, resulting in a large number of very capable students not being able to reach their goal. For example, in the intake for 2022, the Clinical Psychology programme received 84 eligible applications for 16 spots. In turn, this means that NZ missing out on a large number of high-quality psychologists. The existing programmes are not able to accommodate larger numbers due to the nature of the teaching and supervision, and placements in clinical settings. Furthermore, existing qualifications at UC do not allow for specialisation in organisational psychology.

Our proposed qualification addresses this potential loss of talent by providing additional options to becoming a psychologist for those who have obtained a Masters or PhD in psychology. The qualification encompasses a number of different aspects of organisational psychology, enabling us to graduate psychologists with a broad range of expertise, and thus respond to needs from different areas of the workforce.

How does this proposal fit the requirements of relevant professional, industry or community organisations?

The target market for our programme at UC are graduates with a 240 point Masters/PhD in relevant areas of Psychology, who wish to pursue a registration as psychologist under the general scope with the NZ Psychologists Board.

Workforce Development

This proposal reflects a specific demand for psychologists to support the improvement of mental health in NZ in different ways, and in ways that are additional to the clinical psychologist workforce. The programme will be developed to meet these needs by working closely with the stakeholders and special interest groups, for example the Institute of Organisational Psychology and the NZ Defence Force (the NZDF are a key employer of organisational psychologists).

Furthermore, the programme has an opportunity to support professional development of registered psychologists: Psychologists are required to engage in a number of professional development activities each year and demonstrate “Continual Competence” in order to maintain their registration. As the course materials are updated to reflect the latest knowledge and research in the degree areas, the proposed programme could support such ongoing learning, as well as ensuring that the psychologist workforce has access to the latest research-informed knowledge. To do this, we would offer individual class meetings (“workshops”) as Micro-credentials available for registered psychologists to enrol in. These micro-credentials would be aligned with requirements of the field and thus the postgraduate programme would suit the needs of psychologists. In addition, having registered psychologists attend the same workshops as interns enrolled in the programme would provide interns with exposure to issues facing those already working in the profession, while simultaneously providing those practicing with updated evidence-based knowledge. The micro-credentials will be developed once the current proposal has been approved.

The proposed programme will be co-developed with partners, especially focusing on increasing graduates’ responsiveness to Māori. We will seek to achieve this through increasing students’ knowledge of, and engagement with, Te Ao Māori, by incorporating tikanga Māori and Māori models of mental health and wellbeing, as well as by incorporating Māori approaches to evidence-based practice. By using the UC values as the framework for incorporating cultural competencies across all areas discussed in the course, and in the assessment of coursework, we will ensure that there are touchpoints supporting the development of cultural competence throughout the programme. By having a strong Te Tiriti commitment, the programme will assist in ensuring graduates are prepared to meet these needs.

Bicultural competence is important in organisations in Aotearoa New Zealand, as psychologists are often involved in recruiting and selecting new staff, in advising on organisational development and structural changes, as well as supporting staff wellbeing and mental health. Biculturally competent organisational psychologists will contribute to less discrimination and support a more diverse workforce, and be able to support leaders in organisations to be more responsive to Māori employees. Familiarity with Ngā Uara will prepare graduates for working in alignment with organisational values and how to ensure that values are embedded and enacted throughout organisations.

Competition in NZ

There is currently one other pathway to registration as organisational psychologist under the general scope of practice at a NZ University, at Massey University. The Massey University programme is highly subscribed (2021 enrolments: 28 students; 2022 enrolments: 21 students) and does not provide specialised instruction in organisational psychology.

The other pathway towards registration in organisational psychology is through the NZ Defence Force. Their training programme is currently at capacity with 10 interns. The Defence Force has expressed an interest in being a stakeholder in the PGDipOrgPsyc (see supporting documentation available on request) and UC and is a likely member of our programme committee.

We have recurring enquiries from former graduates and others who are interested in obtaining registration under the general psychologist scope, and who ask whether Te Whare Wānanga o Waitaha | University of Canterbury will offer the general Postgraduate Diploma in Organisational Psychology in the future.

Programme Overview

Entry requirements

The programme is a one-year 120-point Postgraduate Diploma in Organisational Psychology.

Entrance requirements include:

- (1) a completed 240 Masters/PhD specialising in Organisational psychology. This normally means coursework of at least 45 points in the area of specialisation and a thesis in the area of specialisation. The coursework should include PSYC478 (if degree completed at UC) or an equivalent course on psychopathology, clinical interviewing, and psychological assessment from other institution.
- (2) Employment (paid or unpaid) in an organisation/role that allows the work to be used as an internship, which is part of the internship courses PSYC687 and PSYC688, and consists of 1500 hours of supervised practice during the year, in a role related to organisational psychology. Whether the employment requirement is met and holds enough relevance to provide opportunities for applying principles of organisational psychology will be determined by the programme coordinators from the job description which must be supplied with application materials. A signed letter of agreement from the candidate's organisation/manager is also required.

Internship monitoring

To ensure that the internships are appropriate interns are required to provide a job description as part of the application materials along with a letter of agreement from the organisation/manager. The programme coordinators will provide information to the organisation/manager on what the internship entails and what the organisation/manager can expect during the year and what may be asked of them. The organisation/manager will be asked to engage in at least two site visits will be planned where the programme coordinators visit the intern's workplace and engage with their line manager to discuss progress and whether there are any gaps in the intern's competencies and how these that can be addressed through professional development. Interns will also be asked to report about their experiences at the workplace and whether there are any barriers to them successfully completing their internship. In such cases where there are barriers, the programme coordinator will engage with the intern and the workplace to explore ways of resolving any issues. Site visits may be conducted virtually if appropriate.

The internship runs through the full year. Before the programme starts, interns who are accepted into the programme are required to register as intern psychologists with the NZ Psychologists Board to ensure that their internship hours are documented and counted towards the required 1500 supervised hours.

Field supervision

The internship must include supervision by a registered psychologist. Interns are expected to find their supervisor themselves, with assistance from the programme coordinators if required. Field supervisors will be provided with information about the expectations of supervision of an intern psychologists, and the competencies that interns are required to meet at the end of the programme. Field supervisors are asked to complete field supervision reports, one for each semester. These reports will evaluate the interns on they are progressing towards meeting the competencies required by the Board, where there are any gaps,

and how the supervisor will work with the intern to address these gaps.

Cultural supervision

In addition to field supervision cultural group-supervision will be required. This supervision will be delivered by a cultural advisor provided by the School (Jason Northover). The cultural advisor will be asked to complete cultural supervision reports for each intern, one for each semester. These reports will evaluate the interns on they are progressing towards meeting the cultural competencies required by the Board, where there are any gaps, and how the intern is progressing in addressing these gaps.

Course structure

The seminar courses “Advanced topics” will run parallel to the internship courses during S1 and S2, each meeting once per term for two full day class meetings/workshops. Table 5 outlines the courses and their occurrence

Table 1. Proposed courses PGDipOrgPsyc (Course codes are preliminary and used to facilitate description.)

PSYC685	Advanced Topics in Organisational Psychology Part 1 (0.25 EFTS, Semester 1)
PSYC686	Advanced Topics in Organisational Psychology Part 2 (0.25 EFTS, Semester 2)
PSYC687	Internship in Organisational Psychology Part 1 (0.25 EFTS, First half of year)
PSYC688	Internship in Organisational Psychology Part 2 (0.25 EFTS, Second half of year)

Note: *New course

The class meetings/workshops will include seminars on core content of the discipline area, and peer problem solving of ongoing cases to support the achievement of the necessary competencies for registration as a psychologist under the general scope, as outlined by the NZ Psychologists Board (https://psychologistsboard.org.nz/wp-content/uploads/2021/06/Core_Compencies.pdf):

- Diversity, Culture, and Treaty of Waitangi/Te Tiriti o Waitangi
- Professional, Legal, and Ethical Practice
- Framing, Measuring, and Planning
- Intervention and Service Implementation
- Communication
- Professional and Community Relations, Consultation, Collaboration
- Reflective Practice

Governance

The programme will have an advisory group comprised of practicing psychologists in relevant fields, including representatives invited in consultation with Kā Waimaero | Ngāi Tahu Centre (Office of Treaty Partnership). The advisory group will meet yearly (virtual meetings possible) to review the curriculum to ensure relevance to various stakeholder, review entry requirements and how competencies are examined.

Prescriptions for courses

PSYC685	<p>Advanced Topics in Organisational Psychology Part 1 (0.25 EFTS, Semester 1) The focus of this course is to provide the competencies outlined as required by the Board, and to provide an opportunity to gain in-depth knowledge and skills in organisational psychology. This course will cover the following topics:</p> <ul style="list-style-type: none"> • Psychological assessment and intervention
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	<ul style="list-style-type: none"> • Selection • Learning, training, and development
PSYC686	<p>Advanced Topics in Organisational Psychology Part 2 (0.25 EFTS, Semester 2) This course is the continuation of PSYC681. The focus of this course is to provide the competencies outlined as required by the Board, and to provide an opportunity to gain in-depth knowledge and skills in organisational psychology. This course will cover the following topics:</p> <ul style="list-style-type: none"> • Leadership, motivation and engagement, performance management • Work design, organisational change and development <p>Wellbeing at work, including Health and Safety</p>
PSYC687	<p>Internship in Organisational Psychology Part 1 (0.25 EFTS, First half of year) This course focuses on the supervision of interns in their employing organisation throughout the internship as required by the Board. It consists of regular professional supervision during work (by programme supervisors, field supervisors, and cultural supervision), in a role related to organisational psychology.</p>
PSYC688	<p>Internship in Organisational Psychology Part 2 (0.25 EFTS, Second half of year) This course is the second half of the internship started in PSYC683 and focuses on the supervision of interns in their employing organisation throughout the internship as required by the Board. It consists of regular professional supervision during work (by programme supervisors, field supervisors, and cultural supervision), in a role related to organisational psychology.</p>

Proposed new regulations

2022 UC Calendar page number XXX

Postgraduate Diploma in Organisational Psychology (PGDipOrgPsyc – 120 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 2024
- This diploma was first offered in 2024

2. Variations

In exceptional circumstances the Amo Matua, Pūtaiao | Executive Dean of Science or delegate may approve a personal programme of study which does not conform to these regulations.

3. The Structure of the Qualification

To qualify for the Postgraduate Diploma in Organisational Psychology a student must be credited with 120 points from Schedule C to these regulations.

4. Admission to the Qualification

To be admitted to the Postgraduate Diploma in Organisational Psychology a student must:

- have satisfied the Admission Regulations for admission to the University;
- been accepted as a student by the Amo Matua, Pūtaiao | Executive Dean of Science or delegate, following an interview and review of application materials. A student must provide official academic records, letters of recommendation and evidence of relevant experience; and
- as a minimum, have fulfilled the requirements for a 240 point Masters, or a PhD – which must be in the discipline of Psychology and include a substantial component of coursework and research in organisational psychology.

- (d) show proof of employment (paid or unpaid) in an organisation/role relevant to organisational psychology that allows the work to be used as an internship. along with a letter of agreement from the employer that the role can be used for the internship.

5. Subjects

The Diploma will be awarded in Organisational Psychology

6. Time Limits

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

7. Transfers of Credit, Substitutions and Cross-Credits

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

8. Progression

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

- a) A student will be withdrawn from the programme if a required course is failed.
- b) Unless an exemption is granted by the Amo Matua, Pūtaiao | Executive Dean of Science or delegate all courses must be passed at the first attempt.
- c) Earning a grade of below a B+ in any course will result in a conversation between the student and the programme director/course coordinator to discuss potential study support needs.

9. Honours, Distinctions and Merit

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

- (a) Merit is not awarded for this qualification.
- (b) Distinction is awarded based on the GPA greater than or equal to 7.00 in qualification courses.

10. Exit and Upgrade Pathways to Other Qualifications

There are no advancing or exit qualifications for this diploma.

Schedule C: Compulsory Course for the Postgraduate Diploma in Organisational Psychology

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

PSYC685	Advanced Topics in Organisational Psychology Part 1 (0.25 EFTS, Semester 1)
PSYC686	Advanced Topics in Organisational Psychology Part 2 (0.25 EFTS, Semester 2)
PSYC687	Internship in Organisational Psychology Part 1 (0.25 EFTS, First half of year)
PSYC688	Internship in Organisational Psychology Part 2 (0.25 EFTS, Second half of year)



Postgraduate Diploma in Forensic Psychology

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

The purpose of this proposal is to introduce a new qualification: the Postgraduate Diploma in Forensic Psychology (PGDipForensicPsyc), comprising 120 points. This qualification would provide an additional pathway to registration as a psychologist in Aotearoa NZ under the Health Practitioners Competency Assurance Act, and under the general scope as described by the New Zealand Psychologists Board (<https://psychologistsboard.org.nz/wp-content/uploads/2021/06/Accreditation-SP.pdf>).

UC currently has two pathways to registration as a psychologist: Postgraduate Diploma in Clinical Psychology (PGDipClinPsyc), and Postgraduate Diploma in Child and Family Psychology (PGDipChFamPsyc). The target market for the new qualification is graduates with a 240 point Masters (or PhD) in relevant areas of Psychology, who wish to pursue a registration as psychologists under the general scope with the NZ Psychologists Board.

A new qualification is required because specialisations under the general scope at other universities are typically named to signal the expertise graduates will gain. This established standard precludes us from offering this specialisation under any of the existing qualifications currently offered at UC. The NZ Psychologists Board has also recommended that any specialisation is offered as a specific qualification, rather than combined with other specialisations under a general qualification (e.g., as an endorsement). Additionally, it is not feasible for the existing qualifications to simply increase their intake, due to resourcing issues.

The proposed qualification fills a gap in the offerings at UC and responds to a need for more psychologists in Aotearoa NZ to support the improvement of mental health in Aotearoa NZ in different ways, and in ways that complement the clinical psychologist workforce. The proposal has been developed to meet these needs by working closely with the stakeholders and special interest groups, and will continue partnering with important stakeholders such as Department of Corrections.

The School of Psychology Speech and Hearing is currently expanding its offerings to provide multiple ways of studying psychology at different levels. For example, the School has recently introduced the Graduate Diploma in Science (Psychology) as an online offering for those wishing to pursue a postgraduate psychology degree but who may not have an undergraduate degree in Psychology. The proposed qualification is aligned with this strategy by providing multiple pathways to becoming a psychologist. Currently, the two pathways to registration available at UC only admit 16 (Clinical Psychology) or 12 (Child and Family Psychology) students per year. For example, in the intake for 2022, the Clinical Psychology programme received 84 eligible applications for 16 spots. In turn, this means that Aotearoa NZ is missing out on a large number of high-quality psychologists, as many very capable students are not being able to reach their goal of becoming psychologists. It also means loss of students to UC as those not admitted often do not continue studying at UC.

The proposed qualification is aligned with the UC strategy in several ways, most notably the “Engaged University” as it will be co-developed with stakeholders such as employers and potential clients of the

psychologists. By developing the programme in collaboration with partners in the community, we ensure its relevance and future responsiveness by continually engaging with our advisory group and industry partners and special interest groups. The programme will be aligned with the strategic objective to “Partner with Ngāi Tūāhuriri and Ngāi Tahu” by seeking to collaborate with Kā Waimaero | Ngāi Tahu Centre (Office of Treaty Partnership) to ensure that the programme is responsive to and supportive of aspirations of Māori. The programme is also aligned with the strategy objective to support life-long learning. Course content will be developed into Micro-credentials which can be delivered to registered psychologists to enable their professional development.

The programme will complement offerings at UC by providing a pathway to registration for those who have completed a Master’s (or PhD) in Psychology. It would provide an opportunity for students who either do not want to do Clinical Psychology (PGDipClinPsyc), or Child and Family Psychology (PGDipChFamPsyc), or are not admitted to either of these programmes but are still interested in registering as psychologists. We expect that the programme will attract up to 10 new-to-UC students per year.

Justification

We have seen other examples at UC of new degrees successfully absorbing students who are not admitted to other degrees. For example, the Bachelor of Criminal Justice has attracted students who have not been offered a spot in the LLB, and the Bachelor of Product Design has provided a pathway for those who have not continued into the Bachelor of Engineering (Hons). Such examples show that students are open to considering other opportunities at UC, resulting in higher student retention.

Why register as a psychologist?

There is a growing need for registered psychologists in Aotearoa NZ. While many report that clinical psychologists are in high demand due to the ongoing mental health crisis (He Ara Oranga, 2018), psychologists under the general scope will also play an important role in improving mental health in NZ. According to the Government Inquiry into Mental Health and Addiction in 2018 (He Ara Oranga, 2018), one of the priorities for addressing mental health in NZ is prevention and promotion. Psychologists under the general scope would work with individuals, organisations, and communities to enable them to engage in behaviours which promote mental health and prevent ill-health. Psychologists working outside of the clinical setting have the potential to address mental health issues more broadly and work preventatively, as well as promoting positive outcomes, as they are usually working in settings where the impact of their work reaches many rather than just single individuals or small groups.

Another rationale for why a pathway to registration under the general scope is desirable is that many employers, such as government organisations and district health boards, either require registration to hire psychology graduates (for example District Health Boards, or the Department of Corrections), or they have a strong preference for registered psychologists to ensure that their practice can be informed by psychological principles. Psychologists support organisational strategies and goals by providing input on human attitudes and behaviours, and may work directly with clients and their whānau to provide psychological services outside of the clinical scope but that will serve to improve outcomes their client groups.

One of two qualifications

In addition to this proposal, the School of Psychology, Speech and Hearing is also submitting a proposal for a second pathway to registration: the Postgraduate Diploma in Organisational Psychology (PGDipOrgPsyc). The NZ Psychologists Board requires that degrees focusing on different areas of psychology are separated in different degrees. Both organisational psychology and forensic psychology are popular offerings at postgraduate level at UC. The proposed qualifications would thus provide pathways for current UC students, but also attract students from other institutions in NZ, which do not currently offer any of these pathways.

ATTACHMENT FIVE

The PGDipForensicPsyc qualification described in this proposal will support mental health in several ways: Our specialisation in forensic psychology will result in psychologists who can work with the legal system and the Department of Corrections to improve outcomes for perpetrators, advising on rehabilitation and judging risk for reoffending. They would also be able to work in the community using their knowledge of human behaviour and of behaviour change to support approaches to reduce criminality and improve wellbeing. A pathway to registration that enables graduates to work in the forensic area will result in better workforce preparedness to meet the diverse needs of clients, where it is not always necessary to have a clinical psychology degree.

The job outlook for graduates of this qualification is very strong. Psychologists with forensic expertise are in high demand, and are expected to be growth areas in the near future in Aotearoa NZ and internationally. The American Psychological Association describes the contribution of psychologists to mental health in society as one of the emerging trends in 2022 (APA, 2022), and this contribution is expected in organisations as well as in understanding factors underlying forensic issues (perpetrating crime, recidivism, policing, etc). The Department of Corrections (DoC) employs over 200 registered psychologists and have vacancies to fill (DoC, 2021). Addressing sexual violence and family violence has also been a major focus of recent government Budgets, with significant additional investment in these areas. Much of this investment is targeted at broadening community-based services that aims to prevent further offending. Research tells us that these services are most effective when registered psychologists are involved in their delivery (Gannon et al. 2019).

How is the Strategic Vision 2020-2030 incorporated in this proposal?

The programme will enable the graduating of students eligible for registration as psychologists with the NZ Psychologists Board. Currently there is a need in Aotearoa NZ for registered psychologists, not just clinical psychologists, to support promotion of the mental health in different areas such as workplaces, correctional facilities, and schools (He Ara Oranga, 2018). A report on wellbeing outcomes by the New Zealand Mental Health and Wellbeing Commission (Te Rau Tira, 2021) following up on the Report of the Government Inquiry into Mental Health and Addiction (He Ara Oranga, 2018) states that we are still in need of Psychologists who are able to work with Māori appropriately, and for psychologists who are Māori.

This qualification is responsive to these needs and ensures that UC is engaged with needs for workforce development. 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). Our graduates will contribute to a more sustainable way to support mental health in society, not just in the health care system, and contribute to mental health in the community, and this in alignment with UC strategic goals. With expertise in human behaviour and behaviour change, our graduates will be in a position to advice and effect changes in the contexts they are working in. As our graduates will be practicing in areas with wide reach, such as government and private organisations, as well as community organisations focused on supporting rehabilitation and preventing crime, the programme is well placed to support UC's strategic goals related to Sustainability. In addition, the proposed programme will employ the Scientist-Practitioner model, ensuring that graduates understand the importance of evidence and appreciate research and evaluation. Such understanding and ability to engage with research will also enable graduates to implement research results more quickly, aligning with the goal of the University to achieve research impact.

To meet the strategic objective to *“Ensure students are provided with lifelong learning opportunities through flexible degree and delivery options to allow a UC education to respond to the current and future needs of work and society”* the programme will open up class meeting (“workshops”) to registered psychologists as part of their professional development. As the course materials are updated to reflect the latest knowledge and research in the specialisation areas, registered psychologists will benefit from enrolling in individual workshops that help them keep their own competencies and skills up to date.

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Furthermore, it is envisioned that the programme can be delivered on a part-time basis, and through distance options. This ensures that the programme is accessible to anyone in Aotearoa NZ.

The programme will be co-developed with stakeholders such as employers and potential clients of the psychologists to ensure that the programme is responsive to the current needs in the community. By developing the programme in collaboration with partners in the community, we ensure its relevance and future responsiveness by continually engaging with our advisory group and industry partners and special interest groups.

The programme aligns with the strategic objective to “Partner with **Ngāi Tūāhuriri** and **Ngāi Tahu** to uphold the mana and aspirations of the mana whenua.” To achieve this objective, we will seek to partner with Mana Whenua to ensure that the programme is responsive to mana whenua aspirations. We will seek to work with the Kā Waimaero | Ngāi Tahu Centre (Office of Treaty Partnership) in pursuing such partnership. We will also collaborate with Te Waka Pākākano to ensure responsiveness to Māori students and that all students in the programme (“interns”) build their bicultural competence and confidence to be responsive to the needs of Māori clients, whānau, and hāpori that they will serve in the future. Once these partnerships are established, we would like to build a content focusing on Kaupapa Māori psychology, in collaboration with our community partners. In addition, the programme will be developed with a strong focus on Te Tiriti and ensuring graduates are competent in applying Māori models of health and wellbeing to their work, as well as able to engage appropriately with Māori clients, whānau, and hāpori. To support this, the programme will incorporate cultural supervision of the interns by a cultural advisor (Jason Northover) currently employed by the School. Our cultural advisor will also be involved in designing the programme to be responsive to Māori, and support partnership-building with mana whenua. By ensuring that graduates are aware of how to protect the cultural safety of their future clients, the programme will also support the cultural safety of students, and hopefully attract and support Māori students to successful completion of the qualification. The course will utilise Ngā Uara | UC values as the framework for incorporating cultural competencies across all areas discussed in the courses in the programme. The values were developed by UC staff and shaped by the Office of Te Waka Pākākano (<https://www.canterbury.ac.nz/about/values/>). The three core values, Whanaungatanga, Tiakitanga and Manaakitanga, are underpinned by the principles of Kia Pono, Kia Tika, and Kia Aroha, and the concept of Utu (reciprocity and balance). See course outlines for more information about how the values will be incorporated in the specific topics.

How will the proposal reflect the Faculty/School/Department academic and strategic plans?

The proposed qualification is aligned with the School strategy by providing multiple pathways to becoming a psychologist. “Psychologist” is a protected title in Aotearoa NZ, and only those who have completed a Postgraduate Diploma that has been accredited by the NZ Psychologists Board, and completed registration under the Health Practitioners Competence Assurances Act can use the title “psychologist”.

Many of our undergraduate students choose psychology as their major because they want to become registered psychologists. The existing programmes are not able to accommodate larger numbers due to the nature of the teaching and supervision, and placements in clinical settings. Furthermore, existing qualifications at UC do not allow for specialisation in forensic psychology. Our proposed qualification addresses this potential loss of talent by providing additional options to becoming a psychologist for those who have obtained a Masters or PhD in psychology. The qualification encompasses a number of different aspects of forensic psychology, enabling us to graduate psychologists with a broad range of expertise, and thus respond to needs from different areas of the workforce.

How does this proposal fit the requirements of relevant professional, industry or community organisations?

The target market for our programme at UC are graduates with a 240 point Masters/PhD in relevant areas of Psychology, who wish to pursue a registration as psychologist under the general scope with the NZ Psychologists Board.

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Workforce Development

This proposal reflects a specific demand for psychologists to support the improvement of mental health in NZ in different ways, and in ways that are additional to the clinical psychologist workforce. The programme will be developed to meet these needs by working closely with the stakeholders and special interest groups, for example the Department of Corrections.

Furthermore, the programme has an opportunity to support professional development of registered psychologists: Psychologists are required to engage in a number of professional development activities each year and demonstrate “Continual Competence” in order to maintain their registration. As the course materials are updated to reflect the latest knowledge and research in the degree areas, the proposed programme could support such ongoing learning, as well as ensuring that the psychologist workforce has access to the latest research-informed knowledge. To do this, we would offer individual class meetings (“workshops”) as Micro-credentials available for registered psychologists to enrol in. These micro-credentials would be aligned with requirements of the field and thus the postgraduate programme would suit the needs of psychologists. In addition, having registered psychologists attend the same workshops as interns enrolled in the programme would provide interns with exposure to issues facing those already working in the profession, while simultaneously providing those practicing with updated evidence-based knowledge. The micro-credentials will be developed once the current proposal has been approved.

The proposed programme will be co-developed with partners, especially focusing on increasing graduates’ responsiveness to Māori. We will seek to achieve this through increasing students’ knowledge of, and engagement with, Te Ao Māori, by incorporating tikanga Māori and Māori models of mental health and wellbeing, as well as by incorporating Māori approaches to evidence-based practice. By using the UC values as the framework for incorporating cultural competencies across all areas discussed in the course, and in the assessment of coursework, we will ensure that there are touchpoints supporting the development of cultural competence throughout the programme. By having a strong Te Tiriti commitment, the programme will assist in ensuring graduates are prepared to meet these needs. The psychologist workforce needs to be competent in meeting needs of Māori clients. This is especially relevant in the justice system, given Māori engagement and over-representation, which requires that the psychologist workforce has the ability to adequately engage and support Māori. A biculturally competent psychologist workforce, which includes a higher proportion of Māori practitioners than what we have today, will be better able to identify and address systemic issues making Māori more likely to end up in the justice system, and increase the chances that Māori are able to re-enter society with better outcomes as a result. Familiarity with Ngā Uara will prepare graduates for working in alignment with organisational values and how to ensure that values are embedded and enacted throughout their practice.

Competition in NZ

There is currently one other pathway to registration as forensic psychologist under the general scope of practice at a NZ University, at Massey University. The Massey University programme is highly subscribed (2021 enrolments: 28 students; 2022 enrolments: 21 students) and does not provide specialised instruction in forensic psychology. Waikato University allow for a Minor in Forensic Psychology at the undergraduate level and have a postgraduate Master of Crime Science (which is not specific to forensic psychology). Victoria University Wellington offers a Master of Forensic Psychology two-year programme but this programme does not include a registration pathway.

Programme Overview

Entry requirements

The programme is a one-year 120-point Postgraduate Diploma in Forensic Psychology.

Entrance requirements include:

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- (1) a completed 240 Masters/PhD specialising in Forensic/Organisational psychology. This normally means coursework of at least 45 points in the area of specialisation and a thesis in the area of specialisation. The coursework should include PSYC478 (if degree completed at UC) or an equivalent course on psychopathology, clinical interviewing, and psychological assessment from other institution.
- (2) Employment (paid or unpaid) in an organisation/role that allows the work to be used as an internship, which is part of the internship courses PSYC683 and PSYC684, and consists of 1500 hours of supervised practice during the year, in a role related to forensic psychology. Whether the employment requirement is met and holds enough relevance to provide opportunities for applying principles of forensic psychology will be determined by the programme coordinators from the job description which must be supplied with application materials. A signed letter of agreement from the candidate's organisation/manager is also required.

Internship monitoring

To ensure that the internships are appropriate interns are required to provide a job description as part of the application materials along with a letter of agreement from the organisation/manager. The programme coordinators will provide information to the organisation/manager on what the internship entails and what the organisation/manager can expect during the year and what may be asked of them. The organisation/manager will be asked to engage in at least two site visits will be planned where the programme coordinators visit the intern's workplace and engage with their line manager to discuss progress and whether there are any gaps in the intern's competencies and how these that can be addressed through professional development. Interns will also be asked to report about their experiences at the workplace and whether there are any barriers to them successfully completing their internship. In such cases where there are barriers, the programme coordinator will engage with the intern and the workplace to explore ways of resolving any issues. Site visits may be conducted virtually if appropriate.

The internship runs through the full year. Before the programme starts, interns who are accepted into the programme are required to register as intern psychologists with the NZ Psychologists Board to ensure that their internship hours are documented and counted towards the required 1500 supervised hours.

Field supervision

The internship must include supervision by a registered psychologist. Interns are expected to find their supervisor themselves, with assistance from the programme coordinators if required. Field supervisors will be provided with information about the expectations of supervision of an intern psychologist, and the competencies that interns are required to meet at the end of the programme. Field supervisors are asked to complete field supervision reports, one for each semester. These reports will evaluate the interns on they are progressing towards meeting the competencies required by the Board, where there are any gaps, and how the supervisor will work with the intern to address these gaps.

Cultural supervision

In addition to field supervision cultural group-supervision will be required. This supervision will be delivered by a cultural advisor provided by the School (Jason Northover). The cultural advisor will be asked to complete cultural supervision reports for each intern, one for each semester. These reports will evaluate the interns on they are progressing towards meeting the cultural competencies required by the Board, where there are any gaps, and how the intern is progressing in addressing these gaps.

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Course structure

The seminar courses “Advanced topics” will run parallel to the internship courses during S1 and S2, each meeting once per term for two full day class meetings/workshops. Table 5 outlines the courses and their occurrence

Table 1. Proposed courses PGDipForensicPsyc (Course codes are preliminary and used to facilitate description.)

PSYC681	Advanced Topics in Forensic Psychology Part 1 (0.25 EFTS, Semester 1)*
PSYC682	Advanced Topics in Forensic Psychology Part 2 (0.25 EFTS, Semester 2)*
PSYC683	Internship in Forensic Psychology Part 1 (0.25 EFTS, First half of year)*
PSYC684	Internship in Forensic Psychology Part 2 (0.25 EFTS, Second half of year)*

Note: *New course

The class meetings/workshops will include seminars on core content of the discipline area, and peer problem solving of ongoing cases to support the achievement of the necessary competencies for registration as a psychologist under the general scope, as outlined by the NZ Psychologists Board (https://psychologistsboard.org.nz/wp-content/uploads/2021/06/Core_Compencies.pdf):

- Diversity, Culture, and Treaty of Waitangi/Te Tiriti o Waitangi
- Professional, Legal, and Ethical Practice
- Framing, Measuring, and Planning
- Intervention and Service Implementation
- Communication
- Professional and Community Relations, Consultation, Collaboration
- Reflective Practice

Governance

The programme will have an advisory group comprised of practicing psychologists in relevant fields, including representatives invited in consultation with Kā Waimaero | Ngāi Tahu Centre (Office of Treaty Partnership). The advisory group will meet yearly (virtual meetings possible) to review the curriculum to ensure relevance to various stakeholder, review entry requirements and how competencies are examined.

Prescriptions for courses

PSYC681	<p>Advanced Topics in Forensic Psychology Part 1 (0.25 EFTS, Semester 1)</p> <p>The focus of this course is to provide the competencies outlined as required by the Board, and to provide an opportunity to gain in-depth knowledge and skills in forensic psychology.</p> <p>This course will cover the following topics:</p> <ul style="list-style-type: none"> • Etiological models of offending behaviour, including for specific forms of offending such as sexual offending against children and family violence • Diversity, Culture, and Te Tiriti o Waitangi • Connecting with clients using powhiri model • Assessment of treatment and responsivity needs, risks strengths. • Case-conceptualisation, and treatment planning • Mental health and risk screening • Report writing and communication in justice settings (client, courts, parole boards, and other justice-related stakeholders)
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<p>PSYC682</p>	<p>Advanced Topics in Forensic Psychology Part 2 (0.25 EFTS, Semester 2) This course is the continuation of PSYC681. The focus of this course is to provide the competencies outlined as required by the Board, and to provide an opportunity to gain in-depth knowledge and skills in forensic psychology. This course will cover the following topics:</p> <ul style="list-style-type: none"> • Evidence-informed clinical practice • CBT and trauma-informed interventions in forensic settings – a primer • Trauma-informed interventions in forensic settings • Delivery of rehabilitative and trauma-informed interventions in forensic settings, within group and individual settings <p>Professional, Legal, and Ethical Practice in treatment delivery</p>
<p>PSYC683</p>	<p>Internship in Forensic Psychology Part 1 (0.25 EFTS, First half of year) This course focuses on the supervision of interns in their employing organisation throughout the internship as required by the Board. It consists of regular professional supervision during work (by programme supervisors, field supervisors, and cultural supervision) in a role related to forensic psychology.</p>
<p>PSYC684</p>	<p>Internship in Forensic Psychology Part 2 (0.25 EFTS, Second half of year) This course is the second half of the internship started in PSYC683 and focuses on the supervision of interns in their employing organisation throughout the internship as required by the Board. It consists of regular professional supervision during work (by programme supervisors, field supervisors, and cultural supervision) in a role related to forensic psychology.</p>

Proposed new regulations

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**Postgraduate Diploma in Forensic Psychology
(PGDipForensicPsyc – 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 2024
- (b) This diploma was first offered in 2024

2. Variations

In exceptional circumstances the Amo Matua, Pūtaiao | Executive Dean of Science or delegate may approve a personal programme of study which does not conform to these regulations.

3. The Structure of the Qualification

To qualify for the Postgraduate Diploma in Forensic Psychology a student must be credited with 120 points from Schedule C to these regulations.

4. Admission to the Qualification

To be admitted to the Postgraduate Diploma in Forensic Psychology a student must:

- (a) have satisfied the Admission Regulations for admission to the University;
- (b) been accepted as a student by the Amo Matua, Pūtaiao | Executive Dean of Science or delegate, following an interview and review of application materials. A student must provide official academic records, letters of recommendation and evidence of relevant experience;

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- (c) as a minimum, have fulfilled the requirements for a 240 point Masters, or a PhD – which must be in the discipline of Psychology and include a substantial component of coursework and research in forensic psychology;
- (d) have completed PSYC478 or an equivalent course on psychopathology, clinical interviewing, and psychological assessment; and
- (e) show proof of employment (paid or unpaid) in an organisation/role relevant to forensic psychology, that allows the work to be used as an internship, along with a letter of agreement from the employer that the role can be used for the internship.

5. Subjects

The Diploma will be awarded in Forensic Psychology

6. Time Limits

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

7. Transfers of Credit, Substitutions and Cross-Credits

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

8. Progression

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

- a) A student will be withdrawn from the programme if a required course is failed.
- b) Unless an exemption is granted by the Amo Matua, Pūtaiao | Executive Dean of Science or delegate all courses must be passed at the first attempt.
- c) Earning a grade of below a B+ in any course will result in a conversation between the student and the programme director/course coordinator to discuss potential study support needs.

9. Honours, Distinctions and Merit

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

- (a) Merit is not awarded for this qualification.
- (b) Distinction is awarded based on the GPA greater than or equal to 7.00 in qualification courses.

10. Exit and Upgrade Pathways to Other Qualifications

There are no advancing or exit qualifications for this diploma.

Schedule C: Compulsory Course for the Postgraduate Diploma in Forensic Psychology

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

PSYC681	Advanced Topics in Forensic Psychology Part 1 (0.25 EFTS, Semester 1)
PSYC682	Advanced Topics in Forensic Psychology Part 2 (0.25 EFTS, Semester 2)
PSYC683	Internship in Forensic Psychology Part 1 (0.25 EFTS, First half of year)
PSYC684	Internship in Forensic Psychology Part 2 (0.25 EFTS, Second half of year)



Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning
Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

The endorsement of Hōaka Pounamu | Māori Bilingual and Immersion Teaching for the Master of Education and the Postgraduate Diploma in Education has been offered since 2001 and has attracted between 6-20 students per year. This proposal seeks to enable students to have a stand-alone Postgraduate Diploma and Master's Degree that give mana to Māori Bilingual and Immersion Teaching and Learning. The proposal will:

1. Introduce the following new qualifications:
 - a. Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning (PGDipHP)
 - b. Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning (MHP)
2. Disestablish the Hōaka Pounamu | Māori Bilingual and Immersion Teaching endorsement from the following qualifications:
 - a. Postgraduate Diploma in Education
 - b. Master of Education

Tangata Tū, Tangata Ora | Engaged, Empowered, Making a Difference is the Te Whare Wananga o Waitaha | University of Canterbury Strategic Vision 2020-2030. Thus, the proposed qualifications align with the Te Whare Wananga o Waitaha | University of Canterbury values of whanaungatanga, tiakitanga and manaakitanga. The proposed qualifications provide a pathway for students to have the opportunity to be grounded by te Tiriti o Waitangi in authentic and contextual learning. There is strong support for such cutting edge qualifications within the education sector, especially with the mandate for biculturalism in all education sectors including bilingual, immersion, and mainstream settings. Furthermore, through ongoing consultation with iwi, and education sectors it is apparent that there is a shortage of leaders, teachers and educators in Aotearoa New Zealand who are competent users of Te Reo Māori, Tikanga Māori and who have a robust and knowledge and critique of research in this field of Māori Bilingual and Immersion Teaching and Learning. These qualifications will illuminate Te Whare Wananga o Waitaha | University of Canterbury as a leader in biculturalism in exemplary empowerment and grounding of biculturalism of leaders and educators in the wider education and youth leadership sectors throughout Aotearoa New Zealand.

The introduction of the new qualifications is not expected to increase current resourcing costs but, it is expected to increase student numbers. Furthermore, there has been an increasing number of graduates from this endorsement who have shown an interest in having a clear pathway towards doctoral study.

Justification

There is demand to increase the pool of quality te reo Māori speaking teachers and teachers with strengthened culturally responsive practice and knowledge of local stories/ histories within Waitaha. This is explicit within the strategy developed by the MOE and the entity formerly known as Mātauraka Mahaanui “Mahaanui Whenua Mahaanui Reo 2015-2025”. 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 adequate training and preparation for our kaiako. The Government’s Te Ahu o te Reo Māori initiative is being delivered throughout the country with a range of delivery methods to increase proficiency in te reo Māori for teachers. Within Christchurch we also have Ka Poupou Reo o Tahu; an exciting and innovative te reo Māori professional development opportunity to support teachers to enable Māori students to succeed as Māori and increase mātauraka Kāi Tahu. These are both wonderful initiatives to increase the competency and confidence of kaiako to kōrero Māori and teach te reo Māori me ōna tikanga. Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning could add to the development of kaiako to teach in and through te reo Māori, contextualise and teach aspects of tikanga and kawa as well as local histories that form the fabric of our whenua and history.

Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning reflects the strategic vision of the university and aligns with the UC Strategy 2020 through its engagement and partnerships in the community. Its courses offer opportunities to collaborate and work in with principals, schools, teachers, and wider communities (including hapū, rūnanga and iwi) within a Māori educational context, therefore broadening our relationships.

Internationalisation of the curriculum will be achieved through prioritising indigenous knowledges and pedagogies in an international context which may attract international students. The courses may lead to research that enhances how indigenous teaching and learning practices are embedded in mainstream programmes internationally.

Education, particularly Māori Education may be strengthened by increasing the knowledge and skills of the Māori medium teachers in Aotearoa, especially in Waitaha. The culturally responsive practice and Kaupapa Māori pedagogies which are the foundation of the programme strengthen our education system to include te ao Māori, Māori world views, and mātauranga Māori (Māori indigenous knowledge systems).

Research including kaupapa Māori Educational Research and Kaupapa Māori pedagogies are embedded in the programme. It is intended that research publications become an integral part of the programme. The dissemination of the research findings from the papers within Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning will assist colleagues to further increase their skills and knowledge on second language acquisition pedagogies and principles of practice best suited for teaching and learning te reo Māori. It will also increase the profile of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning in the community.

Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning is one of three selected programmes throughout Aotearoa that is supported by the Ministry of Education with the provision of a TeachNZ study award available to applicants. The selection criteria for the study award determines the prescription for entry into the programme.

Applicants must:

- be fully registered as an early childhood, primary or secondary teacher
- be permanently employed in immersion and bilingual settings in a kōhanga Reo, ngā puna kōhungahunga, puna reo, licensed ECE service, or a state or state-integrated school
- have proficiency in te reo Māori
- have teaching experience in immersion and bilingual settings
- be committed to developing te reo Māori and tikanga Māori knowledge and skills

- have applied to enrol in one of the approved qualifications
- provide evidence in your application that you have the approval and support of your employer.

Although most of the applicants apply via the study award enquiries are often fielded from applicants who do not qualify for the study award. In these cases, the entry criteria is limited to:

Applicants must have:

- proficiency in te reo Māori

UC Strategy 2020 - Thriving Students

The eight key beliefs and behaviours for thriving students are founded upon kaupapa Māori principles and pedagogies. The Kaupapa Māori principles and pedagogies below are connected to the developing conceptual framework for all teacher education programmes in the School of Education at the University of Canterbury. These principles and pedagogies are informed by He awa whiria: A braided rivers framework (Macfarlane, 2012), Tātaiako (Ministry of Education, 2011), The effective teaching profile (Bishop, 2005), Te Kotahitanga (Bishop, 2001) and Ka Hikitia, Accelerating Success 2013-2017 (Ministry of Education, 2012).

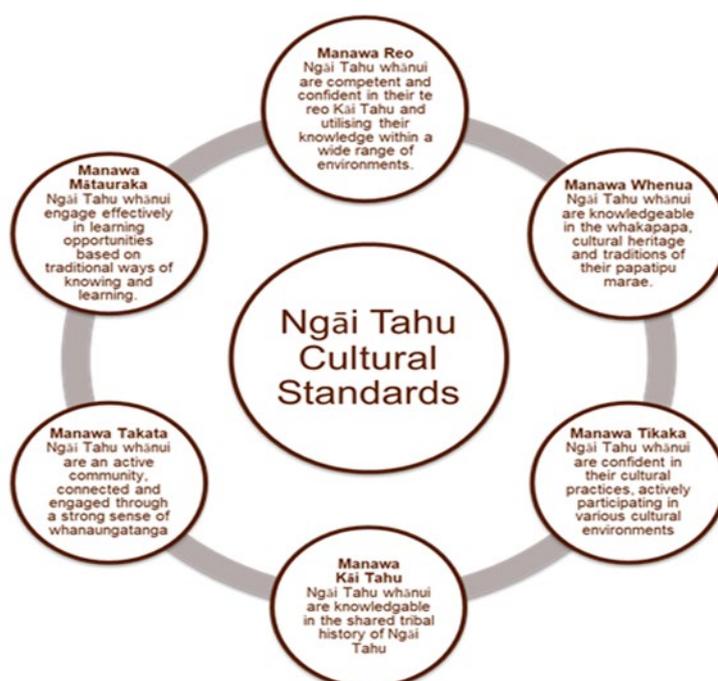
1. Belonging	Whanaungatanga me te Manaakitanga
2. Self-efficacy	Mana motuhake
3. Personal Meaning	Mana motuhake me te Whaiaro
4. Active Involvement	Whanaungatanga, Mahi tahi me te Kotahitanga
5. Personal Reflection	Whaiaro, Rangatiratanga
6. Social Integration	Whanaungatanga
7. Self-awareness	Mana motuhake
8. Personal Validation	Whaiaro

The proposal reflects the conceptual framework that is being adopted by the School of Teacher Education, Initial Teacher Education programme. Qualified experienced classroom teachers who teach te reo and tikanga Māori are the target audience for Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning and the conceptual framework is fitting and appropriate for this kaupapa.

Many of students in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning come primarily from the Māori medium sector. However, recently more are teachers from the English medium sector. Furthermore, graduates of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning often move from Māori medium into English medium and vice versa. It is therefore appropriate that strategies and approaches such as He Awa Whiria: A Braided Rivers approach is a core component of Hōaka Pounamu. The knowledge streams, we acknowledge and reflect the partnership between tangata whenua (people of the land) and tangata te Tiriti (people of the Treaty, from different cultural backgrounds). Founded on Te Tiriti o Waitangi, Aotearoa New Zealand aspires to be a bicultural nation. Biculturalism relates to “understanding the values and norms of the other (Treaty) partner, being comfortable in either Māori or Pākehā culture, and ensuring that there is power sharing in decision making processes at all political and organizational levels” (S. Macfarlane, 2012, p. 32).

We take the position that there is a moral and ethical obligation to sustain and enact Māori values and knowledges alongside Western knowledges in the preparing our teachers of Aotearoa. This can be recognised as part of a broader commitment to work toward critical consciousness, educational equity, and social justice in education.

The Ngāi Tahu Cultural Standards are interwoven into course content, delivery, and assessment.



Programme Overview

The Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning and the Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning programmes allow students to study either full or part-time. Students in the Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning have the ability to complete via coursework, or through coursework and a research project, which will enable them to later apply for doctoral study.

Students will be interviewed to ascertain their level of te reo Māori fluency to ensure they will be able to succeed in their study in the programmes.

Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning is taught through the medium of te reo Māori. The table below outlines how each course is taught.

Course	Teaching	Method of delivery	When
EDHP601 30 pts	Taught in te reo Māori immersion environment	2 night noho marae 3-5 hour wānanga once a week	Semester 1
EDHP602 30 pts	Taught in te reo Māori immersion environment	3-5 hour wānanga once a week 3-4 week placement in Māori medium kura	Semester 1
EDHP603 30 pts	Taught in te reo Māori immersion environment	3-5 hour wānanga once a week	Semester 2
EDHP604 30 pts	Taught in te reo Māori immersion environment	2 night noho marae 3-5 hour wānanga once a week	Semester 2

Prescriptions for courses

Course Code	Course name	NZQF Level	Course outline	Semester
EDHP601	Te Tiriti o Waitangi i te ao Mātauranga	8	This course will enable teachers and educators to gain a sound knowledge of the Treaty of Waitangi, its role in the history of New Zealand and its implications for theory and practice in learning communities today. In the course students will select a nominated area of study which will enable them to align Māori and	1

ATTACHMENT SIX

			bicultural principles to current policies and practices. Students will critically analyse the context of their practice and prepare a strategic plan which meets the needs of Māori and non-Māori in relation to the treaty partnership in their educational settings. This course is taught and assessed in te reo Māori.	
EDHP602	Whakarauora reo	8	Students will critically examine the historical repression of the Māori language/indigenous languages and the growth of language revitalisation movements in the twentieth century. They will review the key educational and Māori development drivers in Māori/iwi led movements: kōhanga reo, kura kaupapa Māori, wharekura, wānanga and bilingual/immersion programmes. They will assess the role that teachers can play in creating and shaping communities of language learners and develop appropriate strategic plans. Note: This course is taught and assessed in te reo Māori.	1
EDHP603	Mātauranga hei marautanga	9	This course critically examines and analyses Māori pedagogical epistemologies such as whakapapa, ako, tuakana-teina to enable teachers who teach te reo Māori through the medium of Māori across the curriculum to incorporate Māori ways of knowing or Mātauranga Māori into their teaching and learning programmes. It supports teachers to normalise viewing the world from Māori eyes as an underpinning philosophical and theoretical base. As Mason Durie succinctly states, 'to be Māori, to live as Māori and to participate as citizens of the world' is critical for Māori success and wellbeing. Students are required to implement kaupapa Māori approaches and principles as practitioners in the communities in which they teach. This course is taught and assessed in te reo Māori.	2
EDHP604	Tikanga, rautaki whakaako reo	9	This course explores, develops, and critically assesses communicative teaching and learning methodologies and strategies for a range of learners and learning styles in Māori bilingual and immersion settings. Students will explore and critique international models and practices in first and second language teaching and assessment. Students will design effective language programmes and assessments practices appropriate to age group and language experiences of learners, inclusive of Māori values and cultural practices. This course is taught and assessed in te reo Māori.	2

Proposed new regulations

1. 2022 UC Calendar page number 325

Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning (PGDipHP – 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 Matua, Ako | Executive Dean of Education or delegate may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification

To qualify for the Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning a student must:

- (a) Be credited with a minimum of 120 points towards the qualification; and
- (b) Be credited with the specified courses in Schedule C to these Regulations.

4. Admission to the qualification

To be admitted to the Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion 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 teacher education degree; or
 - ii. Qualified for an appropriate bachelor's degree with a major in Education or a related discipline with a B Grade Point Average or better; or
 - iii. Qualified for a recognised three-year diploma in early childhood, primary, or secondary teaching; or
 - iv. Been admitted with Academic Equivalent Standing; and
- (c) Completed a hui with the Programme Coordinator (or Selection Committee) and completed selection requirements, including te reo Māori language competency; and
- (d) Been approved as a student by the Amo Matua, Ako | Executive Dean of Education or delegate.

5. Subjects

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

6. Time limits

The time limit for this qualification is 24 months.

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

This qualification adheres to the General Regulations for the University.

8. Progression

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

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

- (a) A student who has completed the requirements for the Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning but has not yet graduated, may apply to the Amo Matua, Ako | Executive Dean of Education or delegate to be admitted to the Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning and have credits transferred.
- (b) A student who has graduated with the Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning from Te Whare Wānanga o Waitaha | University of Canterbury, may apply to the Amo Matua, Ako | Executive Dean or delegate to be admitted to the Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning and have their Diploma subsumed according to the General Regulations to the University.

Schedule C: Compulsory Courses for the Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
EDHP601	Te Tiriti o Waitangi i te Ao Mātauranga	30	S1	Campus and Distance	P: Subject to approval of the Head of School R: EDEM649
EDHP602	Whakarauora Reo	30	S1	Campus and Distance	P: Subject to approval of the Head of School R: EDEM657
EDHP603	Mātauranga Māori Hei Marautanga	30	S2	Campus and Distance	P: Subject to approval of the Head of School R: EDEM658
EDHP604	Tikanga/Rautaki Whakaako Reo	30	S2	Campus and Distance	P: Subject to approval of the Head of School R: EDEM656

2. 2022 UC Calendar page number 339

Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning (MHP – 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 2023.
- (b) This Degree was first offered in 2023.

2. Variations

In exceptional circumstances the Amo Matua, Ako | Executive Dean of Education or delegate 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 Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning a student must:

- (a) Be credited with a minimum of 180 points towards the qualification; and
- (b) Be credited with all courses in Schedule C to these Regulations; and
- (c) Be credited with a minimum of 60 points from courses in Schedule E to these Regulations.

4. Admission to the qualification

To be admitted to the Master of Hōaka Pounamu | Māori Bilingual and Immersion 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 teacher education degree; or

- ii. Qualified for an appropriate bachelor’s degree with a major in Education or a related discipline with a minimum of a B Grade Point Average; or
 - iii. Qualified for a recognised three-year diploma in early childhood, primary, or secondary teaching; or
 - iv. Been admitted with Academic Equivalent Standing; and
- (c) Completed a hui with the Programme Coordinator (or Selection Committee) and completed selection requirements, including te reo Māori language competency; and
- (d) Been approved as a student by the Amo Matua, Ako | Executive Dean of Education or delegate.

5. Subjects

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

6. Time limits

The time limit for this qualification is 48 months.

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

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

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

- (a) A student for the Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning who has not met the requirements but who has satisfied all requirements for the Postgraduate Diploma in Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning may apply to the Amo Matua, Ako | Executive Dean or delegate to withdraw from the Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning and be awarded the Diploma.
- (b) A student who has completed the requirements for the Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning, including at least 60 points of research methods and 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 Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
EDHP601	Te Tiriti o Waitangi i te Ao Mātauranga	30	S1	Campus and Distance	P: Subject to approval of the Head of School R: EDEM649
EDHP602	Whakarauora Reo	30	S1	Campus and Distance	P: Subject to approval of the Head of School R: EDEM657
EDHP603	Mātauranga Māori Hei Marautanga	30	S2	Campus and Distance	P: Subject to approval of the Head of School R: EDEM658
EDHP604	Tikanga/Rautaki Whakaako Reo	30	S2	Campus and Distance	P: Subject to approval of the Head of School R: EDEM656

Schedule E: Elective Courses for the Degree of Master of Hōaka Pounamu | Māori Bilingual and Immersion Teaching and Learning

Students must choose a minimum of 60 points from the following courses:

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
EDME601	Understanding and Using Research in Education	30		Campus Distance	P: Subject to approval of the Head of School
EDME602	Directed Study in Education	30		Campus Distance	P: Subject to approval of the Head of School
EDEM630	Leading Change in Digital Education	30		Distance	P: Subject to approval of the Head of School
EDEM637	Distributing Leadership Through Coaching and Mentoring	30		Distance	P: Subject to approval of the Head of School
EDEM638	Teachers as Leaders	30		Distance	P: Subject to approval of the Head of School
EDEM685	Culturally Inclusive Pedagogies: Motivating Diverse Learners	30		Campus	P: Subject to approval of the Head of School
TREO401	Te Ngao ki Hawaiki	30		Campus	P: Subject to approval of the Head of School R: EDEM660
TREO403	He Wananga	30		Noho marae	P: Subject to approval of the Head of School

3. 2022 UC Calendar page number 339

Schedule to the Regulations for Admission to a Qualification

Hōaka Pounamu

Postgraduate Diploma in Hōaka Pounamu Māori Bilingual and Immersion Teaching and Learning	Application involves a selection process including an interview and te reo Māori language competency assessment.
Master of Hōaka Pounamu Māori Bilingual and Immersion Teaching and Learning	Application involves a selection process including an interview and te reo Māori language competency assessment.

4. 2022 UC Calendar page number 323

Postgraduate Diploma in Education

- Remove statement 4(b) from Section 4 Admission to the qualification – “To be admitted to the Diploma endorsed in Hōaka Pounamu | Te Reo Māori Bilingual and Immersion Teaching, a student must meet a minimum Māori language proficiency level assessed by interview”.
- Remove the Hōaka Pounamu | Māori Bilingual and Immersion Teaching endorsement from Schedule S.

5. 2022 UC Calendar page number 334-337

Master of Education

- Remove the Hōaka Pounamu | Māori Bilingual and Immersion Teaching endorsement from Schedule S.
- Remove the following course from Schedule E:
 - EDEM660
- Replace the course codes in Schedule V as outlined below:
 - EDEM649 – change to EDHP601
 - EDEM657 – change to EDHP602
 - EDEM658 – change to EDHP603
 - EDEM656 – change to EDHP604



**Master of Specialist Teaching
Page 339 2022 UC Calendar**

<https://www.canterbury.ac.nz/regulations/academic-regulations/mspectchg-94/academic-regulations-education-MSpecTchg.pdf>

(CUAP criterion 6.1.7 Changes to entry requirements)

Year the proposed change will take effect from	2023		
Department or School			
Faculty	Faculty of Education		
Contact person	Cara Swit	Phone number	

1. Purpose of the proposal

To amend the regulations for the Master of Specialist Teaching following the pending discontinuation of the Postgraduate Certificate in Specialist Teaching and Postgraduate Diploma in Specialist Teaching.

2. Justification

The Master of Specialist Teaching was part of a suite of qualifications, which included the Postgraduate Certificate in Specialist Teaching and the Postgraduate Diploma in Specialist Teaching. The two lesser qualifications were part of a contractual agreement with the Ministry of Education and taught jointly with Massey University. This contractual agreement has now ended, with the lesser qualifications now only taught at Massey University.

As a result of UC soon no longer offering the PGCert and PGDip level qualifications, the regulations for the Master of Specialist Teaching require updating. The Master of Specialist Teaching requires completion of the Postgraduate Diploma in Specialist Teaching (Part I), with a further two Level 9 courses (Part II). The changes in the regulations outline the requirement to complete Part I before enrolling in Part II, and removes the listing of the courses that are included in Part I as they are no longer offered at UC. It is intended that the Master of Specialist Teaching will continue to be offered for a few years to enable students who have recently completed their study in the Postgraduate Diploma in Specialist Teaching to continue and complete a master's qualification.

3. Proposed new regulations

2022 UC Calendar page 339

The Degree of Master of Specialist Teaching (MSpecTchg – 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 2014.

2. Variations

In exceptional circumstances the Amo Matua, Ako | Executive Dean of Education or delegate 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 Specialist Teaching a student must:

- (a) Be credited with a minimum of 180 points towards the qualification, which includes Part I and Part II; and
- (b) Complete Part I (Postgraduate Diploma in Specialist Teaching) before enrolling in Part II (Master of Specialist Teaching); and
- (c) Have achieved a B Grade Point Average or higher in Part I, in order to proceed to Part II of the qualification; and
- (d) Be credited with a minimum of 60 points as outlined in Schedule E to these Regulations; and
- (e) Have completed the requirements in one endorsement area.

4. Admission to the qualification

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

- (a) Satisfied the Admission Regulations for admission to the University; and
- (b) Successfully completed the Postgraduate Diploma in Specialist Teaching with an approved endorsement, with a B Grade Point Average or higher; and
- (c) Been approved as a student for the Master of Specialist Teaching by the Amo Matua, Ako | Executive Dean of Education or delegate based on relevance and standard of previous study and professional experience.

5. Subjects

- (a) This qualification may be awarded endorsed as follows:
 - i. Deaf and Hard of Hearing
 - ii. Early Intervention
 - iii. Learning and Behaviour
 - iv. Complex Educational Needs
- (b) If the Postgraduate Diploma in Specialist Teaching was earned with an endorsement, the Master of Specialist Teaching may be granted in the same endorsement area if it was offered by Te Whare Wānanga o Waitaha | University of Canterbury.
- (c) If the endorsement was different to the endorsements listed above, then the student can complete the Master of Specialist Teaching and be awarded the degree unendorsed.

6. Time Limits

The time limit for this qualification is 36 months.

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

This qualification adheres to the Credit Recognition and Transfer Regulations.

8. Progression

This qualification adheres to the General Regulations for the University.

9. Honours, Distinction and Merit

ATTACHMENT SEVEN

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

There are no advancing qualifications for this degree.

Schedule E: Elective Courses for Part II of the Degree of Master of Specialist Teaching

A student must complete 60 points from Schedule E: Group 1 from the Regulations of the Master of Education, which must include at least one of the following:

Either:

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
EDEM637	Distributing Leadership Through Coaching and Mentoring	30		Distance	P: Subject to approval of the Head of School R: EDTL821

Or

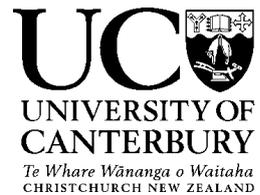
Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
EDEM638	Teachers as Leaders	30		Distance	P: Subject to approval of the Head of School R: EDTL841

Or

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
EDEM669	Leading and Managing Decision Making in Organisations	30		Distance	P: Subject to approval of the Head of School

Major changes to an existing qualification

TEMPLATE 2
MAJOR CHANGES TO QUALIFICATION/SUBJECT
COVER PAGE 2022



Note: Each new course required as part of this proposal must be submitted in Course Creation

<https://ouruc.canterbury.ac.nz/OurUC/Login.aspx>

DETAILS

Title of qualification(s)	Postgraduate Diploma of Child and Family Psychology (PGDipChFamPsyc)		
Year of introduction	2002		
Department or School	Child and Family Psychology programme		
Faculty	Health		
Contact person	Michael Tarren-Sweeney	Phone number	+64 3 3693524

STATUS OF PROPOSAL

Early Warning submitted including Executive Dean approval	April 2022
New Academic offering costing	Completed and attached
Date of Board of Studies or Faculty approval	Academic Programmes Committee: 24 May 2022 Faculty Board: 14 June 2022

EXECUTIVE SUMMARY

This CUAP application proposes major changes to the University of Canterbury's PGDipChFamPsyc – a limited-entry registration-track Psychology training programme that has been running since 2002. These changes are primarily an increase in points required to complete the qualification, and reflect feedback from students, graduates, and staff. These changes also reflect recommendations from the 2014 and 2019 Academic Reviews to address high student workload and to discontinue the summer school. These proposed changes are acceptable to the Child and Family Psychology Programme Advisory Committee and supported by the Faculty Executive Dean and Associate Dean and relevant staff members in the Psychology Department. The proposed changes will align the PGDipChFamPsyc structure with that of our UC's Clinical Psychology training programme, allowing opportunities for co-teaching across the two qualifications. The present proposal is also timed around separate discussions with the Psychologists Board for the PGDipChFamPsyc to be accredited under a specialist scope of practice.

The proposed changes are:

1. To extend the length of training from the present two years plus one summer school (27 months, or 5 semesters) to three calendar years; 6 semesters;

ATTACHMENT EIGHT

Major changes to an existing qualification

2. To increase the qualification course from 195 points to 270 points. This is made up of 75 points completed in the first year, 75 points in the second year, and 120 points in the final internship year. This structure mirrors that of the UC Clinical Psychology diploma, and it will allow students to concurrently complete their Masters thesis (a separate qualification) over the first two years, prior to commencing their 1500 hour final internship year;
3. To increase the number of student placements from two (completed in one year) to three (completed over two years), and thus increase students' involvement in clinical case discussions prior to commencing their internships;
4. To amend the entry requirements to the diploma such that all students will need to have completed an undergraduate major in Psychology (or equivalent), removing a historical pathway that allowed students with a teaching qualification to enter the diploma with a Psychology minor; which no longer a typical qualification option.

The present summer school held at the beginning of the PGDipChFamPsyc would be dropped, with that curriculum moving into the first year of the restructured diploma, together with a new, additional clinical placement in the UC Pukemanu Centre¹. The two existing clinical placements would move to the second year of the reconfigured PGDipChFamPsyc together with that supporting academic programme. The internship and its supporting academic programme would take place in the third year of the award and culminate in the external diploma examination taking place in the February of the final year. The courses would be reconfigured accordingly.

The changes to the PGDipChFamPsyc will enable students to more easily complete their MA or MSc thesis alongside the PGDipChFamPsyc; thus providing an option for completing the 1500-hour internship part-time over two years; as well as providing students more time and experience to master the curriculum and skills required for them to successfully complete their internships. These changes bring the Child and Family Psychology PGDipChFamPsyc structure in line with that of the UC Clinical Psychology programme. Concurrently with this application we are applying to the psychologists' board for clinical scope. This reflects an ongoing challenge for the programme in the qualification adequately reflecting the quality and contributions of our graduates who work across sectors, including in all areas of Child and Adolescent Psychology in which our clinical scope colleagues work (e.g. health). Further changes to the Part 1 Masters programme will be submitted to CUAP next year which will allow greater access to those courses for students in the Psychology Department.

¹ The Pukemanu Centre is the Child and Family Psychology training clinic, located on the main university campus. The Centre is run by Registered Psychologists, and provides assessments and interventions on a short-term basis for children and families/whānau not currently receiving support from other agencies. See: <https://www.canterbury.ac.nz/health/school-of-health-sciences/pukemanu-centre/>

Major changes to an existing qualification



Postgraduate Diploma in Child and Family Psychology

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Academic Quality inserts URL

(Academic Quality adds CUAP criterion)

SECTION A

1. Purpose of the proposal

The purpose of the proposal is to increase the qualification from 195 points to 270 points, of the limited entry, psychologist registration-track PGDipChFamPsync. This change is proposed in order to make student workload more manageable; and to provide students sufficient time and clinical exposure to develop the skills and knowledge required for them to commence their final year internship. The proposed changes will also allow students to more easily complete their MA, MSc or PhD thesis alongside the PGDipChFamPsync. The proposed changes are designed to provide students more time and experience to master the curriculum and skills required for them to successfully complete their internships. We also propose to amend the entry requirements to the Diploma such that all students will need to have completed an undergraduate major in Psychology (or equivalent). This removes a pathway that allowed students with a teaching or education qualification to enter the diploma with only a Psychology minor. These changes will bring the Child and Family Psychology PGDipChFamPsync structure in line with that of the University of Canterbury (UC) Clinical Psychology programme.

2. Justification

The UC Strategic vision prioritises internationalisation – locally engaged, globally networked; education which is accessible, flexible and future-focused, research which has impact in a changing world, nurturing of staff and student wellbeing. The proposed restructure reflects all of those aims.

The Child and Family Psychology Programme (consisting of the limited-entry PGDipChFamPsync, and an open-entry Masters degree in Child and Family Psychology), unique in the Southern Hemisphere, is well established in the University having grown and developed since 2002. It reflects the UC strategic vision having been shaped by mentoring from international innovators within the discipline of Psychology, and by experienced leaders within Aotearoa New Zealand.

In line with the Te Kaupeka Oranga – Faculty of Health draft vision statement, the PGDipChFamPsync and associated Masters degree serves through direct engagement with community, government, other stakeholders, UC students and graduates, tamariki, rangatahi and whānau. Bicultural teaching and development is woven throughout its curriculum, alongside real-world placements and internships where students contribute to the wellbeing of children and whānau from diverse cultural and socioeconomic backgrounds.

ATTACHMENT EIGHT

Major changes to an existing qualification

Child and Family Psychology draws from transdisciplinary scientific knowledge to conduct high-quality research within clinical and community settings. Research of international standards, and reflecting the diverse voices of New Zealanders, is threaded through the programme in evidence-based learning and practice. Research outputs from staff and postgraduate students contribute to understanding the complexities faced by children and families – and offering solutions to these. PGDipChFamPsyc graduates are committed to fostering whānau hauora wellbeing being competent to work with severe, complex challenges within child psychological practice, a rare attribute in a workforce that is already in high demand. Several graduates are now published researchers as well as experienced practitioners, aptly illustrating the marriage of research with practice embodied in the mission of the programme. The value of our graduates is reflected in our 100% employment rate following graduation, and the senior leadership positions attained by our graduates across a range of sectors.

This is the first part of a restructure to the Child and Family Psychology Programme. The changes to the limited entry, registration-track PGDipChFamPsyc, detailed here, will happen in this CUAP round, in conjunction with negotiations with the NZPB regarding a change in scope of practice for graduates of this qualification. Changes to the Masters Part 1 curriculum and course structure will be submitted to CUAP in the first round next year.

The proposed changes to the PGDipChFamPsyc reflect the UC strategic directive of engagement, and the fostering of student and staff hauora wellbeing. This stems from staff and student feedback regarding need for flexibility in the part-time structure, and onerous workloads, also echoed in feedback from the most recent Academic Review, and the Child and Family Psychology Advisory Committee. Feedback from PGDipChFamPsyc external examiners and DHB supervisors has also identified the need for more preparation time for interns. All consulted support moves towards our graduates having an appropriate scope of practice.

Our previous restructure in 2010 generated a marked increase in interest in the programme and increased enrolments in our Masters foundation courses (Part 1 MA and MSc). Average annual foundation coursework EFTS increased from around 15 in 2009 to be consistently above 30 between 2014 and now. It however did place additional stress on staff and students alike. We are now at a crossroads with change being required and the outcome of these changes probably increasing the academic and practical standing of our programme and cementing its place in the profession. Our rationale for change draws on feedback from academic reviews, students, graduates, staff, programme reviewers and stakeholder representatives on our advisory committee as well as on discussions with the NZPB. All of these sources agree that:

- the programme's present teaching and training is too intensive for the period of study;
- the summer school should be replaced by courses taught within regular semesters;
- and students who are concurrently enrolled in a thesis are severely over-worked.

These are changes designed to reflect their needs and better serve those of stakeholders including whānau. Finally, we propose removing a pathway that allows students with an historical teaching qualification to enter the diploma with a Psychology minor, to ensure students have had sufficient prerequisite Psychology training, and to bring it in line with comparable training programmes, particularly Clinical Psychology. Very few students

Major changes to an existing qualification have completed the open-entry Education Masters pathway, and it has been several years since a student entered the PGDipChFamPsync via this pathway.

Background to the proposal

Academic Programme reviews: The 2014 and the most recent 2019 Academic Review of the PGDipChFamPsync made several recommendations that the present proposals seek to address. These are:
2014: Recommendation/comment

1. *CFPY 501 be discontinued in its present form as a summer school course and alternative ways of delivering its key content be investigated*
2. *The panel also commented: The Panel emphasises the value and necessity to the Programme of the research component of the 1st Professional Year, ... (earthquake related comments)...and that there are enduring systemic difficulties due to the workload in the 1st Professional year.*

2019: Recommendations:

1. *That student workload at the 5th year not be increased and all practicable steps be taken to reduce it.*
2. *That student workload be compared with other similar programmes elsewhere.*
3. *That the programme reconsider the timing of intervention training relative to internships.*

Students: The most recent 2019 Academic Review of the PGDipChFamPsync noted the very high workload in the 1st year of the PGDipChFamPsync for students concurrently enrolled in their thesis, relative to comparable Psychology training programmes. Currently, students selected directly from their Masters coursework year into the PGDipChFamPsync complete their Masters coursework in October, and then commence their training in a summer school that runs from mid-November until early February. They then commence a full-time Masters thesis in February, concurrent to their PGDipChFamPsync courses. Their enrolment in the thesis is full-time alongside the 75 points PGDipChFamPsync enrolment which runs through the summer school and academic year enrolment (continuous studies from November to October). Consequently, they are enrolled in 195 points over a 15-month period from November to February. These students complete an intensive academic programme that includes two ten-week placements in their first year and are also required to submit their thesis prior to commencing their second (internship) year. While most students manage this schedule, it has proven to be gruelling as evidenced by student feedback and diminished well-being. Some students have also added a year either prior to the programme, or prior to the internship year in which the thesis is completed, necessitating a break in the continuity of their programme and additional enrolment cost for those who have discovered they cannot sustain full-time thesis enrolment alongside the PGDipChFamPsync and who have to extend their enrolment for a further year. Part-time students have not had a clear structure available for their internship year.

Graduates: Graduates reflecting on their PGDipChFamPsync studies inform us that their 5th year was gruelling and that the 36 months from Part 1 Masters enrolment through summer school to thesis submission, internship and final examination contained little time which could be taken as a break. There seems to be a consensus that the 3 years enrolment of the current restructure would have been acceptable, and many stated they took this time de facto at a cost to programme continuity and income opportunities. Once in the profession our graduates have found it difficult to have the length, content and

ATTACHMENT EIGHT

Major changes to an existing qualification quality of their training recognised under the current structure and NZPB registration (see reference to scopes of practice below).

Staff: The current compressed structure has put a lot of pressure on staff, who teach across all 3 academic semesters of the year. This has impacted staff workload overall, in terms a balance between teaching and research, including post-graduate supervision. A move to teaching the programme over the main two semesters would see this balance out somewhat and assist in staff well-being and productivity.

Clinical Educators and Pukemanu Centre Psychologist staff support the proposed changes to the PGDipChFamPsyc, though they note that these changes would necessitate additional clinical training and placements over three years and are concerned that the restructure be adequately resourced.²

Considerations for Scope of Practice: Concurrently with this application, programme staff are submitting an application to the Psychologists Board for the PGDipChFamPsyc to be accredited for *clinical scope*. This reflects an ongoing challenge for the programme in the qualification adequately reflecting the quality and contributions of our graduates who work across sectors, including in all areas of Child and Adolescent Psychology in which our clinical scope colleagues work.

Provide opportunities for co-training with the UC PGDipClinPsyc: We believe that modelling the PGDipChFamPsyc on the UC PGDipClinPsyc 3-year structure, as well as obtaining accreditation for Clinical scope with the NZPB will together present opportunities for greater collaboration between the two training programmes, and for co-teaching some core Psychologist competencies. Similar opportunities may arise if UC were to introduce other Psychology training programmes.

The proposed restructure will therefore:

- 1) Provide a realistic and appropriate workload and amount of time for students to complete their theses, and complete adequate training and preparation for internship registration.
- 2) Allow a brief summer break between the three years of the programme.
- 3) Ensure students wishing to apply clinical skills to their research work have time to acquire these skills.
- 4) Ensure interns, especially within DHBs, are fluent in the required skills by the beginning of their internships.
- 5) Provide a clearly defined part-time route through the programme which is currently lacking.
- 6) Bring the length and weight of training into line with the UC's recognised Clinical Psychology programme and

Clarify the boundaries of the taught curriculum, in concert with our continuing discussions with the Board.

3. Qualification

The proposed revision of the qualification meets the CUAP qualification definition of a Post-graduate Diploma. Courses are coded 600 because it sits above level 7 and builds on prior Parts 1 and 2 Masters learning, which are coded 600.

² The proposed restructure has been extensively discussed by the programme management committee, which includes the Clinical Educators and Clinic Psychologists.

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4. Acceptability of the Programme and Consultation

A spreadsheet with dates of various consultations and supporting paperwork is appended. Here we summarise:

PGDipChFamPsyc students: Extensive consultation with former and current students has occurred through the planning of this application. Former students have been consulted about lengthening the PGDipChFamPsyc and dispensing with the summer school. This has occurred through in-class discussion, separate meetings, and through student representation in the Child and Family Psychology Management Committee meetings which occur monthly during the university terms. Current students have been consulted by student representatives to the Child and Family Psychology Management Committee, and directly by programme staff, and have been positive about the proposed changes. Perceived advantages by the 2022 cohort of intern psychologists included:

- more time for students to consolidate new knowledge and skills, particularly for younger students and those with limited practical experience prior to entering the PGDipChFamPsyc
- the ability to spread the academic workload out over a longer time, allowing for a greater focus on acquiring clinical skills during the internship year
- having more study breaks, particularly from 4th year into the first year of the PGDipChFamPsyc resulting in less stress and more ability to plan for those who have other commitments such as work or family
- more time to undertake the masters thesis over two years part-time, meaning that more ambitious projects will be feasible, rather than a more pragmatic focus on meeting the completion deadline
- having a Pukemanu centre placement as a first clinical experience for all students, where 'gold-standard' and thorough practice provides a strong foundation for later placements
- the opportunity to work part-time while training, easing the financial pressure, especially given there are no postgraduate student allowances

Perceived potential disadvantages include:

- an increase in academic fees – both for part-time masters completed concurrently, and the extra course points
- the extra time being a drawback for some people, such as those who are switching careers into Psychology so may be older and sacrificing income in order to study
- the relative advantage of Child and Family Psychology over Clinical Psychology, of less time to graduation, will be lost.

Few current students will be affected by the transitional arrangement. Those who may be, will be contacted individually and their options discussed with them.

Graduates: Our graduates have been consulted about their experience of the PGDipChFamPsyc and about their wishes regarding scopes of practice. In May 2021, an online survey was distributed to 130 graduates of the PGDipChFamPsych. Sixty graduates responded to the survey questions which included both quantitative and qualitative items. Among the 60 responders were graduates from student cohorts dating back to 2005, with over half of the respondents having graduated within the past five years. Quantitative responses indicated that most students (all but one) felt their training was sufficient (or more) to prepare them for real-world practice, but qualitative responses showed that many graduates would have liked more

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Major changes to an existing qualification teaching and practice on interventions. Several comments were also made about the intense and challenging nature of the PGDipChFamPsyc.

Staff: Prior to the formal planning process, staff have been informally discussing the need for a programme restructure within the programme management committee for several years. The proposed strategic restructure was formally devised by programme staff teaching within the PGDipChFamPsyc through a series of special planning meetings (17th Nov 2020; 28th Feb 2022; 14th March 2022) as well as in sessions set aside during monthly programme management committee meetings. As such, the proposed changes reflect a consensus achieved through lengthy internal discussions.

Coordinator 4th year programme (Part 1 CFPY masters): Dr Cara Swit met with Michael Tarren-Sweeney (programme director) and Karyn France on 31st March 2022 to discuss the PGDipChFamPsyc restructure and flow-on effects to the Part One Masters. Dr Swit saw the need for changes to the post-graduate PGDipChFamPsyc and for the curriculum review of the Part 1 Masters courses towards further changes in the Masters to be submitted in round one next year.

CFPY thesis coordinator: Professor Lianne Woodward was consulted in her capacity as the Child and Family Psychology Masters thesis coordinator, with respect to potential impact on thesis students who are concurrently enrolled in the PGDipChFamPsyc. The main implication for such students is that they would complete their Masters thesis half-time over two years, rather than full-time. Professor Woodward supported the proposed changes and offered to assist with its implementation (see email correspondence).

Executive Dean and Associate Dean, Faculty of Health: Michael Tarren-Sweeney (programme director) and Karyn France introduced the proposed changes to the PGDipChFamPsyc in a meeting with the Executive Dean (A/Prof Cathy Andrew) and Associate Dean (A/Prof Sarah-Kate Millar) of the Faculty of Health on the 23rd March 2022. Michael outlined the proposal's rationale, covering the need to reduce pressures on students and staff, application to the Psychologists Board for Clinical Scope of practice, the need for a curriculum review across the PGDipChFamPsyc and open-entry Masters degree, and opportunities for closer collaboration with Psychology (in the limited entry programmes, and open-entry postgraduate courses). Whilst staff have planned to restructure the overall CFPY programme in two CUAP rounds (the PGDipChFamPsyc in the present round, followed by revised Masters courses in the following round), the Executive Dean advised us that we should present a combined business case for the overall restructure, bearing in mind that the projected additional income and costs for the overall restructure should be examined together. Notwithstanding the need to examine the financial business case, the Executive Dean otherwise supported the rationale and strategic direction of the proposed restructure, including opportunities to work more closely with the Psychology department.

Advisory committee members: The programme director formally presented the structural challenges confronting the programme to the programme Advisory committee in November 2020, as well as several restructuring models being considered by programme staff. All members of the Advisory committee accepted that the present PGDipChFamPsyc's structural problems required resolution. They also all pledged to continue employing our graduates and to provide internships and placements at current levels, regardless of structural changes. The DHB representative supports the additional year's increase in preparation of interns and the clinical nature of the changes. Other employers are happy with the level of training our graduates receive but recognise the burden of stress on placement and intern students

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Major changes to an existing qualification stemming from our current structure. All Advisory committee members support moves towards our graduates having an appropriate scope of practice.

Academic Programme reviews: The 2014 and the most recent 2019 Academic Review of the PGDipChFamPsyc made several recommendations that the present proposals seek to address. These are: 2014: Recommendation/comment

1. *CFPY 501 be discontinued in its present form as a summer school course and alternative ways of delivering its key content be investigated*
2. The panel also commented: *The Panel emphasises the value and necessity to the Programme of the research component of the 1st Professional Year, ... (earthquake related comments)...and that there are enduring systemic difficulties due to the workload in the 1st Professional year.*

2019: Recommendations:

1. *That student workload at the 5th year not be increased and all practicable steps be taken to reduce it.*
2. *That student workload be compared with other similar programmes elsewhere.*
3. *That the programme reconsider the timing of intervention training relative to internships.*

Kaiārahi Health: Michael Tarren-Sweeney (programme director) and Karyn France met with Kaiārahi Health, Mel Tainui, to discuss the restructure. She supported the proposed changes to the PGDipChFamPsyc, and their rationale. Mel stated that she is also concerned about recruitment and retention of Māori students into undergraduate Psychology, to ensure a viable pathway to the PGDipChFamPsyc for Māori students. We discussed bringing information about the Child and Family Psychology programme and the career opportunities it offers into Paiheretia te muka tangata- the UC Māori mentoring and leadership programme, at least to ākonga Māori enrolled in first year Psychology.

Head of the School of Psychology Speech and Hearing: Michael Tarren-Sweeney (programme director) and Karyn France met with Professor Don Hines (Head of SPSH) on 31st March 2022. Discussion covered the restructure of the PGDipChFamPsyc in line with the structure of the Clinical Psychology programme; the proposal to work with the NZPB regarding a new scope of practice; and forming a closer working relationship with relevant staff in the Psychology Department. We also discussed the possibility of changing the Part 1 Masters courses to 15 point courses (they are mostly 30 point courses) and adding them to the Psychology Schedule and reciprocating with some Psychology courses. The curriculum review will address both of these options. Don accepted the reasoning behind the restructure, had nominated, himself, the idea of sharing courses and was extremely open to a closer working relationship between the School and the Child and Family Psychology Programme.

Director of the UC Clinical Psychology programme: Programme staff met with Dr Sarah Christofferson, Clinical Psychology programme director, on the 14th March 2022. Programme staff outlined the proposed restructure of the PGDipChFamPsyc, which largely mirrors the UC PGDipClinPsyc structure. Programme staff used the meeting to learn lessons from the Clinical Psychology programme's experience, such as how to manage poorly performing students, progression through the three years, and processes for course and final diploma exam failures. The discussion was extremely helpful with respect to some of the finer details that need to be decided on for the revised regulations. The meeting also discussed the potential for co-

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Major changes to an existing qualification teaching across the two diplomas once their structures are aligned. Dr Christofferson has provided additional advice and assistance since that meeting.

Acting Executive Dean of the Faculty of Science, Professor Janet Carter:

Michael Tarren-Sweeney (programme director) and Karyn France met with Professor Janet Carter, acting Executive Dean of the Faculty of Science, on the 6th April 2022. Janet was also formerly Dean of the College of Science, and Director of the UC Clinical Psychology programme. Janet fully understood and supported the proposed changes to the PGDipChFamPsys, and welcomes the idea of a closer association between the Child and Family Psychology, and Clinical Psychology programmes.

5a. Treaty of Waitangi

Graduates from the Child and Family Psychology programme serve Whānau across the population of Aotearoa. Theoretical models taught within the PGDipChFamPsys align with models of health from within te ao Māori and sit alongside explicit teaching and learning for culturally responsive and responsible practice within Aotearoa's unique bicultural setting. Recruitment of Māori and Pasifika students is a high priority. We are actively working towards developing a group of leaders within the profession who are reflective of our population in Aotearoa and were commended as early as our 2014 Academic review for *the ethnic diversity of our students*.

The number of Māori students enrolled in the limited entry PGDipChFamPsys has increased in recent years, averaging 10% of students since 2018. Our biggest challenge is recruitment because too few Māori students meet the undergraduate requirements needed to enrol in the open entry Masters degree. This problem was the focus of discussions with Mel Tainui Kaiārahi for the Faculty of Health. UC's rates of Māori undertaking higher education at levels necessary for entry to the PGDipChFamPsys is lower than ideal, reflecting the effects of bias and colonisation within mainstream education systems. Addressing this inequity is a key goal for UC and is essential for meeting our obligations under te Tiriti. While staff teaching into postgraduate courses cannot overturn this, all teaching staff are committed to reviewing and improving their own teaching practice to ensure that all ākonga Māori are given the best possible support to successfully apply for and complete the qualification

Te Rautaki Māori (p. 10) calls for programmes of study that are "accessible, flexible and future-focused". Establishing a clear part-time route through the PGDipChFamPsys, and adequate time to meet the requirements will increase its flexibility and the programme's visibility to a more diverse group of students, including whānau juggling work and employment pressures.

Māori health and wellbeing are a key area of focus within the PGDipChFamPsys. There is considerable emphasis on bicultural and Kaupapa Māori theory and applications within bicultural settings. Recognised models such as Te Whare Tapa Whā and the Meihana model are taught by Māori staff who are experienced in both their foundations and application. One of our bicultural lecturers is a registered graduate of the PGDipChFamPsys; accreditation reviews have praised the bicultural input; and the PGDipChFamPsys has readily passed assessment for teaching bicultural competencies prescribed by the NZPB. The report of the programme Academic review, 2019 stated: *There were consistent reports that there is a good level of bicultural training and that the students, interns and alumni have the foundations on which to work effectively with our Māori population* and the 2021 Accreditation panel report said: *Bicultural advisors into*

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the programme advised that they found staff “fully involved” and “on board” with supporting bicultural components.

The programme has regular consultation with Mel Tainui, Kaiārahi Health, to support the Kā Waimaero | Ngāi Tahu Centre, Office of Treaty Partnership.

5b. Pasifika

The programme is keen to recruit more Pasifika students and develop their leadership abilities within mental health and within Psychology as a profession. Recruitment of Pasifika students into the registration-track PGDipChFamPsysc is a high priority. We have two Pasifika students currently enrolled in the PGDipChFamPsysc and 3% of our graduates are Pasifika (nationwide, rates are less than 1%, whereas the Pasifika population is estimated to be 7.5%). For child psychology within Aotearoa/NZ this is absolutely essential – there is a very serious under-representation, with only 34 practising Pasifika psychologists out of the 2,745 registered psychologists in 2019.² One of our Pasifika graduates successfully gained an HRC Pasifika summer scholarship while studying in the programme. Again, our biggest challenge is recruitment because too few such students meet the undergraduate requirements needed to enrol in the diploma’s pre-requisite Masters foundation coursework. [We see the main barrier being at the point of undergraduate Psychology training.](#)

We welcome the UC Pasifika implementation plan 2019-2023 with its emphasis on numerous ways to attract, grow and retain Pasifika leaders from their first contact with study at UC.

Director of Pacific Development, Te Waka Pākākano, Pauline Luafutu-Simpson provided further feedback and advice. Current strategies used within the programme to ensure teaching and learning fits with Pasifika values and culture wherever possible include:

- Taking extra time during orientation for relationship-building, using a full day for internship orientation rather than a half-day as done previously
- Increasing proactive engagement with students, particularly regarding progression within the internship year so early problems and barriers can be identified. This means that appropriate pastoral and/or individualised learning support is provided earlier, optimising chances for students to complete the qualification successfully, on time
- Providing extra tutoring and mentoring sessions – not only in response to student requests, but offering them prospectively
- Cultural contextualisation of teaching and learning, particularly with regard to child-rearing practices that differ across cultures and our student population within Aotearoa/NZ
- Emphasising to students the contribution to family and community that training as a child and family psychologist allows, in line with expressed student motivations
- Including case studies where professionals and/or clients are Pasifika
- Supporting reflective practice, including consideration and integration of own culture and personal values into role of child and family psychologist
- Focusing on genuine relationships between staff and students – for example, each block teaching week during the final training year begins with a ‘reconnect’ time where students’ wellbeing and personal updates are given time and attention, all together as a class
- Including Pasifika experts as guest lecturers wherever possible, to increase visibility of Pasifika as leaders

Further plans for increasing Pasifika participation in our programme include:

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- Collaborating with He Waka Pākācano on existing outreach programmes into Pasifika communities, including speaking with high school students about career pathways for child psychology
- Alongside the Pacific Development team, engaging directly with families regarding the excellent career and leadership opportunities for child and family psychologists, as families heavily influence student choices and prioritise roles that serve the community
- Increase our Pasifika graduates' opportunities to contribute to current student training, while ensuring this relationship is mutually beneficial
- Meet with the Pacific Development experts at UC to identify 'blind spots' within our teaching and learning that may act as barriers to Pasifika student success
- Undertake staff professional development on understanding Pasifika in Aotearoa/NZ and how to best engage Pasifika
- Increasing the visibility of the PGDipChFamPsyc at UC's undergraduate psychology courses, to ensure that all students know that this is a potential study pathway

6. Goals of the Programme

The aim of the PGDipChFamPsyc is to produce graduates eligible to be registered as Psychologists under the Health Practitioner' Competence Assurance Act (2003). These graduates will have grounding in the theory and skills required for work with children and their entire families in all the contexts within which they present for help and support.

The academic content of the award is based on contemporary models of theory and practice including the scientist-practitioner model; evidence-based practice; positive psychologies including bicultural models, positive behaviour interventions, inclusion and ecological models; and current pedagogy for life-span based learning for working with children and families. As teaching advances, students are taught to apply careful clinical reasoning to often very complex situations.

We are proud of the programme's coherence in that curriculum and pedagogy build utilising material taught over a 4-year period from the prescribed Part I Masters courses, through early skills building and application of a core toolbox to more advanced and integrated practice and finally culminating in a real world professional and registered internship assessed and defended in an external oral examination. Applied research is central to the programme with all students completing at least a 120-point Masters thesis in the area of Child and Family Psychology. Several graduates have carried on to PhD study and several have published original research.

The programme has been subject to continuous renewal resulting, culminating in the present proposal to restructure the PGDipChFamPsyc, and the forthcoming restructure of Masters courses (planned for the following CUAP round).

7. Outcome Statement

The aim of the PGDipChFamPsyc is to produce graduates eligible to be registered as Psychologists under the Health Practitioner' Competence Assurance Act (2003). These graduates will have grounding in the

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theory and skills required for work with children and their entire families in all the contexts within which they present for help and support. The academic content of the award will be

- intellectually rigorous
- based on recent international and national theory, research and trends
- evidence- based
- culturally-responsive within Aotearoa’s unique bicultural setting
- reflective of children’s ecology and contexts
- focused on the strengths, resiliencies and protective mechanisms of children and families
- informed by the social and political context of children in Aotearoa New Zealand

8. Graduate Profile and University graduate attributes

N/A not an undergraduate award	See graduate profile below.
UC Graduate Attributes	How is the attribute incorporated?
Critically competent in a core academic discipline of their degree	See below graduate profile attributes #1, #2, #3, #4, #6, #7, #8
Biculturally competent and confident	#4, #5, #6
Employable, innovative and enterprising	#2, #3, #4, #5, #6, #7, #8
Globally aware	#1, #4, #8
Engaged with the community	#1, #2, #3, #4, #5

Graduate profile

Graduates from the PGDipChFamPsyc will have the following attributes:

1. Detailed knowledge of the Child and Family Psychology area and an ability to recognise how to apply this knowledge flexibly and within a variety of contexts.
2. Writing skills ranging from the ability to write for the general public through to the ability to generate evidential and academic reports.
3. Communication skills ranging from the ability to talk to children with disabilities through to the ability to defend evidence in a court of law or to an academic audience.
4. Well-developed cultural competence for working with Māori whānau and tamariki, as well as general competence for working with children and families from diverse cultural backgrounds
5. Collegiality which reflects a realistic view of the professional role of the psychologist and an appreciation of the strengths, contributions and experience of other colleagues. This includes the ability to work in a multi-disciplinary team and to disseminate skills and knowledge to co-workers as diverse as parents, community volunteers, primary care professionals, lawyers and medical staff.
6. Self-reflection and personal accountability.
7. Analytical, critical, synthesis and problem-solving skills.
8. The ability to continue learning as the research-base and standards of practice expand and change throughout their professional lives.

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9. Programme Overview

The accompanying tables set out the current and proposed structures of the Masters and PGDipChFamPsyc. The new structure is scheduled to begin in February 2024 with the final summer school occurring November 2022 - February 2023. The tables show the most common pathways for students who commence and complete a Masters or PhD thesis *concurrently* with the PGDipChFamPsyc. Masters students have to submit their thesis prior to commencing their internship, PhD students have to submit their thesis prior to commencing the second half of a part-time internship. Students can also be selected into the PGDipChFamPsyc after completing their Masters or PhD thesis.

Current Structure			
	PGDipChFamPsyc: 195 points	120-point Masters thesis	<u>OR</u> 360-point PhD thesis
<i>Summer school</i>	<i>Nov-Feb</i> CFPY501, 36 points		
<i>Year 1</i>	<i>Feb-Oct</i> CFPY502, 39 points	<i>March-Feb</i> CFPY690/695, 120 points	<i>March-Feb</i> PSYC790 (full-time)
			Suspend PGDipChFamPsyc for <i>two years</i> to complete remaining 240 points of PhD
<i>Year 2 (internship)</i>	<i>Feb-Feb</i> CFPY503/504/505 120 points	Masters or PhD must be submitted before internship commences	

Proposed Structure			
	PGDipChFamPsyc: 270 points	120-point Masters thesis	<u>OR</u> 360-point PhD thesis
<i>Year 1</i>	<i>Feb-Oct: 75 points</i> (CFPY611, 30 points; CFPY612, 45 points)	<i>March-Feb</i> CFPY690/695 60 points (part- time)	<i>March-Feb</i> PSYC790 (part-time)
<i>Year 2</i>	<i>Feb-Oct: 75 points</i> (CFPY621, 30 points; CFPY622, 45 points)	<i>March-Feb</i> CFPY690/695 60 points (part- time)	<i>March-Feb</i> PSYC790 (part-time)
			Suspend PGDipChFamPsyc for <i>one year</i> to complete 120 points of PhD
<i>Year 3 (Internship)</i>	Full-time Internship <i>Feb-Feb: 120 points</i> (CFPY631, CFPY632, CFPY633) OR Part-time Internship <i>Part A: 60 points</i> (CFPY631, CFPY634) <i>Part B: 60 points</i> (CFPY632, CFPY635)	Masters must be submitted before internship commences PhD must be submitted before commencing second year of part- time internship	<i>March-Feb</i> PSYC790 (part-time)

Eligibility for admission to the programme (including completion of the prescribed Masters coursework) remains unchanged, except that all students will need to have completed an undergraduate Psychology major or equivalent courses (an historical pathway for students who hold a Psychology minor and a

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teaching or education qualification will be closed). Selection for entry to the PGDipChFamPsyc will occur as usual, though selection will be held a month later in line with the Clinical Psychology programme (since selected students will no longer proceed directly to a summer school). The number selected will remain unchanged. Those students who are selected into the programme prior to completing their thesis will finalise a thesis topic ready for part-time enrolment in MA or MSc thesis (CFPY690/CFPY695) in their first PGDipChFamPsyc year from March 1st 2024. This thesis enrolment will be concurrent with enrolment in CFPY611 (Academic) and CFPY612 (Practicum and skills) courses. In the second year of the PGDipChFamPsyc, students will continue concurrent enrolment in CFPY690/695 together with CFPY621 (academic) and CFPY622 (two Practica and skills training). Part-time students will complete their first two PGDip years and their thesis studies in separate years. These arrangements do not preclude students from being accepted into the PGDipChFamPsyc after they have completed their Masters or PhD thesis.

Prior to their third (internship) year of the PGDipChFamPsyc, students will: apply for registration as intern psychologists with the NZPB; secure an approved 1500 hour internship; and will either have submitted their Masters thesis or made substantial progress towards completion of their PhD thesis. Full-time students will enrol in CFPY 631, CFPY 632 and CFPY 633 (internship). Part-time students will enrol in CFPY 631 and CFPY 634 (part-time internship) in their first internship year and CFPY 632 and CFPY 635 in their second internship year. The final examination will be held in February at the end of three years (or equivalent) of PGDipChFamPsyc enrolment and successful completion of component courses and the 1500 supervised internship. Once this examination has been passed, students are eligible to apply to the NZPB for registration as a Psychologist in New Zealand.

Students who are unsuccessful in the examination will continue our current practice or reenrolment once in the internship and courses, or partial enrolment which is available at the examiners and Dean's discretion.

PhD students will either enrol in PhD (PSYC 790) conjointly with the first two PGDip years or upgrade to PhD at the end of these years. An additional year of PhD study can occur prior to the commencement of the internship and the part-time internship can run alongside part-time enrolment in the PhD over a final two years. The award cannot be made until the higher degree, either Masters Part 2 (thesis) or PhD has also been awarded.

Transitional arrangements. The final summer school (CFPY 501) will be held November 2022/February 2023. Students who have completed CFPY 501 and CFPY 502 prior to February 2024 will enrol into the internship under the current regulations (CFPY 501/502/503). The current regulations allow 48 months to complete the 2 year PGDip so such students will be allowed to enrol in their internship year using these codes until 2027. Very few students are likely to be affected after 2024. Currently there are 6 students who are potentially affected. They will be contacted and their options discussed with them.

10. Proposed Teaching/Delivery method

A wide range of teaching methods is utilised ranging from formal lectures, through seminars, student presentations, laboratory rehearsal of skills and also formal problem-based learning classes. Practical and academic assessments occur throughout the three years of the PGDipChFamPsyc. Each student will be offered three supervised, practical pre-registration clinical placements, the first (Year one of the PGDipChFamPsyc) in the Child and Family Psychology Clinic (Pukemanu Centre) and the second two (Year 2) in a range of community agencies. In the third year of the PGDipChFamPsyc students register as intern psychologists and undergo a 1500 hour internship mandated by the NZPB. All placements are supported by

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placement supervisors and an associated academic and skills teaching offered by UC staff. The final examination brings in a qualified academic and a registered professional examiner to assess, and hear the candidate's defence of, their internship year's work.

11. Prescriptions for courses

Proposed changes (see table in section 9 above):

The total course weight of the PGDipChFamPsyc will increase from 195 points to 270 points, distributed over three years of full-time study (75, 75 and 120 points respectively), allowing students to complete their Masters thesis over the first two years.

The length of time enrolled in the PGDipChFamPsyc will increase from its current 27 months to three calendar years. The current summer school at the beginning of the PGDipChFamPsyc will no longer be held, with that curriculum moving into the first year of the newly configured award together with a new, additional clinical placement. The two existing clinical placements will move to the second year of the reconfigured PGDipChFamPsyc together with that supporting academic programme. The internship and its supporting academic programme will take place in the third year of the award and culminate in the external oral examination taking place in the February of the final year. This brings the weight, course distribution and length of the PGDipChFamPsyc in line with that of the UC Clinical Psychology Programme's PGDipClinPsyc. The courses will be reconfigured accordingly.

Year 1 (75 points):

CFPY611 Theory and Practice in Child and Family Psychology (30 points)

This course builds on the theory and knowledge of Child and Family Psychology taught in the 4th year courses, with a specific academic focus on preparation for students' upcoming professional work with children and families. Students will develop a comprehensive understanding of the models and theories which shape and define ethical and effective work as a psychologist with children and families. They will have the opportunity to bring these together, shaping their emerging identities as child and family psychologists. Through teaching and supported learning activities, students will also develop their professional skills relating to clinical reasoning, diagnosis and formulation, psychological and educational models from Te Ao Māori. Students will demonstrate their knowledge and skills through a written comprehensive assessment report.

CFPY612 Year 1 Practicum and Skills Training (45 points)

This course contains the Child and Family Psychology Year 1 Practicum and an academic programme which supports this practical experience. The practicum component comprises direct experience in psychological practice with children and families in a clinic setting, supervised by registered psychologists. Through teaching and supported learning activities (e.g. Problem-Based Learning), students will develop their understanding and skills in the selection, administration and interpretation of cognitive and other psychometric assessments; common mental health conditions; risk assessment; functional behavioural assessment; diagnosis of mental health conditions; and psychological formulation.

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Year 2 (75 points):

CFPY621 Professional Practice in Child and Family Psychology (30 points)

This course extends the psychological knowledge and skills taught in Year 1, with a particular focus on application to complex presentations in Child and Family Psychology. Students will develop their professional competencies relating to assessment and formulation, including integration of complex information in formulation, and effective and collaborative intervention planning with children and whānau. Students will develop an understanding of how to apply this knowledge and skills across a range of settings and systems relevant to Child and Family Psychology. Assessment includes an Ecological analysis, and a comprehensive exam, in which successful students will demonstrate the breadth of their knowledge and skills relevant to professional practice in Child and Family Psychology. Cultural responsiveness and te Tiriti o Waitangi are integrated into teaching and learning and assessment activities.

CFPY622 Year 2 Practicum and Skills Training (45 points)

The Year 2 practicum course comprises two community-based placements where students work with children and families under the supervision of a registered and experienced psychologist, along with an academic programme that supports this practical experience. Through teaching and learning activities, students will gain further advanced skills relevant to professional practice in Child and Family Psychology, including psychological intervention with parents and children for mental health, behaviour, and developmental needs. Students will develop their competency in the design and delivery of individualised interventions informed by the current evidence-base.

Year 3 Full-time Internship (120 points):

CFPY631 Advanced Professional Practice in Child and Family Psychology: Part A (30 points)

The final year of the PGDipChFamPsych is designed to support the attainment of the core competencies required for practice as a Child and Family Psychologist. Through the three year 3 courses, students will further develop their understanding of advanced and complex psychological assessment, formulation and intervention. This includes the integration and application of a range of psychological models of practice for working with children, youth, their parents/carers and whānau, and other professionals. Students will also engage with culturally responsive and Māori-centred bodies of knowledge across all areas of practice. Students will develop skills of critical and constructive self-reflection, including understanding the role of supervision and continuing professional development. The ethical and professional behaviour of a psychologist will be inherent in all activities in the internship year.

CFPY632 Advanced Professional Practice in Child and Family Psychology: Part B (30 points)

The final year of the PGDipChFamPsych is designed to advance and deepen your practice as a psychologist. Across all three internship year courses, we structure and direct your learning regarding specialist skills and core competencies. You will further develop your understanding of advanced and complex psychological assessment, formulation and intervention. This includes the integration and application of a range of psychological models of practice for working with children, youth, their parents/carers and whānau, and other professionals. You will also engage with culturally responsive and Māori-centred bodies of knowledge across all areas of practice. You will develop skills of critical and constructive self-reflection, including understanding the role of supervision and continuing professional development. The ethical and professional behaviour of a psychologist will be inherent in all activities in the internship year.

ATTACHMENT EIGHT

Major changes to an existing qualification

CFPY633 Supervised Internship – Full-time (60 points)

The internship year includes practice-based learning within internships, enquiry-based and skills-based learning in teaching weeks, and self-study. Upon successful completion of the internship year courses, students should be able to demonstrate the core competencies for psychologists practising within the 'Psychologist' scope of practice, detailed in the New Zealand Psychologists Board Core Competencies for the practice of Psychology in Aotearoa New Zealand. Students will also develop advanced, specialist skills and knowledge related to psychological practice with children, adolescents and families. These core competencies pertain to:

- Discipline, Knowledge, Scholarship and Research
- Diversity, Culture, and Te Tiriti o Waitangi
- Professional, Legal, and Ethical Practice
- Framing, Measuring, and Planning
- Intervention and Service Implementation
- Communication
- Professional and Community Relations, Consultation, Collaboration
- Reflective Practice
- Supervision

OR

Year 3 Part-time Internship (60 points):

CFPY631 Advanced Professional Practice in Child and Family Psychology: Part A (30 points)

See description above.

CFPY634 Supervised Internship – Part-time A (30 points)

The part-time internship year includes practice-based learning within internships, enquiry-based and skills-based learning in teaching weeks, and self-study. Upon successful completion of the internship year courses, students will demonstrate the core competencies for psychologists practising within the 'Psychologist' scope of practice, detailed in the New Zealand Psychologists Board Core Competencies for the practice of Psychology in Aotearoa New Zealand. Students will also develop advanced, specialist skills and knowledge related to psychological practice with children, adolescents and families. These core competencies pertain to:

- Discipline, Knowledge, Scholarship and Research
- Diversity, Culture, and Te Tiriti o Waitangi
- Professional, Legal, and Ethical Practice
- Framing, Measuring, and Planning
- Intervention and Service Implementation
- Communication
- Professional and Community Relations, Consultation, Collaboration
- Reflective Practice
- Supervision

Year 4 Part-time Internship (60 points):

CFPY632 Advanced Professional Practice in Child and Family Psychology: Part B (30 points)

See description above.

CFPY635 Supervised Internship – Part-time B (30 points)

See CFPY634 description above.

Major changes to an existing qualification

12. Assessment and moderation procedures

The existing assessments will be retained and assigned to the following courses:

- CFPY611: Reflection paper; clinical reasoning exercise; second semester comprehensive report and formulation
- CFPY612: Objective Structured Clinical Examination (OSCE) to include psychometric testing, child and family interviewing, ethical scenario
- CFPY621: Ecological analysis; comprehensive written and oral exam; 2 x comprehensive assessment reports and formulations (1 from each placement); clinical reasoning case-presentation
- CFPY622; 2 x Observed Psychological Skills (AV recordings); Triple P accreditation
- CFPY631: Evidence-based practice assignment; Practice-based evidence assignment; clinical reasoning case-presentations
- CFPY632: Comprehensive case report; 2 x Observed Psychological Skills (AV recordings)
- CFPY633/634/635: Professional Development Plan; Portfolio submission; Diploma Exam

All existing assessment has been reviewed and endorsed by the New Zealand Psychologist Board’s accreditation team in 2021. The final diploma examination is run by two external examiners, one of whom is a senior academic working in a NZ Psychology training programme, and the other being a senior psychologist working in the field. Students cannot proceed to Psychologist Registration until they have passed this externally moderated examination and demonstrated the core competencies required for Psychological practice in New Zealand.

13. Resources

Complete the following as a statement of UC’s ability to offer the programme at a high level of quality

Availability of appropriate expertise	The proposed restructure would require additional clinical educator and clinic psychologist staff. A business case for additional staff has been proposed to the Executive Dean, Faculty of Health
Physical facilities including specialist teaching rooms	With the exception of staff and student office space, the programme has a very well-designed teaching clinic, the ‘Pukemanu Centre’, located on level 2 of the Rehua building. The clinic has a shortage of office space, with interns and students needing to be seated in the therapy observation rooms, while clinic psychologists including the clinic director share an open plan office.
Equipment	The programme holds a small psychometric test and therapy manual library in the Pukemanu Centre. The programme budget includes an annual allowance for test, manual and book purchases.

ATTACHMENT EIGHT

Major changes to an existing qualification

Library resources	The university's journal and e-book collection is sufficient to support the programme
Access to practical and clinical experience	The proposed restructure will increase the number of pre-internship placements from 2 to 3. Our clinical educators will need to develop additional student placements in Christchurch and elsewhere in New Zealand. We anticipate that most students will need to complete at least one 4-week block placement outside of Christchurch.
Strengths in related disciplines	The proposed structure of the PGDipChFamPsyc aligns it more closely to the UC PGDipClinPsyc programme, which presents opportunities for closer collaboration and co-teaching with the Psychology, Speech and Hearing school.

14. Plans for monitoring programme

Teaching quality of the PGDipChFamPsyc will be monitored using our usual methods of teaching surveys and focus groups. Student representatives sit on the Management committee and the Advisory committee and will take part in the forthcoming curriculum review. The programme is extensively reviewed with NZPB accreditation reviews alternating with academic programme reviews.

15. Review of the programme

The PGDipChFamPsyc is subject to both academic and Psychologist Board accreditation reviews. An academic review of the PGDipChFamPsyc was completed in 2019 and is due again in 2024. These restructures will also be subject to a graduating year review in 2028. An accreditation review was completed in 2022.

16. Financial Information including predicted student numbers

The proposed restructure runs parallel with the programme applying to the NZ Psychologists Board for accreditation for Clinical Scope (with some restrictions on adult clinical work). This would qualify the PGDipChFamPsyc as a Clinical Psychology training programme, which provides for V3 SAC funding. Based on the present 10-student annual intake, increasing the PGDipChFamPsyc from 195 to 270 points, as well as increasing SAC funding from C3 to V3, generates an additional \$200,981 annual fees income.

Major changes to an existing qualification

17. Proposed new regulations

2022 UC Calendar page number 456-458

Postgraduate Diploma in Child and Family Psychology (PGDipChFamPsyc – 270 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 2024.
- b) This Diploma was first offered in 2001.

2. Variations

In exceptional circumstances the Amo Matua, Te Kaupeka Oranga | Executive Dean of Health or delegate may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification

To qualify for the Postgraduate Diploma in Child and Family Psychology a student must:

- a) be credited with a minimum of 270 points towards the qualification; and
- b) be credited with the courses listed in Schedule C to these regulations

The Diploma cannot be awarded until completion of the master's degrees or PhD referred to in Regulation 4(d).

4. Admission to the qualification

To be admitted to the Postgraduate Diploma in Child and Family Psychology a student must have:

- a) satisfied the Admission Regulations for admission to the University; and
- b) either:
 - i. qualified for a Aotearoa New Zealand bachelor's degree at Level 7, or equivalent, with a major in Psychology; or
 - ii. any relevant bachelor's degree, or equivalent to a New Zealand Graduate Diploma of Arts in Psychology or a Graduate Diploma in Science in Psychology; and
- c) completed a PGDipSci in Child and Family Psychology, or Part 1 of the Masters of Science in Child and Family Psychology, or equivalent as approved by the Amo Matua, Te Kaupeka Oranga | Executive Dean of Health or delegate; and
- d) either:
 - i. be currently enrolled in, or have completed a 120-point Master of Arts in Child and Family Psychology thesis or a Master of Science in Child and Family Psychology thesis, or equivalent; or
 - ii. be currently enrolled in, or have completed a PhD approved by the Amo Matua, Te Kaupeka Oranga | Executive Dean of Health or delegate; and
- e) been approved as a student by the Amo Matua, Te Kaupeka Oranga | Executive Dean of Health or delegate.

5. Subjects

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

6. Time limits

- a) The time limit for this qualification is 60 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 stipulations:

- a) Unless an exemption is granted by the Amo Matua, Te Kaupeka Oranga | Executive Dean of Health or delegate or delegate, a student:
 - i. must pass CFPY611, CFPY612, CFPY621, CFPY622, CFPY631 and CFPY632 on the first attempt
 - ii. may re-enrol in CFPY633, CFPY634 and CFPY635 once, but must pass those courses on the second attempt
- b) The grades awarded for CFPY633, CFPY634 and CFPY635 are determined by the graduating examination result
- c) A student wishing to sit the graduating examination:
 - i. must apply in writing to sit the examination and been approved by the Kaihautū | Programme Director or delegated other
 - ii. may sit the graduating examination a maximum of two times, with a maximum 12-month time interval between the first and second examinations
- d) A student will be withdrawn from the programme if:
 - i. they fail CFPY611 or CFPY612 or CFPY621 or CFPY622 or CFPY631 or CFPY632; or
 - ii. two failures are received in the graduating examination
- e) Special consideration is only applicable with regards to late discontinuation applications.

9. Honours, Distinction and Merit

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

Major changes to an existing qualification

10. Exit and Upgrade Pathways to other Qualifications

- a) There are no advancing qualifications for this Diploma.
- b) If a student does not meet requirements for the Diploma, but has passed 60 points or more, but less than 120 points of courses listed in Schedule C, they can be awarded an unendorsed *Postgraduate Certificate in Health Sciences*.
- c) If a student does not meet requirements for the Diploma but has passed 120 points or more of courses listed in Schedule C, they can be awarded an unendorsed *Postgraduate Diploma in Health Sciences*.

Schedule C: Compulsory Courses for the Postgraduate Diploma in Child and Family

Course Code	Course Title	Pts	2024	Location	P/C/R/RP/EQ
CFPY611	Theory and Practice in Child and Family Psychology	30	W	Campus	P: (i) Enrolled in the limited entry PGDipChFamPsyc (ii) CFPY601, CFPY602, CFPY603, COUN671, HLTH472, and an approved 15-point research methods course, or courses deemed equivalent by the programme director (iii) Completion of, or enrolment in CFPY690 or CFPY695 Child and Family Psychology thesis (or equivalent 120-point Masters thesis) or an approved PhD R: CFPY501, CFPY502
CFPY612	Year 1 Practicum and Skills Training	45	W	Campus	P: (i) Enrolled in the limited entry PGDipChFamPsyc (ii) CFPY601, CFPY602, CFPY603, COUN671, HLTH472, and an approved 15-point research methods course, or courses deemed equivalent by the programme director (iii) Completion of, or concurrent enrolment in CFPY690 or CFPY695 Child and Family Psychology thesis (or equivalent 120-point Masters thesis) or an approved PhD R: CFPY501, CFPY502
CFPY621	Professional Practice in Child and Family Psychology	30	W	Campus	P: CFPY611, CFPY612 R: CFPY501, CFPY502
CFPY622	Year 2 Practicum and Skills Training	45	W	Campus	P: CFPY611, CFPY612 R: CFPY501, CFPY502
CFPY631	Advanced Professional Practice in Child and Family Psychology: Part A	30	FY	Campus	P: CFPY611, CFPY612, CFPY621, CFPY622 R: CFPY503, CFPY504, CFPY505
CFPY632	Advanced Professional Practice in Child and Family Psychology: Part B	30	FY	Campus	P: CFPY611, CFPY612, CFPY621, CFPY622 R: CFPY503, CFPY504, CFPY505
CFPY633	Supervised Internship – Full-time	60	FY	Campus	P: CFPY611, CFPY612, CFPY621, CFPY622 R: CFPY503, CFPY504, CFPY505
CFPY634	Supervised Internship – Part-time, Part A	30	FY	Campus	P: CFPY611, CFPY612, CFPY621, CFPY622 R: CFPY503, CFPY504, CFPY505
CFPY635	Supervised Internship – Part-time, Part B	30	FY	Campus	P: CFPY611, CFPY612, CFPY621, CFPY622, CFPY634 R: CFPY503, CFPY504, CFPY505

Psychology

TEMPLATE 1
NEW QUALIFICATION/SUBJECT COVER PAGE
2021

Details

Title of qualification(s)	Certificate in New Zealand Foundation Studies		
Year of introduction	2023		
Department or School	AAC		
Faculty	Academic Board		
Contact person	Gareth Morgan	Phone number	93351

Status of proposal

Early Warning submitted including PVC approval	N/A
New Academic offering costing	
Date of Board of Studies or College approval	N/A

Executive summary

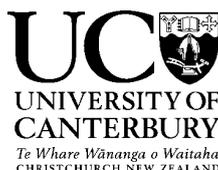
This proposal is to introduce a 120-point Certificate in New Zealand Foundation Studies which is a qualification that will be delivered with a partner institution overseas as part of UC's transnational education (TNE) strategic initiative. This proposal is part of a wider proposal, sponsored by Education New Zealand (ENZ), to attract students to all Universities in New Zealand. As part of this wider proposal, students would study a foundation programme and/or a first year of an undergraduate degree in-country before they transfer to New Zealand for further in-person study at any of the New Zealand's eight universities.

The proposed Certificate in New Zealand Foundation Studies aims to prepare students for study at any University in New Zealand with specific preparation for degrees in Engineering, Sciences and Business. The foundation consists of core academic English and communication courses, along with electives that can be chosen to complement their proposed degree pathway.

Students who have completed part of a NZQF Level 3 qualification (or equivalent) may obtain recognition of prior learning and are required to pass 60 points in order to be awarded the Certificate.

The curriculum is New Zealand focussed and will contain New Zealand examples and bicultural content.

The use of "New Zealand" in the qualification title is unusual, as it is a reserved word under CUAP Handbook 14.4 b – however the use of the term is seen as desirable by ENZ and has had a favourable assessment by NZQA on its use in this situation.



University of Canterbury Certificate in New Zealand Foundation Studies

Template 1.

(CUAP criterion 6.1.1 Qualification New)

SECTION A

1. Purpose of the proposal

To Introduce a NZQF Level 4 Certificate in New Zealand Foundation Studies for preparing international students who do not meet university entrance requirements.

2. Justification

This foundation programme will initially be offered overseas as part of a partnership arrangement with Education New Zealand (ENZ) and international partner organisation(s) with the aim to recover and diversify international student numbers for all New Zealand Universities. The foundation programme supports the Internationalisation objectives, in particular:

- Develop UC's global partnerships, particularly in the Asia-Pacific region, to support research and teaching excellence
- Expand the University's educational services to students living offshore through a portfolio of Transnational Education (TNE) and online educational offerings
- Expand the nationalities and cultures represented in our student body
- Promote the understanding of Aotearoa New Zealand's place in the world and cultural distinctiveness, including Māori as Tangata Whenua and our responsibilities to Pacific Nations.

The proposed foundation programme will be delivered in study centre(s) in target markets. The successful completion of the certificate will allow students to qualify for entry to a New Zealand Bachelor's degree.

The Certificate is designed to be delivered in TNE agreement in any country. The estimated number of students coming through this channel is going to depend on the country and location of the study. The financials and likely benefit would be evaluated on a case-by-case basis to ensure the market and partner are able to deliver a viable programme. Similar programmes are available in New Zealand and are offered in conjunction with overseas partners.

This proposal demonstrates Kotahitanga where UC is working as one and on behalf of New Zealand universities in delivering this qualification on behalf of all New Zealand Universities in this market.

3. Qualification

The qualification meets the definition of a Foundation Certificate by being at NZQF Level 3 or 4 requiring a minimum of 60 points and no more than 120 points.

4. Acceptability of the Programme and Consultation

Consultation has been carried out with:

Kia Angitu	Julie Mackey; Kākira Allen; Nicky Blackmore; Alex Neiman; Jane Clucas
Academic processes	Eleri Nugent; Harriet Prendergast; Ross James
DVCA	Catherine Moran
International Office	Monique Van der Veen
Aotahi / Te Waka	
Pākākāno	Mary Boyce; Jeanine Tamati-Elliffe
	Maddy Williams; Liz Brown; Te Maire Tau
UC Online	Mick Grimley; Rachel Montejo; Holley Tran
UCSA	UCSA Vice-President
Academic Development	Erik Brogt
Pasifika	Ashlyna Noa; Pauline Luafutu-Simpson; Jo Togliaso; Pasifika
UC Business School	Russell Wordsworth
Faculty of Engineering	Rua Murray; Conan Fee; Dirk Pons; Moffat Mathews;
School of Chemical and Physical Sciences	Jan Wikaira; Mike Reid
Mathematics	Clemency Montelle; Phillipa Gourdie; Rosie Cameron
Faculty of Science	David Conradson; Richard Hartshorn
Library	John Arnold
University of Otago	Garry Chronican
Lincoln University	Megan Clayton

5a. Treaty of Waitangi

The two primary kaupapa where this proposal will contribute to Te Raukati Māori 2020 are:

- Mātauranga | Education
- Kanohi o Te Whare Wānanga o Waitaha | Physical and Virtual Environment

The programme proposed will have a distinct New Zealand emphasis in its curriculum and therefore bicultural confidence and competence (BICC) will be infused through the courses. BICC will be particularly emphasised in the courses TRNS021 Introduction to Physical Sciences, TRNS022 Introduction to Marketing and Management and TRNS025 Academic writing for Aotearoa New Zealand by providing a Māori perspective on these major areas of study.

The physical space used for teaching this programme will be furnished to provide a unique New Zealand education experience which will incorporate Māori designs and values. Work on this space will be developed in conjunction with representatives from Te Waka Pākākāno.

5b. Pasifika

ATTACHMENT NINE

The proposal does not directly address the elements in the Pasifika Strategy which is more focused on improving outcomes for Pasifika students, while this proposal is focused on outcomes for international students. The proposal indirectly contributes to the strategy through the development of New Zealand learning spaces that are being developed at the centre, which may incorporate some Pasifika elements and the content in some courses may contain examples from the Pacific.

6. Goals of the Programme

The goal of the Certificate in New Zealand Foundation Studies is to provide the knowledge and skill for students to meet the university entrance requirements to New Zealand universities, while also providing them with academic and cultural skills required to succeed at studying in New Zealand.

7. Outcome Statement

Graduates of the Certificate in New Zealand Foundation Studies will be prepared to enter and undertake undergraduate study in a New Zealand university. They will have a base knowledge in two or more subject areas, have an appreciation of New Zealand’s cultural context, and be sufficiently competent in academic English in order to be successful.

8. Graduate Profile and University graduate attributes

UC Graduate Attributes	How is the attribute incorporated?
Critically competent in a core academic discipline of their degree	Elective courses will enable a foundation in a subject that will later allow the development of critical competence in a discipline. This programme creates pathways into Business, Science and Engineering that covers relevant content and skills to prepare students for first year study in an English medium.
Biculturally competent and confident	<p>Introduced in this certificate. The core course content and examples will introduce students to the bicultural nature of New Zealand within a global context. Primarily this will be introduced and developed through the core language and academic skill development courses.</p> <p>In TRNS024 resources and reading material will include basic key concepts in Tikanga Māori, which includes some reflections on current practices (local, place based). These will be incorporated into the as resources to develop listening and reading skills.</p> <p>In TRNS025 a 50-hour module is dedicated to developing critical thinking about Te Tiriti o Waitangi within Aotearoa New Zealand history (National). Students will reflect on their selves</p>

ATTACHMENT NINE

	(Self) in relation to Māori norms and knowledge, and how their own history of colonialism compares to Aotearoa (National and International).
Employable, innovative and enterprising	Where possible, students will be exposed to real life situations of how knowledge / theory has been used and adapted to a variety of situations.
Globally aware	The Certificate is designed for international students receiving offshore delivery, with an emphasis on preparing them for study and living in New Zealand. By its nature, the programme of study will expand students' global awareness, preparing them to further develop this attribute in their degree level study.
Engaged with the community	There is little opportunity to develop this attribute because students are offshore and not in New Zealand to engage with communities.

A Graduate of the Certificate in Foundation Studies will have:

- the ability to successfully undertake 100-level New Zealand university study
- appreciation of the ethical, social and cross-cultural issues relevant to the disciplines
- proficiency in the use of Academic English
- an appreciation of the cultural environment of New Zealand

9. Programme Overview

The Certificate in Foundation Studies comprises two compulsory courses:

TRNS024: English Language for Academic Study

TRNS025: Academic Writing for Aotearoa New Zealand

In the First Term students take 3 courses/55 points:

TRNS024: English Language for Academic Study (20 points)
--

One of:

TRNS021: An introduction to Physical Sciences (20 points)

TRNS022: The Foundations of Marketing and Management (20 points)
--

One of:

TRNS007: Preparatory Mathematics (15 points)
--

TRNS009: An introduction to Statistics and Probability (15 points)
--

In the Second Term, students take 4 courses (65 points):

TRNS025: Academic writing for Aotearoa New Zealand
--

And three of the following courses:

ATTACHMENT NINE

TRNS006: Chemistry: An Introduction to Atoms, Bonding and Reactions (15 points)
TRNS007: Preparatory Mathematics (15 points)
TRNS008: Fundamental Physics (15 points)
TRNS009: An Introduction to Statistics and Probability (15 points)
TRNS010: Digital Data: An exploration of the use and pervasiveness of data in a digitised society (15 points)
TRNS011: An Introduction to Business (15 points)
TRNS017: Mathematics with Calculus (15 points)

A fast-track option for students who receive RPL of 55 points based on their previous academic history, will comprise a minimum of 65 points from the second term courses, and must include TRNS025.

10. Proposed Teaching/Delivery method

Face-to-face delivery is expected to be delivered by our partner institution in-country. Resources for teaching will be provided by UC as will any virtual resources.

11. Prescriptions for courses

New Courses:

TRNS021 An Introduction to Physical Sciences

20 Points

0.167 EFTS

An introduction to the scope and methodology of the sciences, and to the attitudes, concepts and knowledge needed for tertiary study in Science and Engineering.

TRNS022 The Foundations of Marketing and Management

20 Points

0.167 EFTS

This is an introductory course for international students to understand the scope and context of marketing and management in business. The course introduces students to key concepts in marketing and strategic management and analyses how they have been applied in global businesses.

TRNS024 English Language for Academic study

20 Points

0.167 EFTS

The English Language and vocabulary skills necessary for university life and academic study in New Zealand, including academic writing, summarising, lecture note taking skills, class discussion, assignment production and communication.

TRNS025 Academic Writing for Aotearoa New Zealand

20 Points

0.167 EFTS

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Academic reading, writing, speaking and listening skills used in the processing of academic knowledge and the preparation of assessments. The course covers the academic essay, reports, tutorial discussion, active listening skills, tutorial discussion, presentations, and the use of relevant writing software applications.

Existing courses available from the CUP Schedule

TRNS006 Chemistry: An introduction to atoms, bonding, and reactions

15 points

0.125 EFTS

This course is designed to provide students with a basic understanding of chemical principles and the language of chemistry in order to better describe the properties and reactions of elements and compounds. Laboratory sessions will allow students to apply their knowledge and develop their practical skills. Students will be introduced to key chemical principles as they study a range of chemical reactions, including precipitation reaction, oxidation-reduction reactions, acid-base reactions, equilibrium reactions and some simple organic reactions, throughout the course. Key chemical principles covered include: atomic structure, chemical bonding, Bronsted-Lowry theory of acids and bases, Lewis Diagrams, molecular shape, energy and enthalpy in chemistry, Le Chatelier's principle, qualitative and quantitative analysis and the mole concept. As this is an introductory course it has been designed to allow for students with little or no background in chemistry. However, students with a weak chemistry background will find the course challenging and will need to spend more time studying in their own time.

TRNS007 Preparatory Mathematics

15 points

0.125 EFTS

In this course, students will develop basic skills in algebra, including the application of algebra to the physical sciences and commerce. Students will also be introduced to some basic concepts in trigonometry and calculus. The course aims to build students' confidence and the mathematical knowledge and skills necessary for success in MATH101: Methods of Mathematics and/or TRNS017 Mathematics with Calculus

TRNS008 Fundamental Physics

15 points

0.125 EFTS

The course covers basic concepts in the areas of Mechanics, Electricity, and Magnetism, preparing students for 100-level Physical Science courses. The course provides experience in theoretical and practical Physics, develops relevant practical and reporting skills, and helps students develop the skills and attitudes necessary for successful problem solving, investigation, and enquiry in Physics. The course will help students develop an appreciation of Physics as a human activity with applications and technological developments relevant to the lives of everyday people.

TRNS009 An Introduction to Statistics and Probability

15 points

0.125 EFTS

The course will begin with an introduction to basic numeracy and algebra. Statistics will be covered at an entry level, introducing an understanding of what statistics is, what is data and an introduction in how to collect, analyse, present, interpret and use data appropriately. Key subject areas that will also be covered

ATTACHMENT NINE

include discrete and continuous random variables and probability. This is an introductory statistics course suitable for students with no prior knowledge or experience of statistics.

TRNS 010 Digital Data: An exploration of the use and pervasiveness of data in a digitised society

15 points

0.125 EFTS

In this course, students will learn what data is and how it is used. It covers what it means for information to be stored, transferred, interpreted and processed by machines. It considers data critically as it makes preliminary exploration of how data is collected through devices and applications, to inform business decisions, government priorities, and scientific discoveries. Students learn to use and analyse data and to report and present their findings.

TRNS011 An Introduction to Business

15 points

0.125 EFTS

This course explores the fundamental principles and concepts of accounting and economics through simulated business examples. Students learn to estimate the value and the current state of the business and consider factors that affect growth opportunities, costs, risks, and prices. Students will be required to interpret information, situations, problems, decisions, and do equations that they are likely to encounter in the commercial sector.

TRNS017 Mathematics with Calculus

15 points

0.125 EFTS

In this course, students will strengthen their algebra skills while developing their skills in trigonometry and calculus. The course provides opportunities for students to set up mathematical models to solve problems. The mathematics in this course has applications in the areas of engineering, science, and commerce. The course aims to build students' confidence and the mathematical knowledge and skills for success in EMTH118 and MATH102.

12. Assessment and moderation procedures

Assessment will be via Assignment, Tests and Examinations

Assessments will either be provided by UC or moderated by UC. Marking will be moderated by UC staff.

Teaching quality will be monitored via feedback from students, and onsite observations.

13. Resources

Availability of appropriate expertise	This will be assessed at the time agreements are being negotiated and will be subject to approval of the CUAP international Committee.
Physical facilities including specialist teaching rooms	This will be assessed at the time agreements are being negotiated and will be subject to approval of the CUAP international Committee.
Equipment	This will be assessed at the time agreements are being negotiated and will be subject to approval of the CUAP international Committee.

ATTACHMENT NINE

Library resources	This will be assessed at the time agreements are being negotiated and will be subject to approval of the CUAP international Committee.
Access to practical and clinical experience	Not applicable for this programme
Strengths in related disciplines	This will be assessed at the time agreements are being negotiated and will be subject to approval of the CUAP international Committee.

14. Plans for monitoring programme

- Teaching resources will be provided by UC to the partner institution. UC's learning management system (AKO | Learn) or UC Online will be used for these courses and UC will have the ability to monitor the material provided and results for students as courses progress.
- Teaching quality will be monitored using UC's standard teaching surveys and course reviews. Issues identified will be followed up by the Joint Management Committee.
- Performance of the students in the programme will be monitored at examiners meetings, which will involve a representative(s) from UC's Transition programmes

15. Review of the programme

The Certificate will have a Graduating year review in 2026 and then a five-yearly review after that. This review will adhere to the usual review process for qualifications.

16. Statement re Section B

Section B has been prepared.

17. For New Qualifications

1. EFTS value

1.0 EFTS

2. Statement regarding funding

Course will be disaggregated and funded at pre-university level rates.

3. Information about the Agreement

An agreement with any partner will be drafted and approval will be sought from the CUAP International Committee before any delivery takes place.

18. Proposed new regulations

2021 UC Calendar page number 617

Certificate in New Zealand Foundation Studies (CertNZFounStudies – 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 Certificate was first offered in 2023.

2. Variations

In exceptional circumstances the Tumu Tuarua Akoranga | Deputy Vice-Chancellor Academic or delegate 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 New Zealand Foundation Studies a student must:

- (a) be credited with a minimum of 120 points towards the qualification; and
- (b) be credited with 20 points from Schedule C Group 1 to these regulations, 20 points from Schedule E Group 1 to these regulations, and 15 points from Schedule E Group 2; and
- (c) Be credited with 20 points from Schedule C Group 2 to these regulations and 45 points from Schedule E Group 3.

4. Admission to the qualification

To be admitted to the Certificate in New Zealand Foundation Studies, a student must:

- (a) qualify with
 - i. NCEA level 2 with 12 credits in each of 3 UE approved subjects; or
 - ii. A minimum of five passes in the CIE O Levels with a pass in Mathematics; or
 - iii. Been admitted with Academic Equivalent Standing as the holder of a similar entrance qualification; and
- (b) demonstrate competency in English by:
 - i. Meeting the English language competency requirements as outlined in Regulation 5 of the Admission Regulations; or
 - ii. Achieving a credit pass in CIE Ordinary Level English; or
 - iii. Achieving a minimum IELTS score of 5.5 with no band lower than 5.0 ; or
 - iv. Achieving an equivalent result using an alternative approved English language test; and
- (c) Be approved by the Programme Manager.
- (d) To be considered for advance standing a student must be qualified with:
 - i. NCEA:
 - a. ten NZQA approved credits in Level 1 Numeracy
 - b. ten NZQA approved credits in Level 2 Literacy (five credits in reading, five credits in writing)
 - c. 14 Credits at level 3 in at least one UE approved subject or equivalent.
 - ii. CIE:
 - a. A or AS level entrance requirement: at least 60 points on the NZ Tariff and a minimum grade of D in each of at least one subject equivalent to those on the UE approved list.
 - b. Numeracy requirement: either
 - I. a D grade or better in IGCSE or GCSE mathematics; or
 - II. Any mathematics pass at AS level or better.
 - c. Meeting the English language competency requirements as outlined in Regulation 5 of the Admission Regulations.

5. Subjects

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

6. Time limits

The time limit for this qualification is 24 months.

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

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

- (a) Transfers of Credit, not exceeding 30 points are permitted.
- (b) In cases where a student is admitted under clause 4(d), the student will be credited with up to 55 points as described in clause 3 (b) as recognition of prior learning.

8. Progression

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

- (a) This qualification allows students to repeat any course only once.
- (b) A student must obtain permission from the Programme Manager in order to re-enrol.

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 has completed the requirements for the Certificate in University Preparation may apply for admission to undergraduate qualifications of the University.
- (b) There is no exit qualification for this Certificate.

Schedule C Group 1

TRNS024: English Language for Academic Study (20 points)

Schedule C Group 2

TRNS025: Academic writing for Aotearoa New Zealand (20 points)

Schedule E Group 1

TRNS021: An introduction to Physical Sciences (20 points)

TRNS022: An Introduction to Marketing and Management (20 points)

Schedule E Group 2

TRNS007: Preparatory Mathematics (15 points)

TRNS009: An Introduction to Statistics and Probability (15 points)

Schedule E Group 3

TRNS006: Chemistry: An Introduction to Atoms, Bonding and Reactions (15 points)

TRNS008: Fundamental Physics (15 points)

TRNS010: Digital Data: An exploration of the use and pervasiveness of data in a digitised society (15 points)

TRNS011: An Introduction to Business (15 points)

TRNS017: Mathematics with Calculus (15 points)

Motion by the Chancellor for resolution to exclude the public pursuant to s48 of the Local Government Official Information and Meetings Act 1987:

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0 4.1	Minutes of the meeting Confirm minutes of the meeting held on 6 July 2022 - held with the public excluded.	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	Matters arising	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.0 6.1	From the Chancellor Council Work Plan 2022 - Updated	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.2	Proposed Council Meeting Dates 2023	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.3	Honorary Doctorate Nominations	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.0 7.1	From the Vice-Chancellor Vice-Chancellor's Monthly Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.2	Academic Board Minutes 10 June 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.3	Academic Year Dates for 2024 and 2025	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	Council Only Time	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.0 9.1	Digital Screen Campus (DSC) Monthly Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.2	Benefits Realisation Plan	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
10.0 10.1	Facilities Pūtaiao Kōiora Indicative Business Case	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

11.0	Health, Safety & Wellbeing (HSW) HSW Monthly Report		
11.1		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
12.0	Finance 30 June 2022 Monthly Financial Report		
12.1		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
12.2	31 July 2022 Financial Update		
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
12.3	UC Trusts Funds – Eriksens Report		
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
12.4	UC Major Investment Expenditure Report – Q2 2022		
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.0	Information Technology IT Transformation Quarterly Update – Q2 2022		
13.1		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
14.0	UC Futures Programme UC Futures Programme – Post Implementation Review (PIR)		
14.1		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
14.2	UC Futures Programme – Formal Closure		
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
15.0	Other Critic & Conscience of Society & Academic Freedom Policy Review		
15.1		To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
16.0	General Business	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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