COUNCIL
Public Meeting Agenda

Te Kaunihera o Te Whare Wānanga o Waitaha

EMBARGOED UNTIL 10AM WEDNESDAY 2 MARCH 2022

Agenda

DATE   Wednesday 2 March 2022
TIME   11:00am
VENUE   Council Chamber, Matariki

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

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0	Minutes of the meeting held on 2 February 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 from those minutes**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.0	**Chancellor & Pro-Chancellor Elections**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.0 7.1	**From the Chancellor** Council Work Plan 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)
8.0 8.1	**From the Vice-Chancellor** 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)
8.2	Emeritus Professor 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)
9.0 9.1	**Health, Safety & Wellbeing** Executive Committee Meetings	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	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)
9.3	HSW – Other Matters	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	**From the Audit & Risk Committee** Audit & Risk Committee Meeting 21 Feb 2022 Verbal 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)
10.2	Risk Appetite 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)
11.0 11.1	**Finance** 31 December 2021 Consolidated Financial Statements	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)
11.2	28 February 2022 Financial Statements	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)
11.3	Quarterly Report on UC Trust Funds	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)
11.4	Major Investment Expenditure 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)
12.0 12.1	**Information Technology** Quarterly Cyber Security 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)
13.0 13.1	**Strategy & Planning** 2021 Q4 Strategy Implementation 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)
14.0 14.1	**Academic Board** Academic Board Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
15.0 15.1	**Other Items** Committee Membership Extensions	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
15.2	Trust Amalgamation Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
15.3	Project Creative Economy 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)
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.

11. <u>REPORT FROM THE PUBLIC EXCLUDED SESSION</u>

12. <u>GENERAL BUSINESS</u>

13. <u>NEXT MEETING – Wednesday 6 April 2022 at 11.00am</u>

Name (Council members)	Date notified	Person and/or organisation with interest	Nature of interest
Amy ADAMS	2021	Health NZ Establishment Board	Member
	2021	Melanoma NZ	Director
	2021	AMDON Farms Limited	Director and Shareholder
	2021	AMDON Investments Limited	Director and Shareholder
	2021	Montford Trust	Trustee and Beneficiary
	2021	Hampton Downs Trust	Trustee and Beneficiary
	2021	University of Canterbury	Graduate and Mother of enrolled student
	2021	St John	Volunteer Ambulance Officer
Peter BALLANTYNE	2013	Canterbury District Health Board subcommittees	Member Quality, Finance, A&R
	2021	Canterbury Health Care of the Elderly Education Trust	Trustee
	2019	Canterbury Scientific Limited	Shareholder via Hawkins Family Trust
	2012	Deloitte	Consultant
Liz BOND	2019	Tertiary Education Union	Member
	2019	University of Canterbury	Employee
Pierce CROWLEY	2022	University of Canterbury	Student
	2022	UCSA	President
Roger GRAY	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
Warren POH	2020	Christchurch Netball Centre	Board Member
	2017	E&S Hop Holdings Limited	Director
	2021	FAN Advisory Board	Member/Independent advisor
	2018	GHD Limited	Employee
	2018	GHD Limited	Shareholder
	2017	M&W Nominees Limited	Director and Shareholder

	2021	Netsal Sports Centre Limited	Director
	2020	NOSSLO Group Limited	Director
	2017	Ofwarren Limited	Director and Shareholder
	2018	Olsson Fire and Risk New Zealand Ltd	Director and Shareholder
	2020	University of Canterbury	Husband of enrolled student
Cheryl de la REY **(Vice-Chancellor)**	2021	Academic Quality Assurance Board	Board Member
	2020	Assoc of Commonwealth Universities: Academic Quality Agency	Council Member
	2020	New Zealand Qualifications Authority	Board Member
	2019	Universities New Zealand Vice-Chancellors' Committee	Member
	2019	University of Canterbury Foundation	Trustee (Ex-officio)
	2019	University of Canterbury Trust Funds	Vice-Chancellor
Gillian SIMPSON	2019	Anglican Schools Board	Board member
	2019	Canterbury Rugby Football Union	Independent Director
	2019	Christ's College Canterbury	Board member
	2019	Ministry of Education Statutory Services Provider	Independent contractor
	2019	New Zealand Education Scholarship Trust	Trustee
Shayne TE AIKA	2020	Rannerdale Home Care Limited	Director
	2020	Rannerdale War Veterans Home Ltd	Director
	2020	The Karshay Group Ltd	Director and Shareholder
Adela KARDOS **(General Counsel/Registrar)**	2020	University of Canterbury	Employee

COUNCIL
Public Meeting Minutes

Te Kaunihera o Te Whare Wānanga o Waitaha

UC
UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DATE	Wednesday 2 February 2022
TIME	11:00am
VENUE	Council Chamber, Level 6 Matariki
PRESENT	Ms Sue McCormack (Chancellor), Professor Ian Wright (Acting Vice-Chancellor), Ms Amy Adams, Mr Peter Ballantyne, Ms Liz Bond, Mr Pierce Crowley, Professor Jack Heinemann, Ms Keiran Horne, Mr Warren Poh, Ms Gillian Simpson, Mr Shayne Te Aika.
APOLOGIES	Professor Cheryl de la Rey (Vice-Chancellor).
IN ATTENDANCE	Mr Roger Gray (New member effective 1 March 2022) Ms Adela Kardos (General Counsel/Registrar & Council Secretary) Professor Catherine Moran (Deputy Vice-Chancellor (Academic)) Mr Keith Longden (Executive Director Planning, Finance & ITS) Mr Brett Berquist (Assistant Vice-Chancellor Engagement) Ms Lelanie Crous (Administration Team Leader) Mr Grantley Judge (Governance and Compliance Manager)
REGISTER OF INTEREST	The Chancellor requested that the Registrar be advised of any changes to the interests register.
CONFLICTS OF INTEREST	There were no conflicts of interest arising.
MINUTES	Moved: *That the minutes of the meeting held on 24 November 2021 be accepted as a true and accurate record.* Carried
MATTERS ARISING	There were no matters arising.
FROM THE CHANCELLOR	**Chancellor's Meetings** The list of Chancellor's meetings was noted. Moved: *That Council note the report on the Chancellor's meetings.* Carried

Updated Meeting Schedule 2022

The Chancellor advised Council of the updated meeting schedule for 2022.

Moved:
That Council note the updated meeting schedule.

<div align="right">Carried</div>

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.

<div align="right">Carried</div>

FROM THE VICE-CHANCELLOR

Monthly Report

Professor Ian Wright, Acting Vice-Chancellor, highlighted the following items and updates:

- Introduced the new Assistant Vice-Chancellor Engagement, Brett Berquist.
- The Government had provided further advice on the Covid-19 Protection Framework (traffic lights), including the three red light stages. Universities were provided specific guidance on mask wearing and contact tracing. Universities may need to oversee contact tracing at some stage. The University will continue to undertake face-to-face interactions as long as staff and student welfare is maintained.

In discussion it was noted that:

- The University is currently interviewing for a Contact Tracing Manager. There will also be other internal resources diverted to assist with contact tracing, when required.
- In red light phase two, the University may split staff into two teams to assist with business continuity.
- A move to online learning may be required if community Covid cases escalate.

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

<div align="right">Carried</div>

PUBLIC EXCLUDED MEETING

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0	Minutes of the meeting held on 24 November 2021, held with the public excluded.	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	**Matters arising from those minutes**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.0 6.1	**From the Chancellor** Council Work Plan 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i) 7(h)
7.0 7.1 7.2	**From the Vice-Chancellor** Emeritus Professor Nomination Psychology Building Renaming Recommendation	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 free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i) 7(f)(i)
8.0 8.1	**Arbitration Matter** Arbitration Matter	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)
9.0 9.1 9.2 9.3 9.4	**Health, Safety & Wellbeing** Executive Committee Meetings Covid Vaccination Certificate Mandate & Policy HSW Report HSW – Other Matters	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 free and frank expression of opinions by or between or to members or officers or employees of the University. 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 free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i) 7(f)(i) 7(f)(i) 7(f)(i)
10.0 10.1	**Audit, Risk & Insurance** Audit New Zealand – Final Audit Plan for 2022	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)
11.0 11.1	**Finance** 31 December 2021 Consolidated Financial Statements	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)

12.0 12.1	**Information Technology** IT Transformation Quarterly 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)
13.0 13.1	**Other Items** Fraud, Protected Disclosures & Legal Proceedings	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.2	Trust Amalgamation	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.3	Honours & Appointments 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)
13.4	Council Appointments	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)
13.5	Notification of Chancellor and Pro-Chancellor Elections	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
13.6	Plagiarism of Thesis	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)
13.7	Project Creative Economy (PCE) 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)
13.8	Conferment of Qualifications	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	**Academic Board** General Regulation Changes	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	**General Business** Council Member – Conflict of Interest	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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

Carried

RETURN TO PUBLIC MEETING   Council returned to the public meeting at 4:19pm.

GENERAL BUSINESS

The following items were discussed:

- Ms McCormack's term as a ministerial appointee to Council would end on 28 February after serving on Council for nearly 13 years;
- Professor Wright, on behalf of management, thanked the Chancellor for her exemplary leadership of the Council. Many difficult events had occurred during her tenure and her counsel made a significant difference. Her approachability, excellent candour and empathy were truly appreciated.
- Ms Horne and Mr Ballantyne, on behalf of Council, also thanked the Chancellor for her approachability, expert governance, humility and compassion. The Chancellor played a significant role during the earthquake rebuild and other major events. The Chancellor handled these issues in a commendable manner and has left the University in good heart and in a financially robust position.
- The Chancellor thanked Professor Wright, Ms Horne, Mr Ballantyne for their kind words, and thanked the Council, committee chairs and management for their support during her tenure. It was a privileged role which she enjoyed immensely. The Chancellor wished the University all the best for the exciting opportunities ahead.
- Rachel Evans resignation was noted and appreciation was expressed for the work undertaken by her on Council.
- A retirement function would be organised in due course for Ms McCormack and Ms Evans.

NEXT MEETING

The next meeting is scheduled for 11:00am on Wednesday 2 March 2022.

MEETING CLOSED

The public meeting closed at 4:33pm.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Memorandum

Chancellor's Office

Email: chancellor@canterbury.ac.nz

To:	Council Members
From:	Sue McCormack, Chancellor
Date:	22 February 2022
Subject:	**CHANCELLOR'S MEETINGS**

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

- Regular meetings with the General Counsel/ Registrar
- Regular meetings with the Vice-Chancellor
- Attended an Executive Committee meeting
- Attended Chancellor's meeting
- Attended the Chancellor's / Vice-Chancellor's summit
- Attended the Audit and Risk Committee meeting

Sue McCormack
Chancellor

Vice Chancellor's Report to Council

February 2022

Introduction

This month has been dominated by the impact of the rapidly changing national response to the Covid pandemic as the University prepared to commence the 2022 academic year.

Even before the formal start of the academic year, many programmes have already been underway, including Education, Business and Science field trips. For instance, the School of Teacher Education (Faculty of Education) welcomed approximately 500 new to UC students into our teacher education programmes this year (with mihi whakatau on 31 January, 7 February and 14 February) across the early childhood, primary and secondary sectors. We also saw over 2,000 students take part in Summer School and all of that continued while negotiating changes in the national traffic light settings.

Te Pātaka (the student hub) is now successfully established in Puaka-James Hight. It is welcoming students and supporting them to access the various services that they require to make a strong start to their studies in 2022. Feedback from staff and students alike as they visit this new hub has been overwhelmingly positive. As part of Te Pātaka, the new Kaitoko team, under Ariana Johansson's leadership, has been working hard to complete induction activities in preparation for Semester 1. This team of new advisors is providing academic advice and wraparound support to new to UC students.

Many UC teams have been working hard to prepare the University's COVID-19 response in time for the start of the 2022 academic year. This is all the more important given we are anticipating that more than 17,000 students will be back on campus in the next two weeks and then that Omicron will impact through our community.

Knowing that students benefit from as much on-campus engagement as possible when they start their university studies, UC staff are showing significant innovation in adapting to changing circumstances by combining online and in-person delivery modes of learning and teaching.

On Friday, 18 February 2022 UC held Herea tō waka | Orientation Day Introduction session, an informative day designed to welcome new-to-UC students and their whānau to UC and introduce them to their programmes of study. This year was the first year this event was delivered in both hybrid format with attendees having the ability to attend session both in person or watch them live online. At total of 700 students, parents and whānau joined us on campus with a further 800 attendees watching online. Post event, students also have the ability to watch the sessions on demand at any time via the Orientation Day website.

UC continues to follow public health guidelines in the way it operates, giving priority to protecting both staff and student wellbeing as much as possible. Since moving to the Red setting, and getting further clarification on the three traffic light phases and what they mean for the tertiary sector, Aotearoa New Zealand universities have been receiving regular Tertiary Education Commission (TEC) guidance on mask wearing and their responsibilities for contact tracing of staff and students

on campus. The move to Phase 2 with the Red Light setting continuing places greater responsibility on individual institutions in determining how they respond to evolving situations.

Professor Catherine Moran is working with the Academic Liaison Group and the Executive Deans to implement flexible delivery modes while following the public health measures, such as mask wearing and vaccination, as well as TEC guidance. Each faculty is focused on flexibility in delivering its teaching programme, acknowledging that at times our staff and students will need to work remotely.

Executive Director of People, Culture and Campus Life Paul O'Flaherty has been working with the People, Culture and Campus Life and Te Waka Pākākano teams to:

- establish a new staff and student contact tracing team that is coordinated with TEC and the Ministry of Health
- initiate a process of updated business continuity planning across the University, including procedures for isolation
- coordinate with student halls on their response planning
- procure masks and Rapid Antigen Tests (RATs)
- plan for ongoing support from the Health Centre, Student Care team and Recreation Centre

With regard to post-graduate students, the Post Graduate Research Office has been messaging students to prepare for potential COVID-19 disruptions by way of making contingency plans with their supervisors regarding accessing facilities, materials, research participants and equipment that may not be easily accessed if further restrictions are put in place.

Engagement

Professor Bronwyn Hayward has been awarded the Environment and Supreme winner awards in the Westpac Woman of Influence awards, announced on 10 February. Professor Hayward was nominated to celebrate key women of influence at UC. A UC Connect public lecture has also been scheduled on *'What does the new IPCC climate report mean for our cities?',* presented by Professor Hayward.

Associate Professors Cheryl Brown and Kathryn MacCallum, School of Educational Studies and Leadership, are taking part in a national campaign by Tourism New Zealand to promote Christchurch and New Zealand as a place to convene international conferences. Last year they successfully bid to host the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) conference in December 2023 at Te Pae. Associate Professors Brown and MacCallum were also interviewed by the *Kia Ora* magazine for a feature article in March about this conference bid.

In the last month, UC has hosted and sponsored two important conferences, although ultimately both were run in hybrid mode with online and limited 'on-site' participation. The first was the 2022 New Zealand eResearch Conference, which attracted researchers working at the nexus of information technologies, big data and computational complexity. The conference was opened by Hon Ayesha Verrall as Associate Minister of Research, Science and Innovation. Professor Ian Wright provided introductory remarks on behalf of UC.

The second conference, overlapping with the eResearch conference in its focus on meteorology and oceanographic modelling, was the International Conference on Southern Hemisphere Meteorology and Oceanography. This conference series has been running for around 40 years, variously hosted in New Zealand, Australia and South Africa.

The UC Aerospace Club launched the third of a series of rockets, called *Into the Black*, on 28 February 2022, with the mission aim of reaching space. The launch and flight were both spectacular and safe.

The Faculty of Education is happy to announce that Maraea Turketo started in her role as the Education Partnership Development Manager (EPDM) on 17 January 2022. The EPDM role has been established in direct response to the recommendation in the Partnership Co-Design Group Report 2019 to broker a network of formal partnerships with schools, kura and early childhood education centres. The focus will be on individual organisations in the Canterbury area, regional partnerships and potential partnerships in the South Pacific region.

The Faculty of Engineering held its major outreach event, the Women in Engineering Residential Programme (WiE CAN), in January 2022. This event aims to increase the number of female enrolments in the BE(Hons) programme at UC. The 2022 programme saw 59 year 13 students attend. It featured a range of workshops from each Engineering department, as well as presentations from female engineers, an entrepreneurship challenge hosted by the UC Centre for Entrepreneurship (UCE) team and various social activities.

Professor Sonia Mazey and Adjunct Professor Jeremy Richardson have edited *Policy-making Under Pressure: Rethinking the policy process in Aotearoa New Zealand*, a recent publication from Canterbury University Press (CUP). The New Zealand Productivity Commission has invited Sonia and Jeremy to participate in a roundtable on the topic of the book.

In a review of another CUP title, *Ten Acceptable Acts of Arson, and other very short stories* by Jack Cottrell, *Fashion Quarterly* magazine described it as "a collection of really short stories that are bound to leave you wanting more".

The *New Zealand Listener* mentioned five forthcoming CUP titles in its "What to Read in 2022" article: Frankie McMillan's new collection *The Wandering Nature of Us Girls*; *The First Winter at Vanda Station* by Al Riordan and Simon Cutfield; *Ahuahu: A conservation journey in Aotearoa* by Dave Towns; *Sure to Rise: The Edmonds story* by Peter Alsop et al; and Sally Blundell's *Ravenscar House: A biography*.

The project was a collaboration between the PD-PCF Student Research Hub and the European Union (EU) Delegation to New Zealand. The cross-cohort team of students presented their findings to the Ambassador of the EU to New Zealand, Her Excellency Nina Obermaier, and EU Delegation diplomats.

Dr Pascale Hatcher has joined as Associate Investigator with the research network "Mapping Knowledge Gaps in Support for the Office of the Canadian Ombudsman for Responsible Enterprise (CORE)". Funded by the Research Council of Canada (Government of Canada), the network is evaluating the role of independent Ombudsmen in addressing international human rights breaches from Canadian corporations in key sectors, including mining.

Associate Professor Jeremy Moses and postdoctoral fellows Sian Troath and Geoffrey Ford have been active with scholarly and public engagement related to their Marsden-funded project Mapping LAWS (https://mappinglaws.net), in which they are applying digital methods to study the emergence of debates about autonomous weapons (AWS). Specifically:

- the project team – Jeremy, Geoffrey and Sian – authored an article in *The Conversation* on New Zealand's evolving position on AWS, which attracted considerable public interest (over 70,000 reads)
- Jeremy as featured on 1NEWS on New Zealand's position on AWS on 20 December 2021
- the project team released multiple web-based visualisations and blog posts for the public and other scholars in the field.

For their part, Jeremy Moses, Geoffrey Ford and Sian Troath discussed the potential for autonomous drones in warfare at the 2022 New Zealand Political Studies Association online conference.

Education – Accessible, Flexible Future Focussed

As we start 2022, we look forward to offering new degrees and courses. One of these is the Bachelor of Social and Environmental Sustainability, which has four majors to choose from:

- Environmental Policy, Governance and Social Justice
- Indigenous Knowledge and Sustainable Partnerships
- Social Action, Community and Global Development
- Sustainable Business, Enterprise and Economics.

It is pleasing to note that one of the leads of the programme, Dr Pascale Hatcher, was awarded the 2021 UC Arts Award for excellence in teaching.

The new year sees the introduction of more flexible learning offerings, including massive open online courses (MOOCs), micro-credentials and short courses. The second MOOC in the Organisational Psychology Micro Masters series has been released on 'recruiting and selecting the right person'. The five courses in the Micro Masters series offer a deeper understanding of people at work and how organisations can get the best out of them. The first course, Performance and Motivation at Work, was delivered by Professor Katharina Naswall and Dr Fleur Pawsey and attracted 1,214 enrolments.

A substantial contribution to new short courses has come from Executive Education, a new partnership with the Marketing Association, which has expanded UC Business School's short course offerings to 50 courses scheduled for 2022. We expect that a number of new products will be introduced into the portfolio.

Lisa Jones joined the Executive Education team in January 2022 and brings a great deal of experience in professional capability development event management.

Another highlight of 2022 is the range of initiatives that has been put in place to support outreach and academic success of UC students. Complementing the well-established Te Pātaka | Student Services Hub, the new Peer Assistant Learning Sessions programme (PALS) has been trialled. Evaluative results show PALS had positive impacts for those students who participated last year. As a result, in 2022 we will be widening the programme to large courses in three of the major degrees – BA, BCom and BSc. The programme will be delivered to four courses in Semester 1 and probably three courses in Semester 2. We are developing an online version of PALS to support students who may be affected by COVID-19.

Analytics for Course Engagement (ACE) will expand to all students taking undergraduate courses. The 100-level students will be triaged by advisors in Te Pākata while 200- to 400-level students will be supported by faculty-level processes.

Several students also have the opportunity to get involved outside the classroom. The Mechanical Engineering Department, led by Bill Mohs, is sponsoring a student-led team competing in the United States Department of Energy's Soar Decathlon. This competition challenges entrants to design a Net Zero Energy building, with the aim of improving the energy efficiency and sustainability of buildings. The UC team has chosen to compete in the retrofit residential category and is currently working to redesign a local house here in Christchurch.

Research – Impact on a Changing World

Research across the University has continued apace over the summer break with considerable work on preparation of funding proposals and the announcement of new funded projects.

UC Senior Lecturer in Music Performance, percussionist Dr Justin DeHart, will commission five new works for solo percussion from five prominent composers, thanks to a $74,000 Creative New Zealand Arts grant.

Professor Renwick Dobson and Associate Professor Matthew Stott from the School of Biological Sciences were awarded funding in the 2021 Lottery Health Equipment Fund. Renwick received $100,000 to support the School's purchase of a Beckman Optima Analytical Ultracentrifuge. Matthew received $70,980 towards a Beckman Coulter CytoFLEX SRT (Blue) laser upgrade and Aerosol Evacuation System, which he will use in his work to generate evidence to improve uptake and equity in maternal immunisation. Professor Jim Briskie has received funding from Zespri Group for his research project "Understanding Bird Impacts on an Orchard".

In October 2021 UC was awarded a five-year $5.2 million MBIE-funded research programme, titled "A New Electromagnetic Imaging Method for Advanced Food Process Optimisation". Our EPECentre is leading the project, which has Dr Bill Hefferman as the Principal Investigator and is a collaboration between UC, University of Auckland and Lincoln Agritech. Contracts for this research are currently being executed.

EPECentre has just secured a one-year action-based research project related to transition engineering. Funded by industry (Swire), the project is titled "Evaluating the Opportunity to Engineer Transition to a Low Carbon Freight Transport System in New Zealand, Phase 1: Baseline of direct tank to wheel transport Greenhouse Gas emission for key commodities and modes". The multidisciplinary project will be delivered in collaboration with UC's Maths and Statistics and Geography departments as well as with Professor Susan Krumdieck at the Heriot-Watt University in the United Kingdom.

Three EPECentre scholarships have been secured via the MBIE Strategic Science Investment Fund. These support the Future Architecture of the Network project led by UC as well as Māori participants in the Energy Academy event Lumo – Energy Reimagined.

A 15-month specialist consulting and research project run by EPECentre in conjunction with Sun Cable an Australian company registered in Singapore, concluded in November 2021. The project aimed to address the feasibility and challenges associated with integrating a giga solar farm within a weak grid and extraction of power via a 4200km high voltage direct current cable from Australia to Singapore. The cable connection would be seven times longer than any connection installed to date, and would traverse harsh and diverse environments along the way. The key focus of the concluding piece of work undertaken by EPECentre was to assess the feasibility to locate faults through on-line measurements at the converter terminal.

Jessica Stone, an MSc Part II student in the Marine Ecology Research Group, was awarded a Postgraduate Scholarship from Te Papa Atawhai | Department of Conservation for her project "The Demographics of Early Life Histories of Marine Taonga Species around Kaikōura, New Zealand". Her research will focus on the early life stages of pāua and bull kelp, which are species of great cultural and ecological value. Her experimental work involves testing the interactions of habitat characteristics, juvenile survival and growth in post-earthquake recovery around Kaikōura. The research will also involve experimental restoration of populations. The scholarship has a value of $15,000.

Successful recipients from the School of Biological Sciences 2021 round of the Brian Mason Scientific & Technical Trust were:

- Research Associate Michael Hickford – "The Effects of Whitebaiting on Freshwater Fish Assemblages"
- Associate Professor Pieter Pelser – "Conservation Genomics of the Nationally Endangered Canterbury Endemic *Veronica armstrongii*"
- Professor Ian Dickie – "A Slime Mould of Our Own: Developing an Aotearoa NZ teaching and research resource"
- Senior Lecturer Claudia Meisrimler and Associate Professor Volker Nock (Faculty of Engineering) – "Multiplexing Plant Physiological Research Using a Novel Bi-directional Dual-flow-RootChip Platform"
- Senior Tutor Helen Warburton – "Early Warning Signs of Community Collapse in Drying Streams".

UC's internal Vision Mātauranga Research Fund has been launched and closes in mid-March. Its goal is to increase Māori researchers' capacity and experience in applying for government funding in the future.

Research outputs continue to be published. Professor Philip Schluter and former PhD student Dr Johnny Bourke have reported wide inequalities in how disabled people are disproportionately affected by disasters. Professor Natalia Chaban is co-editor of and a major contributor over a number of papers to a Special Issue of *European Foreign Affairs Review*, which provides an extensive analysis of and reflection on external perceptions of the European Union.

Professor Bronwyn Hayward was a co-author of a *Nature* commentary that highlighted the current state and proposed actions of increasing gender diversity in Intergovernmental Panel on Climate Change (IPCC) processes.

Newly enrolled doctoral numbers continue rebound from pre-COVID-19 levels, which is an excellent signal given the difficulties associated with the border closure. Currently, UC has around 80 extramural doctoral students, and expanding this group will be a priority for UC as the sector learns more about the easing of border restrictions during 2022 and brings the sector-wide cohort of 5,000 tertiary students to New Zealand as recently signalled by the Government.

For Herea tō Waka | O Day, engagement efforts have moved online as much as possible. With the Library's O-Day stall cancelled, a series of Kahoot quizzes provided an induction to Library services. These was promoted via social media and prizes were provided for quiz winners in the form of hoodies and treats. Library staff are busy supporting academics preparing for teaching, including by

identifying and purchasing appropriate information resources. Staff are also busy designing and creating their online and face-to-face teaching for the start of term.

The following are viewing statistics for Open Access titles published by CUP:

- *Rape Myths as Barriers to Fair Trial Process: Comparing adult rape trials with those in the Aotearoa Sexual Violence Court Pilot* (2020) brought 66 total visits to UC's research repository page this month. Top country views: New Zealand, Australia, United States, United Kingdom, Canada.
- *Ngā Kōrero a Mohi Ruatapu: The writings of Mohi Ruatapu* (CUP, 1993; OA facsimile digital edition 2020) brought 39 total visits to UC's research repository page this month. Top country views: New Zealand, United States, United Kingdom, China, Germany.
- *Ngā Kōrero a Pita Kāpiti: The teachings of Pita Kāpiti* (CUP, 1997; OA facsimile digital edition 2020) brought 22 total visits to UC's research repository page this month. Top country views: New Zealand, United States, Canada, United Kingdom, Germany.

People – Nurturing Staff, Thriving Students

As detailed at the start of this report, most of our efforts with and for staff so far in 2022 have been in planning and preparation for the advent of COVID-19, with a focus on health and safety and business continuity.

Nevertheless, we have been able to celebrate over the summer, the achievements and efforts of our staff in a range of areas.

The Faculty of Science 2021 awards winners were announced as follows:

- Emerging Researcher Award, Senior Lecturer Sarah Flanagan of the School of Biological Sciences
- Innovation in Teaching Award, Postdoctoral Fellow Rodrigo Martinez Gazoni of the School Physical and Chemical Sciences
- Excellence in Research Linkages Award, Professor Brett Robinson of the School of Physical and Chemical Sciences, working in collaboration with Environmental Science and Research (ESR)
- Kaupapa Māori / Bicultural Competence and Confidence Teaching Award, Senior Lecturer Phoebe Macrae of the School of Psychology, Speech and Hearing
- Health and Safety Champion Award, Chemical Compliance Technician Tom Davison of the School of Biological Sciences
- Outstanding General Staff Award, Senior Specialist Technician Stephen Hemmingsen of the School of Physical and Chemical Sciences
- Culture Champion Award, Technician Brigitta Kurenbach of the School of Biological Sciences.

UC has appointed four new Distinguished Professors they are:

- Distinguished Professor Steven Ratuva, was recognised for his global leadership in pioneering interdisciplinary research in a range of fields, including ethnicity, security, politics, affirmation action, development and social protection,

- Distinguished Professor Maggie-Lee Huckabee, the innovating founder of the UC Rose Centre for Stroke Recovery and Research
- Distinguished Professor Michael Hall, a leading international sustainability and tourism researcher, and
- Distinguished Professor Charles Semple, a leading international mathematical modeller for the evolutionary history of species.

The Faculty of Education has welcomed several new staff into the School of Teacher Education. To prepare for the newly approved Ako: Bachelor of Teaching and Learning degree that will have endorsements in Mātauranga Māori, early childhood and primary sectors, two new staff have been hired as lecturers in Mātauranga Māori and the 2022 Teaching Fellow will work in this space. The Faculty has also hired new lecturers in technology Education, Mathematics Education and Science Education, as well as a lecturer in primary education who brings the lived Pasifika experience to her teaching.

The New Ideas Seeding Grant is to support the development of new ideas and innovative, collaborative research within the Faculty of Science that have an obvious pathway to external research income. The successful applicants in 2022 are Senior Lecturer Sarah Flanagan for her research on "Untangling Drivers of Population Decline in a Local Little Blue Penguin Population" and Senior Lecturer Mads Thomsen for his research "Building Climate-resilient and Diverse Marine Forests".

Notable successes in the Faculty of Arts are that:

- Senior Lecturer Pascale Hatcher has become Head of Department of Political Science and International Relations.
- Political Science Lecturer and climate change advocate Professor Bronwyn Hayward has been named the Supreme Winner at the annual Women of Influence awards.

Among Faculty of Health staff successes are:

- Individual Research Excellence Award – Associate Professor Laurie McLay
- Experienced Teacher of the Year Award – Piet Van Hasselt.

The Faculty of Engineering Teaching and Research Awards for 2021 were presented to recipients at a celebration on Wednesday 2 February. Congratulations to the winners: Alex Yip (Established), Paul Docherty (Established), Pram Abhayawardhana (Emerging), Daniel van der Walt (Emerging), Brendon Bradley (Established) and Mehdi Keyvan-Ekbatani (Emerging).

At the New Zealand Mathematics Society (NZMS) micro-colloquium in December 2021, members from the Faculty of Engineering received accolades.

- Two esteemed Faculty members were made Fellows of the NZMS – congratulations to Liz Ackerley and Mike Plank. Fellowship is awarded to members of the NZMS in recognition of their contributions to mathematics and their professional standing in the New Zealand mathematics community.
- Clemency Montelle received the 2021 NZMS Research Award. Her citation reads, "Professor Montelle pursues outstanding research in the field of the history of mathematics, employing the rare combination of fluency in ancient languages and an extensive background in mathematics to uncover hitherto unknown profound and diverse mathematical achievements of our predecessors."

For their Engineering New Zealand fellowships, congratulations to Professor Geoff Chase (Distinguished Fellow) and Professor Mathieu Sellier (Fellow).

Suzi Hall and the team in the Pukemanu Centre have been awarded $150,000 from the Wylie Foundation, via UC Foundation. This funding has been provided over the next three years specifically for work with children and their families on anxiety. Funding is to cover staffing as well as anxiety training via *Fear-Less* Triple P and parent workbooks. Postgraduate students in the Child and Family Psychology programme will benefit from engagement in this work.

2021 Computational Fluid Dynamics graduate Holly Millar made headlines in the *New Zealand Herald* for the continued success of her final-year project. Holly won a scholarship to take part in the UCE Summer Startup programme where she's creating her safe sex prototype.

EPECentre has supported last-minute endeavours of some of the Power Engineering Excellence Trust (PEET) members to secure summer interns (at Edison, PowerCo, Horizon Network, MainPower, EEA) and Engineering graduates (at MainPower, Wellington Electricity, Orion) by advertising vacancies on available platforms for UC students.

Congratulations to final-year Engineering student Jennifer Berry, who has become the only New Zealander and first person from the southern hemisphere to win a prestigious Brooke Owens Fellowship. This fellowship recognises exceptional undergraduate women and other gender minorities with space and aviation internships, senior mentorship and a lifelong professional network.

Internationalisation – Locally Engaged, Globally Networked

New Zealand continues its position as the slowest country to reopen its borders to international students. A fourth and final cohort of 5,000 international students have been announced for Semester 2. This had been in discussion since late last year, but details were not ready at the time of the announcement and have not yet been confirmed. 2019 market share is applied to the current quota to arrive at institutional share. We currently have 405 international students offshore and will ask about their intentions as soon as Government confirms details.

Consultation is underway on Government's proposed revisions to work rights for international students. MBIE's proposal works against calls from other sectors of the government for universities to embrace transnational education (TNE), online, and market diversification. Notably, the Ministry of Education's consultation on what constitutes a high value international student, intended to inform MBIE modelling, has not been finalised.

Visa processing for offshore students will continue to be through the exception (invitation only) process until October. There is significant concern within the sector on Immigration New Zealand's capacity to restaff and deploy a long overdue information system upgrade at the same time as border processing resumes at scale. Any real resumption of the international education sector for New Zealand will not happen before 2023.

Organisational Efficacy – of a sustainable scale by 2030

UC's own Vaccine Reader app went live on 9 February, the weblink was sent out to a small controlled group of 200 students, before being circulated to all UC students on 10 February. A further distribution was sent out to all staff the following Monday. The web app is designed to allow the capture of Vaccination Certificate QR codes, submitted by UC students and staff via a single sign on

(SSO), and to validate these against the Government's vaccine register. Once a QR code is validated, it is disposed of. The data from only the validation process are recorded in UC's data warehouse, where the Business Insights team produces reports and dashboards with up-to-date information on the number of students and staff that have completed the validation process. Further work on administrator functionality will allow authorised staff to manually load staff or student vaccination status via the vaccination portal. This functionality is in the final stages of development and testing.

The cyber programme outlines to be implemented with MFA (Multi-Factor Authentication) progressively being rolled out across the University Service and Academic departments as quickly as possible. Other Digital projects are ramping up as staff resources and procurement processes allow. The new operating model and Digital Services structure will be fully in effect on 1 April as planned.

The annual audit by Audit New Zealand is progressing slower than normal due to the impact of COVID-19 conditions on the audit team but we are still hopeful of a sign-off before 30 April statutory deadline.

Planning is underway to implement a more comprehensive Key Performance Indicator (KPI) system and monitoring process across the main Senior Leadership team portfolios ensuring connections to the top level organisational KPI's already agreed. This system will involve regular monitoring of progress and action plans to ensure we remain on track to achieve the UC Strategic Goals.

The strategic risk register is currently being updated which is important given the rapidly changing environment we are operating in, both COVID-19, border and immigration changes and government policy initiatives.

The Project Creative Economy (PCE) project, now named the Digital Screen Campus Project, has the internal Programme Control Board operating as is the separate Project Control Board for the construction leg of activity. Key positions have now been appointed to resource the work required to progress this project to the next stages of business case for the first phase and to develop key partnerships with Industry and Government.

The equity review response planning co-design process will continue in March 2022, following a resetting process led by Sacha McMeeking, Executive Director Māori, Pacific and Equity, who starts in her new role mid-February 2022.

The current priority of the Kaihautū Taunaki Tangata | Director of Equity is to ensure that equity is designed across the current UC COVID-19 response. This focus recognises the disproportionate negative outcomes the pandemic is having on the most at-risk populations. The Director of Equity is on the UC COVID-19 Business As Usual Steering Group to assist with equity-focused responses across the workstreams.

Environmentally Sustainable

A draft Memorandum of Understanding has been drawn up between Christchurch City Council (CCC) and UC to clarify the role of each agency in managing the Waiutuutu/Okeover Stream (including a box drain along a portion of Ilam fields). The draft is with CCC for approval. We are also working with CCC to advance planned works to daylight this boxed drain for teaching, research, operational and ecological reasons.

A Waste Strategy has been drafted to identify key performance targets. This is intended to help frame interventions and provide new benchmarks for our waste services provider.

Biodiversity improvements will be advanced in 2022 through the employment of a fixed-term Biodiversity Projects Coordinator. This role is currently being advertised.

The procurement plan for the Climate Change Infrastructure Assessment (flagged in the Climate Change Risk Register) is being finalised. We intend to go to market in quarter two to start this work by quarter three.

UC, with Waikato University and the Waikato Wellbeing Project, is developing a proposal for a Sustainable Development Goals (SDG) Declaration roundtable. This online event aims to provide organisations who signed up to the SDG Summit Declaration last year with an opportunity to discuss their progress and any barriers they have met.

Memorandum/Pukapuka

UC
UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND
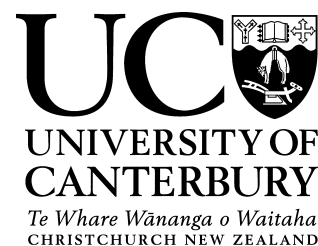
To:	Ki:	University Council
From:	Nā:	Professor Matthew Turnbull, Deputy Chair, Academic Board
Date:	Rā:	16 February 2022
Subject:	Kaupapa:	**Academic Board report**

Recommendations:

1.   that the Council approve the attached new subject proposal: Data Science (DATA) to the degree of Doctor of Philosophy and forward it to CUAP for approval;

2.   that the Council approve the attached Graduating Year Review Reports (GYRs) endorsed by the Academic Board for forwarding to CUAP;

3.   that the Council approve the establishment of a new permanent committee of the Board: the Sustainability Committee;

4.   that the Council notes the attached report of the Academic Board.

Executive Summary:
The Board discussed and approved the CUAP proposal and GYR reports, the proposal to establish a Sustainability Committee and received updates on the Vaccination Policy and plans under the red light setting.
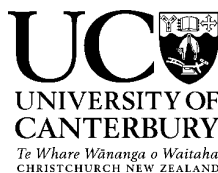
Attachments:
- **CUAP proposal for a new subject Data Science in the PhD**
- **Graduating Year Review Reports**
- **Terms of Reference for the proposed Sustainability Committee**
- **Report from the business of the Board**

Full papers commence overleaf.

Paper Progress:

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

Doctor of Philosophy in Data Science

(CUAP criterion 6.1.2 Subject New)

EXECUTIVE SUMMARY

This proposal aims to introduce a new subject, Data Science (DATA), to the degree of Doctor of Philosophy (PhD).

Data Science is becoming popular at UC, and we now offer a standalone undergraduate degree, the Bachelor of Data Science, with six majors (Bioinformatics, Business Analytics, Computational Linguistics, Data Science, Population Health Data Science, and Spatial Data Science). The undergraduate degree is an attractive option for many students.

For postgraduate students there are options, including the MSc in Data Science, and other sub-PhD programmes in the Bachelor of Data Science subjects. We would like to now offer a pathway to a PhD in Data Science. While there are PhD subjects in related areas, there is nothing specifically with the title Data Science.

A PhD in Data Science will be of interest to our current students, and will be attractive to students from outside UC, and in particular, from overseas. Data Science is considered a very attractive career, with demand for data scientists forecasted to continue to be more than supply for at least the next ten years. We have had many enquiries from potential students about a Data Science PhD and this new subject means we can offer this opportunity. Departments across campus have staff who have the expertise in Data Science and will provide supervision of research students in their subject focus. The PhD will be attractive to Māori and Pacific Data Science students, for example, in using Māori data, and for developing insight into managing natural resources, improving education and health outcomes, and improving economic activity.

The PhD in Data Science addresses many of the aims of the Strategic Vision 2020-2030. The PhD will be an opportunity to support and grow research in response to identified needs, our city's development and the wellbeing of all who live here. Our research will be attractive to international partners, and students. Data Science is a growth area and offering a PhD ensures we are future focussed in our teaching. Our world is becoming more data orientated, and a PhD in Data Science will offer a pathway for research on many of our local and global challenges. The proposed PhD is a new offering where all Colleges (Faculties) are involved, and student involvement in the progamme will encourage collaboration amongst us.

Justification

The proposed PhD in Data Science is aligned with UC's Strategic Vision. Data Science is a growth area, with current demand for graduates with this skillset exceeding supply. Given the increasing use of data-informed decision making this trend is unlikely to change.

The PhD will ensure UC has a strong presence as a research institution for Data Science. We are undertaking Data Science research in departments across campus. In line with whanaungatanga in our Ngā Uara | Our Values, this PhD will be an opportunity to put in place actions that are based on unity, collaboration and connection. The PhD has potential to encourage more cross-disciplinary research given the diversity of

interest and application of Data Science. It also presents an opportunity to develop a new 'kind of researcher', one that is cross-disciplinary and, most importantly, ethically responsible, as a data scientist and a responsible global citizen).

With a specific PhD programme, in the subject Data Science, research students' work may have more impact because the work will be directly associated with Data Science. Currently students are having to enrol in related subjects, and do not have the visibility of Data Science. The new subject will mean we are more likely to attract international students, based on the current demand and student enquiries. International students are asking about a Data Science PhD and we will be able to provide assurance that such a programme exists at UC. A specific programme which increases the visibility of our Data Science research will help with our presence in the community especially with the current interest in the Data Science Christchurch Knowledge Commons.

Programme Overview

The subject, Data Science (DATA) will be added to the regulations (https://www.canterbury.ac.nz/regulations/academic-regulations/phd-36/academic-regulations-doctorate-PhD.pdf). Any student, before enrolling for the degree, must be approved by the Amo Rangahau | Dean of Postgraduate Research (or delegate) as having adequate qualifications, Data Science research experience and the ability to pursue the proposed course.

The Data Science PhD will be a subject area encompassing more than one department. Departments will be responsible for ensuring there is appropriate staff and support for the students. The Amo Rangahau | Dean of Postgraduate Research must be satisfied that appropriate supervision and resources are available before approving a student. Initially Te Kura Pāngarau | School of Mathematics and Statistics will co-ordinate the PhD, having an overall responsibility for the academic process, while individual departments will be responsible for advice to the Amo Rangahau | Dean of Postgraduate Research on approving admission, student supervision, and providing student support. With this oversight role, the School (or later, another department) will be able to help suggest potential supervisors from different departments to facilitate cross-disciplinary research. The subject co-ordinator will facilitate connection and building a PhD student research network, by hosting regular research hui and other opportunities to bring students from the departments together. They will act as the point of contact for any generic enquiries about the PhD, and for within-UC administrative reporting and review.

The current departments that have an identified Data Science subject in the Bachelor of Data Science other than Te Kura Pāngarau | School of Mathematics and Statistics, include Te Kura Pūtaiao Koiora | School of Biological Sciences, Te Kura Umanga | UC Business School, Te Tari Pūhanga Pūmanawa Rorohiko | Computer Science and Software Engineering Department, Te Kura Aronukurangi | School of Earth and Environment, Te Kura Mātai Hauora | School of Health Sciences, and the Department of Linguistics and English Language. This list will expand further as new subjects are approved.

Prescriptions for courses

Add 'Data Science (DATA)' to the list of subjects for the PhD (http://www.canterbury.ac.nz/study/qualifications-and-courses/phds-and-doctoral-degrees/doctor-of-philosophy/).

Proposed new regulations

2022 UC Calendar

https://www.canterbury.ac.nz/regulations/academic-regulations/phd-36/

Add: 'Data Science (DATA)' to the list of subjects for the PhD.

2022 Course Catalogue

Add

DATA790 Data Science PhD

This is an Anytime start occurrence.

TE POARI AKORANGA

ACADEMIC BOARD

UC
UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND
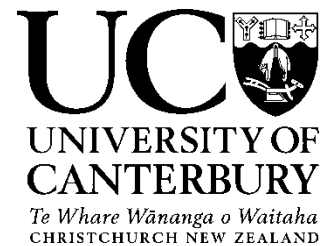
RECOMMENDATIONS TO THE COUNCIL

FROM A MEETING OF THE ACADEMIC BOARD

HELD ON FRIDAY 13 SEPTEMBER 2019

The Board recommends:

That the Council approve the Graduating Year Reports (GYRs) endorsed by the Academic Board for forwarding to CUAP.

The Graduating Year Reviews are the final step in the national quality assurance process undertaken by CUAP for the introduction of new qualifications onto the Qualification Framework from the university sector. The reviews occur within three years of the first graduating cohort. The reviews and the review process are presented to CUAP and peer reviewed by individual universities.

Reviews were undertaken of the following programmes:

From Te Kura Umanga | UC Business School
1.1   Certificate in Commerce
1.2   Business Economics Major in the Bachelor of Commerce
1.3   Graduate Diploma in Commerce
1.4   Postgraduate Certificate in Business

From Te Kaupeka Toi Tangata | Faculty of Arts
2.5   Master of International Relations and Diplomacy
2.6   Masters of Māori and Indigenous Leadership (MMIL)/Postgraduate Certificate in   Māori and Indigenous Leadership
2.7   Master of Policy and Governance
2.8   Master of Strategic Communication
2.9   Bachelor of Arts/Graduate Diploma in Arts - English Language

From Te Kaupeka Pūtaiao | Faculty of Science
2.10   Master of Urban Resilience and Renewal (MURR)
2.11   Master of Spatial Analysis in Public Health (MSAPH)
2.12   Master of Financial Engineering (MFEng)/BSc (Hons) and BSc in Financial   Engineering

From Te Kaupeka Oranga | Faculty of Health
2.13   Master of Health Sciences Professional Practice (180pt unendorsed) (Nursing) (Health and Community)/ Master of Health Sciences (240pt) (Nursing) (Health and Community)/ Postgraduate Diploma in Health Sciences (120pt) (Health and Community)
2.14   Master of Sport Science / Postgraduate Diploma in Sport Science / Postgraduate Certificate in Sport Science

<!-- University of Canterbury logo -->

Graduating Year Review 2021

DETAILS	

Current Year	2021
Name of Programme	Certificate in Commerce (CertCom)
Original proposal identifier (Academic Quality will provide)	07 UC/16 CertCom
Name of independent GYR convenor	Pascale Hatcher (Arts)
Names of other panel members and positions held	• Associate Prof. Travis Horton (College of Science) • Prof. Colleen Mills (Department of Management, Marketing and Entrepreneurship) • Ryan Thomson (UCSA Commerce representative)

1. PROGRAMME STATEMENT

(a) Description:

- Introduced in 2017;
- A minimum of 60 points comprised of four 15-point courses at any level taken from the Bachelor of Commerce (BCom) schedule.

(b) Purpose:

Goals: The original proposal states that the goals were to attract several different types of students:

1. Allow a more manageable goal for studying Commerce for students who would find it difficult to commit to a three-year full-time programme.
2. Allow students to extend their study in a particular area of Commerce

Whether/How these goals been achieved:

Based on the available data, the panel members of the GYR committee finds the CertCom meets its goals and that there is ample evidence that the Certificate has sizeable advantages for students, as detailed in Section 3 of this report.

1

(c) Changes:

These, as stated in the self-review Report are changes to the regulations that came into force from 1 January 2018:

- Section 2 'Variations' added: In exceptional circumstances the Dean of Business may approve a personal programme of study which does not conform to these regulations.
- Section 4 'Admission to the qualification' removes requirement for programme of study to be approved by Dean of Commerce.
- Section 6 'Time limits' updated from within four years to: The time limit for this qualification is 48 months.
- Section 10 'Pathways to other qualifications' replaces old Section 5 'Transfer to Bachelor of Commerce', adds the option for students to have CertCom subsumed with Dean approval if they decide to enrol in the BCom.

2. REVIEW PROCESSES

Account of Review Processes:

a) **A brief overview of GYR processes as they are applied in the university:**

GYRs are undertaken to assure CUAP that programmes are meeting both their original objectives and an acceptable standard of delivery. They are normally undertaken within 3 years of the graduation of the first cohort of students.

b) **Provide a brief account of the GYR processes that have been applied to this specific programme:**

- On 20 July, the Chair of the Committee has met with Dr Wordsworth who, as Dean of Business has *de facto* oversight of the CertCom. Dr Wordsworth detailed the structure of the certificate, its rational and his own thoughts on the degree.
- On 10 August, the Panel members were asked to read all the documents provided by Dr Wordsworth and to be prepared to share their initial thoughts on the CertCom at the first Panel meeting. The documents available to the Panel members were:

    - Original CUAP proposal
    - Original CUAP feedback - Peer Review Comments
    - Original CUAP proposal (section B and Cal Form)
    - GYR Self review Report written by Dr Wordsworth

- On 23 August the Panel members met (online due to Covid-19 lockdown) and discussed their initial thoughts on the CertCom as well as the way forward. The Committee decided that it would not collect additional data and would rely on the data provided during the Chair and Dr Wordsworth's meeting (20 July) and the self-review report. This decision was made based upon the Panel's unanimous acknowledgment that the CertCom's benefits are evident with the available data.
- As agreed by the Panel members on 23 August, the Chair circulated an initial draft of the report to the Panel members and several Emails were exchanged to confirm the final content of the report.

3. REVIEW OUTCOMES

(a) Acceptability

The stated learning objective of the certificate is for students to be critically competent in a core academic discipline, in this case, for students to have a broad understanding of the key domains of commerce. There is evidence that most CertCom students do take BCom courses across the key domains of Commerce (see Table 1). Table 1 shows that while Management (42) attracts the most students, Marketing (30), Accounting (25), Information Systems (15) and Economics (13) are also important for the Certificate. Likewise, students have taken courses through all levels (from 100-to 300-level).

2

The Panel members unanimously agree that despite relatively low student numbers, the CertCom clearly meets its goals of:

a) Offering an alternative pathway for students wishing to study Commerce but would find it difficult to commit to a three-year full-time programme;

b) Allow students to extend their study in a particular area of Commerce.

The Panel members also emphasise that the Certificate is much less intimidating than a degree course and so acts as a programme that eases students into academic study on their own terms – students can set their own pace. As such, the CertCom has proven attractive to a wide range of students, including a relatively large number of Māori and Pasifika students (8 students out of 43 enrolled students).

The Program is further valuable given that it comes at no added costs, resources nor reputational risks for the School.

Table 1. Compilation of the numbers of courses taken by CertCom students according to disciplines (all years)	
Discipline	**Enrolment**
Accounting	25
Business	1
Computer Science	3
Economics	13
Finance	9
Information Systems	15
Management	42
Marketing	30
Mathematics	2
Political science	1
Statistics	7
Total	**148**

(b) Assessment procedures and student performance

In light of its nature, the CertCom does not have specific assessments other than the ones already embedded within existing BCom courses. The Panel members find this to be a valid assessment practice given that most CertCom have taken courses within the BCom and that, as pointed out in the self-review report, it would be difficult and time-consuming to isolate CertCom student-specific comments - note that many students appear to take out the qualification at the time of graduating from their degree.

All BCom courses are thoroughly assessed in line with UC Assessment Policy and Guidelines, Departmental Assessment Policies and Guidelines and the policies set out in the UC Business School handbook, combining:

- Individual tests and exams;
- Individual written essays and assignments;
- Group and individual projects/reports;
- Group and individual presentations.

According to Dr Wordsworth who, as Dean of Business has *de facto* oversight of the Program, the overall achievements of students enrolled in the programme appear to be consistent with that of other BCom students – see below for further analysis of student performance in light of the objectives of the degree.

(c) Data

The Predicted student numbers listed in the original CUAP proposal were 10-20 EFTS per year. With an average EFTS of 6.4 per year, the CertCom falls short of its enrolment objectives and out of 49 enrolled students, 20 have completed the program (see Table 2). However, despite such numbers, the Committee members reiterate that the CertCom remains valuable as it remains attractive to a wide range of students, including to a relatively large number of Māori and Pasifika students; offers a range of specific purposes for students; and altogether, the CertCom comes at no added costs, resources nor reputational risks for the Business School.

The Panel members agree with the self-review report that it is important that the relatively low numbers behind the Program must be analysed in greater details as these numbers hide a complex array of decisions on the part of students:

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- The analysis of the numbers of enrolled students has to take into account the fact that, in light of the very nature of the Program, students often complete the CertCom without having actually enrolled in it. This implies that the numbers could be higher than the ones listed in Table 2.
- Low completions rate may reflect a positive outcome of the program as some students who initially enrolled in the CertCom transfer into the BCom or another programme. As observed by Dr Wordsworth who, as Dean of Business has de facto oversight of the CertCom: "This in fact is a positive outcome and aligns with the goal of the programme […]".
- Data provided in the self-review report clearly shows that the CertCom is being used by students for its intended goals – for instance, students having completed the Program to extend their study in commerce; as an alternative to completing a three-year, full-time programme; to gain recognition for commerce courses they had taken while doing another degree.
- It is further worth noting that several students who did not complete the CertCom have nonetheless benefited from the qualification, for instance as a base to transfer into other bachelor degrees, or to take additional papers in commerce (after having obtained a Bachelor in Commerce);
- The Certificate makes commerce courses more accessible for all students and, as highlighted in the self-review report, is unique in providing "a pathway to encourage underrepresented groups to pursue some tertiary study and potentially nurture these students towards a full bachelor degree […]". This is a noted success of the Program with a relatively high number of Māori (5) and Pasifika (3) students enrolled in and/or completed CertCom – of which three have pursued graduate studies; one is still enrolled in the CertCom; and another has continued into a Bachelor level qualification.

Table 2. Enrolments and Completions

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2018	12	9	3	4.8	9	8	0
2019	17	10	7	5.9	16	5	2
2020	20	14	5	8.4	19	7	2

(d) Programme evaluations

No specific external reviews have been undertaken for the CertCom.

Recommendations: the data shows that there is demand for the program (from 12 enrolments in 2018 to 20 in 2020) and that it clearly serves its stated objectives. The GYR Committee members conclude that the CertCom, while relatively small, serves very specific purposes that are often highly valuable to the students that enrol. And given that the Certificate comes at no added costs, resources nor reputational risks for the School, there is no doubt that the CertCom remains a great asset for the Business School. If increased enrolments are desired, the panel recommends investment in a stronger marketing campaign that reaches potential students from outside the standard undergraduate School of Business programmes. The qualification also provides the opportunity to reach a new more mature audience - short sharp qualifications are appealing.

(e) Summary Statement

The UC Business School Academic Programmes Committee (APC) received the GYR report on 28/9/2021 and agreed with the report's findings and recommendation that consideration be given to better marketing of CertCom as a standalone qualification. The committee also discussed the possibility of developing an online version of the CertCom utilising the purpose built 100-level online BCom core courses. The GYR was then discussed at the UC Business School Forum on 18/10/2021. No significant feedback was received from the School Forum and the report was approved to be forwarded to AAC. In summary the UC Business School supports the continuation of the CertCom and will work to increase enrolments in the programme.

The Academic Administration Committee considered this GYR on the 8th of November, 2021. The Dean of Business stated that the CertCom is a small qualification supported by existing courses in the BCom and can be used for entrance or exit levels with students able to specialize in four areas. The UC Business School are looking into the possibility of offering the CertCom wholly online. The AAC agreed with the panel recommendations. The next Programme Review is due in 2026.

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Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2021

Current Year	2021
Name of Programme	Business Economics in the Bachelor of Commerce
Original proposal identifier (Academic Quality will provide)	02 UC/14BCOM/1
Name of independent GYR convenor	Professor Alex Tan (POLS, College of Arts)
Names of other panel members and positions held	Associate Prof. Ann-Marie Kennedy (MME, UC Business School); Dr. Mesbahuddin Chowdhury (MME, UC Business School); Mahtab Mahjor (Student representative)

1. PROGRAMME STATEMENT

(a) Description

- The Business Economics program was developed using existing Economics courses, with a special focus on the capstone course ECON310 (Project based course). It also emphasized Finance courses (first and second year) along with the opportunity to include courses from other disciplines (excluding Economics). First and third year courses are essentially the same as the Economics major with a substantial difference in second year courses.
- Course structure: First year courses – ECON104 and ECON 105, FINC101 (recommended). Second year courses – ECON207, ECON208, FIN201, ECON241, 30 points at 200-level or above in Economics or Finance and 45 points at 200-level or above from another business subject (excluding Economics). Third Year courses - ECON310 and three 300-level electives in ECON.

(b) Purpose

- The Business Economics major was set up in 2014 to attract a new group of students who were interested in applying economic thinking in the context of a business and perhaps less interested in the mathematical treatment of Economics than the average Economics majoring students.
- The major was introduced at a time when the Department was struggling financially due to declining student numbers and had had five redundancies and early retirements.
- The purpose of the new major was to attract a new type of a student into the department – the trends in high school enrolments had seen reduced demand for economics and increased demand for business studies - and was aligned with the recommendations of the review of the

- department conducted in 2014.
- The business economics major has attracted 15-20 students each year since its creation although the degree completion peaked in 2018 with 18 students graduating and since experienced a decline with three students completing the degree in 2020. While the total student enrolments in the last three years (2018 to 2020) was 88, it had significantly lower numbers of completion (21).
- In 2021 the programme was temporarily closed to new students due to low enrolment and completion numbers.
- From a student enrolment point of view, the programme has limited achievement of its intended purpose. Based on the self-review report, as well as the panel's interview with relevant staff and students involved in the programme, there is a clear trend that while students may begin their studies with Business Economics, they switch out of the programme due to various reasons, e.g., more restricted course choices in Business Economics, and perceived similarity with the standard economics programme.

(c) Changes

- ECON310 is a project-based course that allows student to apply the theory in practice. This course went through substantial changes over the years from 2015 to 2020.
- In 2015, ECON214 – Data Analytics for Business was introduced as new course at 200-level.

2. REVIEW PROCESSES

Account of Review Processes.

- The GYR process began with the appointment of the panel review committee. The Dean of Business appointed an independent convenor from outside of the business school, two other academic staff from within the business school and a student representative to form the committee. The panel is chaired by independent convenor, Professor Alex Tan (POLS) and the three panel members from the business school are A/Prof Ann-Marie Kennedy, Dr Mesbahuddin Chowdhury, and Mahtab Mahjor as student representative.
- The panel had a first meeting on 11 August 2021 to go over the documents submitted for the GYR review from the Business Economics programme as well as the GYR manual provided by the Dean of Business. At this meeting, the panel identified several individuals from the ECON programme that the panel would like to have individualised interviews to gain more information and insights about the Business Economics programme.
- On 18 August 2021 the panel conducted online interviews (due to the Level 4 lockdown at the time) with Mr Stephen Hickson and A/Prof Laura Meriluoto who are directly involved with the creation and coordinating of the Business Economics major and with Dr Philip Gunby who is undergraduate coordinator for ECON and who teaches into the major but is not directly involved. All interviewed academic staff are from ECON.

3. REVIEW OUTCOMES

(a) Acceptability

- Students who graduated from this programme gave very positive feedback as evident in Self Review Report. The report provided evidence drawn from the Graduate Destination Survey, LinkedIn search, and feedback from two students who graduated recently from this programme.
- The enrolment numbers for the major are a good indication of the challenge to retain students. Students enrolled in Business Economics at the beginning of their university studies tend not to complete the major. From the panel interview, academics point out that students tend to switch out of the major to ECON and/or other business majors. Other than the anecdotal inference that this may be due to the more restricted course choices in the major, and/or because there is no perceived difference between the outcomes of gaining a Business Economics major vs an Economics major (as stated by both academics and students and assumed by employers given the similarity in jobs that graduates of both degrees gain), no hard data was provided to the panel with respect to i) why students actually switch out; and ii) what majors the students switch to.
- One of the rationales for the creation of the major was to address the 'math-phobia' of entering/enrolled students who are opting not to take ECON and for whom the Business Economics major is seen as an alternative with relatively lighter mathematics requirements. However, the panel members were made aware during the panel interviews that since the introduction of the Business Economics major, ECON has also created another majoring track for students with lighter mathematics requirements in addition to the standard ECON major designed for students planning to take postgraduate studies in ECON. While no data was made available to the panel, the panel has inferred that the creation of a second pathway for ECON may have resulted in a direct competition for the same students with Business Economics major.
- Based on the panel interview, besides the main coordinator of the Business Economics major who is a major proponent of the programme, there is not a clear and common understanding amongst the academics of the difference between the Business Economics major and ECON major and what different employment each should lead to for the graduates.
- From the perspective of the students, the student representative on the panel noted that Business Economics suffer from i) more restrictive course choices; ii) high degree of similarity with other double majors but with less flexibility and more mathematics; iii) confusion about the major itself; iv) being seen as less prestigious than the standard ECON major. These reasons are very likely to contribute to why students enrol in the major at the beginning of their university studies but then switch to other majors leaving Business Economics with a very low completion number.
- During the CUAP stage, industrial and professional communities were consulted as per information provided on the self-review. However, there is no continuing involvement of business and industry nor were these groups surveyed as to the ongoing acceptability of the programmes.
- The panel reviewed all key courses of this major (based on the information provided on the university website) to assess whether the major is actually covering all the graduate attributes or not. The panel is of the opinion that one key attribute (i.e. GA 3) is not covered by this major.

(b) Assessment procedures and student performance

- The Business Economics Major covers a wide range of assessment types e.g. quizzes, tutorial assessment, discussion forums, assignments, Bloomberg Market Concepts online course, term test, essays/reports, oral presentations, effort assessment and final exams. Clearly there is a mix of assessments that are useful for student learning.
- Weights of internal assessment ranges from 50 to 100% and final exam 0 to 50%.
- Student's success rate is almost 100% (as there were no fails) in major ECON courses.
- The panel is of the opinion that the assessment procedures and student performance are acceptable.

(c) Data

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals

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2018	29	28	1	24.9	17	13	0
2019	29	29	0	25.8	21	5	0
2020	30	30	0	26.4	17	3	3

- Clearly reduced number of completions is the core problem of this major.
- It also means that students who enrolled in this major switched to other majors to complete their degree. The ease of switching out of the Business Economics major is noted by the panel and is supported by interviews with relevant academics.
- The panel tried to identify the potential reasons for switching to other majors that results in lower completion numbers for the Business Economics major. Based on the interview conducted by the panel and in addition to the points raised in section 3(a) of this panel report, we identified the following as possible reasons:
    1. It is not easy for students to differentiate between Economics and the Business Economics major. There is a higher proportion of overlap between these two majors with the differences of two key courses e.g. ECON310 and ECON214. Though students undertaking an ECON major are allowed to enrol in ECON310 as well, so this is not a unique selling proposition of the Business Economics major. This allows easy switching between these two majors.
    2. Economics has better name recognition than Business Economics, which attracts students easily. Students failed to differentiate these two majors and preferred to choose the Economics major even after enrolling in the Business Economics major.
    3. There is an easy route for students to complete the BCom degree with an Economics major with less math components than in Business Economics. Students who take this lighter math based route to complete their Economics major are not required to complete FINC201 and Econometrics courses. However, these two courses are required for Business Economics students.
    4. For students who are able to complete FINC201, they become motivated to do a double degree with Finance and Economics rather than a Business Economics major. It is clear that flexibility of the program structure allowed students to switch easily to other majors.
- Considering this lower number of completions, the program was not offered in 2021.

(d) Programme evaluations

No formal programme evaluations have been undertaken for this programme.

- The major was never reviewed by any external bodies

(e) Summary Statement

The UC Business School Academic Programmes Committee (APC) received the GYR report on 28/9/2021. Based on the GYR report, APC recommended that the Department of Economics and Finance consider the discontinuation of the BCom major in Business Economics. The GYR was then discussed at the UC Business School Forum on 18/10/2021, where a motion to discontinue the BCom major in Business Economic was unanimously supported and it was agreed that the GYR report be approved to be forwarded to AAC. In summary the UC Business School supports the discontinuation of the BCom major in Business Economics.

The Academic Administration Committee considered this GYR on the 8th of November 2021. The Dean of Business presented information related to the BCom- Business Economics, stating that this was different to the Economics major within BCom that is also in place. He noted that a number of students are enrolling in this programme but they are not completing it and are either switching over to the Economics major or Finance major. The AAC agreed with the recommendations made. The major's removal will align with the school's plan to consolidate majors.

Graduating Year Review 2021

DETAILS	

Current Year	2021
Name of Programme	Graduate Diploma in Commerce (GradDipCom)
Original proposal identifier (Academic Quality will provide)	06 UC/16 GradDipCom
Name of independent GYR convenor	Pascale Hatcher (College of Arts)
Names of other panel members and positions held	• Associate Prof. Travis Horton (College of Science) • Prof. Colleen Mills (Department of Management, Marketing and Entrepreneurship) • Ryan Thomson (UCSA Commerce representative)

1. PROGRAMME STATEMENT

(a) Description:

The degree was introduced in 2017. It requires a minimum of 120 points from courses at 200 or 300 level as specified in Schedule C to the Regulations for the Degree of Bachelor of Commerce. A minimum of 75 of these points must be at 300 level, and a minimum of 60 of those 300 level points must be from a single subject of the diploma.

(b) Purpose:

The goals of the Diploma are allowing students to:

1) Complete the prerequisite for entry to the MCom - if a student who wishes to transfer from a non-commerce degree into a research-based commerce degree (BCom(Hons) or MCom) can avoid having to complete a second degree in commerce by completing the Graduate Diploma.

2) Extend their study in a particular area of Commerce

The overall learning outcome for the GradDipCom is stated as follows: Students will have obtained advanced knowledge in a given area of Commerce which would enable them to pursue a research-based postgraduate qualification in the area.

Whether/How these goals been achieved:

• Goal 1 - Complete the prerequisite for entry to the MCom: It appears that this goal is not being fully achieved, as data shows that many students did not progress from the GradDipCom into Masters level study. Faculty members involved in the GradDip highlighted that despite the relatively low numbers of students who appear to be using the Program for this specific purpose, the GradDipCom remains nonetheless useful to keep the door open for students who seek entry to the MCom.

• Goal 2 - Extend their study in a particular area of Commerce: Faculty members involved with the Grad Dip who participated in the survey agreed that this objective is being met – data shows that out

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of the ten students who graduated with a GradDipCom, nine used the Diploma to extend their study in a particular area of commerce.

See Section 3 of this Report for further details on the GradDipCom's strengths and weaknesses.

(c) Changes: Mention any significant changes that have been made to the programme since approval, including specification of any changes to regulations.

Changes in regulations, which came into force 1 January 2018 were as follow:

- Regulation 2 "Variations" was added to replace old section 5 'Replacement of Prescribed Courses' which required Head of School approval for prescribed course changes. The new regulations require that any variations to the programme structure be approved by the Dean of Business.
- Regulation 6 "Time limits" was updated from 24 months full-time or 48 months part-time to: The time limit for this qualification is 48 months.
- Regulation 8 "Progression" was added and replaces part of old regulation 3 "Structure of the Diploma" which allowed students to repeat or substitute a failed course. The revised regulations state a student will be withdrawn from the Diploma if a course is failed, except in exceptional circumstances and with permission of the Dean of Business.
- Regulation 10 "Pathways to other qualifications" added to include pathways to the BCom or to the CertCom.

2. REVIEW PROCESSES

Account of Review Processes:

a) **A brief overview of GYR processes as they are applied in the university:**

GYRs are undertaken within 3 years of the graduation of the first cohort of students to assure CUAP that programmes are meeting both their original objectives and an acceptable standard of delivery.

b) **A brief account of the GYR processes that have been applied to this specific programme:**

- On 20 July, the Chair of the Committee has met with Dr Wordsworth who, as Dean of Business has *de facto* oversight of the GradDipCom. Dr Wordsworth detailed the structure of the Diploma, its rational and his own thoughts on the degree.
- On 10 August, the Panel members were asked to read all the documents provided by Dr Wordsworth and to be prepared to share their initial thoughts on the GradDipCom at the first Panel meeting. The documents available to the Panel members were:

    - Original CUAP proposal
    - Original CUAP feedback - Peer Review Comments
    - Original CUAP proposal (section B and Cal Form)
    - GYR Self review Report written by Dr Wordsworth

- On 23 August the Panel members met (online due to Covid-19 lockdown) and discussed their initial thoughts on the GradDipCom as well as the way forward. The Committee decided that it would attempt to collect two sets of additional data to complement the data in the self-review report. Two short surveys was created, one for faculty members involved in the Diploma and one for current/former GradDipCom students.
- Given the tight deadline for the Report's submission, with a Covid-19 lockdown in the background, the time frame allocated for this was short (25 August to 10 September).
- The Chair circulated an initial draft of the report to the Panel members on September 13th and several Emails were exchanged to confirm the final content of the report.

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3. REVIEW OUTCOMES

(a) Acceptability

The stated learning objectives for the degree are: 1) Critically Competent in a at least one area of Commerce; and 2) Employable, Innovative and Enterprising. Evidence that the graduate profiles are being achieved is gathered through the Business School's Assurance of Learning (AoL) processes, and individual courses are internally reviewed each semester via the School's internal AoL process and via student course surveys - the GradDip in Commerce is made up of courses from the BCom.

Based on the small sample of data collected by the Review panel (3 faculty members and 4 (former and current) students answered a survey about the GradDipCom), there is evidence on ongoing acceptability of the programme to academics and students – note that in light of the short timeframe for the evaluation of this programme as well as the obvious merits of the GradDipCom emerging from existing data, the Panel did not seek to gather data from industry and professional communities.

The Panel members unanimously agree that despite relatively low (and declining) student numbers, the GradDipCom clearly remains useful for Commerce by:

    a) Offering a helpful alternative pathway for students (both UC and new-to-UC) wishing to complete a MCom;

    b) Allowing students to extend their study in a particular area of Commerce and quickly up-skill them;

    c) Offering flexible options for students in terms of time periods and options to exit/upgrade, and also helps ensure that UC can accommodate students with diverse backgrounds (including international students) and personal circumstances.

The Panel members also emphasise that the Certificate is highly valuable given that it comes at no additional costs, resources nor reputational risks for the Business School.

(b) Assessment procedures and student performance

In light of its nature, the GradDip does not have specific assessments other than the ones already embedded within existing BCom courses. All BCom courses are assessed in line with UC Assessment Policy and Guidelines, Departmental Assessment Policies and Guidelines and the policies set out in the UC Business School handbook.

The overall achievements of students enrolled in the programme appear to be slightly higher than that of other BCom students – see below for further analysis of student performance in light of the objectives of the degree.

(c) Data

The predicted student numbers listed in the original CUAP proposal were 10-15 EFTS per year. With an average of 4 EFTS per year, the GradDip falls short of its enrolment, and the numbers appear to be declining (see Table 1 below).

In terms of major, Management is proving to be the most attractive for enrolled GradDip students (10 students between 2018-2020), followed by Marketing (6 students), Accounting (2 students) - Economics, Finance and Information Systems attracted only 1 student respectively. The self-review Report points out that only 2 of the 10 students enrolled in Management have completed the diploma. However, the panel members do not find this specifically problematic as 3 students are scheduled to complete the in 2021 or 2022, and of the 5 remaining students 3 were international students who were unable to complete the programme due to visa-related issues. Of the 10 students who completed the GradDipCom from 2018-2020, 3 were international students.

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Table 1. Enrolments and completions GradDipCom

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2018	13	10	3	6.1	10	4	0
2019	6	4	2	2.5	2	3	0
2020	7	4	3	3.3	4	3	0

(d) Programme evaluations

No specific external reviews have been undertaken for the GradDipCom.

Recommendations: The Business School asked the GYR panel to consider carefully whether the GradDipCom is fulfilling its purpose and whether current enrolments justify continuation of the programme. The panel members conclude that despite a small - and somewhat declining - numbers of students in the Program, the GradDipCom continues to offer a unique and flexible pathway to a range of students. The GYR review panel unanimously agreed that the GradDipCom qualification creates a useful and effective pathway for students to successfully undertake research-based qualifications in Commerce (e.g. MCom; BCom(Hons)). The qualification enables flexibility, student choice and multidisciplinarity, and these attributes are strongly aligned to the University's strategic direction.

If increased enrolments are desired, the panel recommends investment in a stronger marketing campaign that reaches potential students from outside the standard undergraduate School of Business programmes. The qualification also provides the opportunity to reach a new more mature audience - short sharp qualifications are appealing.

(e) Summary Statement

The UC Business School Academic Programmes Committee (APC) received the GYR report on 28/9/2021 and agreed with the report's findings and recommendations. In addition to the GYR report, APC noted the inconsistency between the admission requirements in the qualification regulations (which do not specify a minimum GPA for entry) and those published on the UC website (requiring a B+ for entry). APC recommended that the information on the UC website be amended to reflect what is in the regulations. The GYR was then discussed at the UC Business School Forum on 18/10/2021. No significant feedback was received from the School Forum and the report was approved to be forwarded to AAC. In summary the UC Business School supports the continuation of the GradDipCom.

The Academic Administration Committee considered this GYR on the 8th of November 2021. The Dean of Business stated that this programme is meeting its purpose as a pathway into MCom. It was noted that the qualification does not attract a large number of students, but it is still valuable and incurs no extra cost. Strengthening marketing and communication around the programme will be looked at. The report didn't include feedback from students. The AAC Chair noted that the Graduate Diploma replaced three other diplomas as these diplomas were not as popular and the decision was made to consolidate them into one. The English Language requirement for the programme also changed due to changes in the general regulations which moved graduate diplomas from the undergraduate English language requirements to the postgraduate requirements. Regarding the discrepancy between the admission requirements in the qualification regulations and the UC website, The AAC Chair noted that it wasn't unusual as Deans impose a B+ GPA for most students, but in other situations a lower GPA may be appropriate (for example when a student has the background required in the area of study). The decision was to leave the regulations as they are currently. The next Programme Review is due in 2026.

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Graduating Year Review 2021

DETAILS	

Current Year	2021
Name of Programme	Postgraduate Certificate in Business (PGCertBus)
Original proposal identifier (Academic Quality will provide)	05 UC/17 PGCertBus
Name of independent GYR convenor	Associate Professor Billy Osteen
Names of other panel members and positions held	Associate Professor Daniel Stouffer Professor Ekant Veer Cleo Vernon (Postgraduate student)

1. PROGRAMME STATEMENT

(a) Description

The Postgraduate Certificate in Business was first offered in 2018. The PGCertBus is designed to provide some background to students for entry-level commercial roles within the public and private sector. The objective of the programme is to advance the competencies and skills that students have gained in their undergraduate studies, as well as to develop students' business knowledge. Accordingly, graduates with non-commerce bachelor degrees can enter the programme, provided that their grades are sufficient or they have some industry experience. This programme is offered full-time over six months or part-time over 12 months, using the current taught masters three-term model of delivery. The PGCertBus requires successful completion of 60 points (four 15 point courses) selected from the Schedule C of several taught masters programmes in the Business School (originally these were the MBM, MPA and MFM, however, the PGCertBus regulations have been amended since the programme's inception, as outlined later).

(b) Purpose

The PGCertBus was originally designed with a three-fold purpose in mind:
1. as an exit qualification for students who enrol in a taught Masters programme, but cannot progress in the qualification due to not meeting progression requirements, or for those students who choose not to progress in the original Masters programme;
2. as an entry step for students to be able to trial study at a postgraduate level with the intention of then transferring into a postgraduate diploma or Masters programme, i.e. as an entry pathway; and
3. as a standalone short qualification for students wishing to take a small number of business-oriented postgraduate courses.

Students who enter under (2) would not normally graduate with a PGCertBus, but would instead transfer into the higher qualification they wish to progress to.

(c) Changes

In 2020 the entry requirements for the PGCertBus were amended from requiring a B GPA in 300-level courses or equivalent (the same as for the Master of Business) to be flexible at the discretion of the Dean. The revised admission regulations read as follows:

4. Admission to the qualification

A student for the Postgraduate Certificate in Business, before enrolling in the programme of study
for this degree must have:

     a) *qualified for an Aotearoa New Zealand degree or been admitted with Academic Equivalent Standing as the holder of such a degree; and*

     b) *have demonstrated capacity for success in the 300-level or equivalent final year courses as determined by the Amo Umanga | Dean of Business or have demonstrated relevant experience; and*

     c) *been approved as a student for the qualification by the Amo Umanga | Dean of Business.*

It was intended that this change would allow students who do not meet the GPA 5.0 entry for the MBus to enter the PGCertBus as a pathway into the Postgraduate Diploma in Business (PGDipBus) and the MBus. On completing the requirements for the PGCertBus a student can request to transfer to the PGDipBus and then on to the Masters. This is aligned with the "accessible and flexible education" objective of UC.

In addition to changes to the admission criteria, minor changes to the structure of the qualification were approved in 2021 for implementation in 2022. Originally, the PGCertBus allowed students to complete 60 points of courses from Schedule C of the Master of Business Management (MBM), Master of Financial Management (MFM) or the Master of Professional Accounting (MPA). However, the MBM and MFM were disestablished in 2020 with the introduction of the Master of Business (MBUS) with majors in Management, Financial Management, Marketing, and Sustainable Supply Chain Management. Hence the regulations for the PGCertBus were updated to reflect this change. The revised regulations read as follows:

3. The structure of the qualification

To qualify for the Postgraduate Certificate in Business a student must have passed courses totalling 60 points from those listed in either:

     i. *Schedule V to the Regulations of the MBus; or*

     ii. *Schedule C to the Regulations of the MPA.*

The changes to the MBUS also had implications to the exit pathway for the PGCertBus, hence the regulations were revised as follows:

10. Pathways to other qualifications

(a) A student who has completed the requirements for the PGCertBus and has not yet graduated with the Certificate may apply to the Dean of Business to be admitted to the following qualifications and have credits transferred:

     i. Postgraduate Diploma in Business

     ii. Master of Business

     iii. Master of Professional Accounting

(b) A student who has graduated with a PGCertBus from the University of Canterbury, may apply to the Dean of Business to be admitted to one of the qualifications listed in Regulation 10(a) and have their PGCertBus subsumed in accordance with the General Regulations to the University.

(c) There are no exit qualifications for this Certificate

Other than the aforementioned changes, no additional changes have been made to the regulations for the PGCertBus since it was introduced in 2018.

2. REVIEW PROCESSES

Account of Review Processes

For this GYR, a self-review was completed and submitted to the panel and included statistics about the programme and the original and updated purpose of the qualification. The panel met and discussed the self-review along with

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relevant information provided by Professor Ekant Veer because of his knowledge about the programme within his School. At its meeting, the panel came up with a list of commendations and considerations. It was noted within the panel that the full GYR process may not be needed for a programme such as the PGCertBus.

3. REVIEW OUTCOMES

(a) Acceptability

Overall, the panel believes that the PGCertBus is fit for purpose and is delivering on its original intentions. Specifically, the panel found that the PGCertBus should be commended for:

- being efficient in that it is a qualification without additional resource requirements in that it utilises existing courses and staff
- providing a cohort of diverse students without negative connotation because they can feel they are part of a larger cohort of BTM students
- achieving the dual exit and entry kaupapa that it was intended to provide
- being a fantastic exit qualification
- being a flexible qualification

The panel invites the staff affiliated with the PGCertBus to consider the following:
- the original intention was an entry level qualification, but students appear to not use the qualification as much as an entry qualification than they do as an exit qualification. We encourage the program leaders to explore the possibility of reinvigorating the PGCertBus as an entry and exit qualification with support from UC marketing to reach a potentially broader group of students.
- if a student was trying to upskill in specific areas, they may need guidance on choosing from the wide variety of courses – this is related to the University of Auckland comments and UC response
- description should be revised because not actually requiring a core set of requirements
- data on student rationale for entry into the program will help understand how/why they choose to enrol. This could help with future marketing but also help understand why some are not able to complete their studies, requiring an exit pathway.

(b) Assessment procedures and student performance

There is no difference in the assessment of PGCertBus students compared to MBus or MPA students who take the same courses. Assessment is varied and includes projects, assignments, presentations and exams. It includes group work and individual work. Students receive feedback in all the usual ways. Each course co-ordinator is responsible for the choice of assessment within their course. As with all courses delivered as part of the Business Taught Masters programmes, the Director meets with course co- coordinators and associated staff before the start of each term. This is partly to ensure common expectations around assessment procedures; the BTM customs and practices in this area are also set out in the internal Lecturer Handbook. For example, many course co-ordinators choose to make use of the BTM 45% rule, which stipulates that students must achieve an average of at least 45% in the invigilated assessment components in order to pass the course. Other BTM norms include the expectation that course assessment will include a final test, preference for open-book tests over closed-book, memory-dependant assessments; and a preferred ratio of individual to group assessments of 80/20 (70/30 where the higher ratio makes a "sensible contribution to the pedagogic objectives of the course").

3

The table that follows shows the GPA and completion dates for the 12 students who have completed to date:

GPA	Completion Date
8.0	06/26/2018
7.7	01/27/2021
6.5	8/09/2020
6.5	04/26/2020
6.0	11/22/2020
3.9	1/01/2018
2.8	09/22/2019
2.0	8/09/2020
2.0	06/30/2019
2.0	06/30/2019
1.9	06/30/2019
1.9	12/15/2019

- Since 2018, there were 12 completions.
- 2 of these students were enrolled in the PGCertBus only
- 10 remaining students used the PGCertBus as an exit after not meeting higher qual requirements – 7 of these were international
- Between 2018-2020, there were 9 enrolments in the PGCertBus: 2 completed, 2 upgraded, 1 enrolled in a concurrent qual, 1 is still enrolled, 3 did not complete – none of these were international but many who completed the qual were (students cannot get a post study work visa with certificates)

There is a clear distinction and division which is unsurprising given the objectives of the programme. The student with the 3.9 GPA exited from the MPA with a Post Graduate Diploma and a Post Graduate Certificate at a time when a GPA of 5.0 was required to continue on to the final stage of the MPA. This progression requirement has since been removed and it is now unlikely that we would see the same type of student behaviour again unless they chose not to continue to complete an MPA.

(c) Data

Programme Title	Programme Code	Year	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS
Postgraduate Certificate in Business	PGCERTBUS	2018	2	1	1	0.6
		2019	2	2	0	0.6
		2020	8	7	1	3.1

The panel found that this enrolment data is consistent with the intentions and expectations of the qualification.
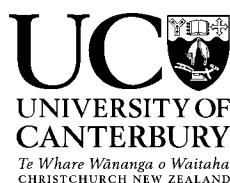
(d) Programme evaluations

Prior to this GYR, the coordinators of the qualification have utilised typical evaluation procedures such as information collected by students in the form of course evaluations.

(e) Summary Statement

The UC Business School Academic Programmes Committee (APC) received the GYR report on 28/9/2021 and agreed with the report's findings and recommendation that consideration be given to better marketing of the PGCertBus as a standalone offering and not just an entry and exist qualification for higher degree programmes. The GYR was then discussed at the UC Business School Forum on 18/10/2021. No significant feedback was received from the School Forum and the report was approved to be forwarded to AAC. In summary the UC Business School supports the continuation of the PGCertBus and will work to increase enrolments in the programme and also consider implementing an online only version of the PGCertBus in 2022.

The Academic Administration Committee considered this GYR on the 8th of November, 2021. The Dean of Business introduced the PGCertBus as initially, an exit qualification. It was noted that the data around student GPA levels is poor as previously students wanting to move to the MBus needed a B or B+ to move on to the project (or would exit with the PGDipBus or PGCertBus). It serves its purpose as an exit qualification, but also now is being used as an entry qualification. It has been moved to offered wholly online but with more restricted courses and the next step is to look into marketing this also. The AAC supported the panel recommendations. The next Programme Review is due in 2026.

4

Graduating Year Review 2021

DETAILS	

Current Year	2021
Name of Programme	Master of International Relations and Diplomacy
Original proposal identifier (Academic Quality will provide)	03 UC/16 MIRAD
Name of independent GYR convenor	Kevin Watson
Name of other panel members and positions held	Francis Yapp (School of Music), Rahera Cowie (Kaiārahi Māori), Asher Hermann (UCSA), Matthew Nichols (Christchurch City Council)

1. PROGRAMME STATEMENT	

(a) Description

The MIRAD degree is a 180 point Master's programme that is structured as follows:

Dissertation:	*60 points:*
	POLS 688: 60 point dissertation (15-20,000 words)
Compulsory Core Course:	*30 points:*
	POLS 441: Principles and Practice of International Relations and Diplomacy
Schedule E Group 1:	*60 points from:*
	POLS 444: International Human Rights (30 points) *POLS446: Political Economy of Development (30 points)* *POLS 445: China's Emergence as a Global Great Power (30 points)* *POLS 447: Islam and Politics: The Middle East, Southeast Asia, and the World (30 points)*
Schedule E Group 2:	*30 points from:*
	ILAP 604: International Criminal Law (15 points) *ILAP 608: World Trade Law (15 points)* *ILAP 609: International Human Rights Law (15 points)* *ILAP 613: Advanced Principles of Public International Law (15 points)** *EURO 402 : The EU in Europe and in the World (15 points)* *EURO 409 : The EU and the Europeanisation of Europe (15 points)* *EURO 457: European Foreign and Security Policy (15 points)* *EURO 458: EU Development Studies (15 points)* *HIST 443: Issues in New Zealand History (30 points)* *HIST 449: Issues in Modern European History (30 points)* *ARTS 495: Internship (30 points)*

The core course gives all MIRAD students, whether they have a background in the study of international relations or not, a platform for understanding key ideas and issues in international relations and diplomacy. It also offers sustained engagement with NZ foreign policy and diplomacy through the guest

seminar series which draws upon the expertise of some of NZ's most senior diplomats across a range of areas. The courses on Schedule E Group 1 supplement the core course and deepen students' understanding of different areas of political science and international relations. Schedule E Group 2 then offers a range of cognate options outside of Political Science and International Relations to broaden students' appreciation of the wider field of international studies, diplomacy, and international law.

The standard programme of study for students enrolled in MIRAD is to begin in semester one enrolled in the core course (POLS441), the dissertation (POLS688) and another 30 points from group 1 or 2. They then enrol in a further 60 points of course work in semester 2 and complete their dissertation by the end of January the following year. In some cases, there may be an imbalance of coursework due to the 15-point courses on Schedule B, in which case Dean's approval may be sought for 75 points in one semester and 45 in another. Students may also choose to complete the dissertation in a third semester rather than alongside the coursework, but the majority choose to complete within the 12-month timeframe. Mid-year entry into the degree is also possible but is strongly discouraged for students with no background in the study of international relations, as they cannot take the core course until their second semester of study. Part-time students can spread their coursework and dissertation over a 2–3-year period.

The programme meets CUAP qualification definitions, has fulfilled its intended purpose, and continues to attract strong enrolment numbers each year. In the original CUAP proposal it was estimated that the programme would attract between 15-25 students per year and the actual enrolments have fallen squarely within this range every year. According to the Business Insight and Reporting data, only 3 students in total have withdrawn from the programme without completing, so retention has not proven to be a major issue.

(b) Purpose

The MIRAD programme was intended to provide students with any undergraduate degree with the option to complete a 180-point master's degree focused on international relations and diplomacy and with a strong professional emphasis. It has achieved this goal through the offering of a robust and relevant set of courses both within and outside the POLS department, strong supervision of dissertation projects, and additional activities, such as the Wellington field trip, which offers unparalleled access to senior figures in politics and diplomacy in New Zealand.

The MIRAD programme was designed to provide students with an advanced knowledge and understanding of current research in international relations and current professional practice in diplomacy and related fields. The programme gives students the skills necessary to understand theoretical and practical problems in international relations, and to appreciate the connections between the principles and practice of diplomacy. Graduates carry out a substantial piece of independent research, giving them expertise in the formulation of research questions, data collection and analysis, case study analysis and hypothesis testing. Graduates are also excellent communicators, having been trained to produce cogent and well-structured research reports and having experienced direct interaction with senior figures in politics and policy on the field trip and in the core course.

(c) Changes

There have been no significant changes to the programme since its inception.

2. REVIEW PROCESSES

Account of Review Processes.

The self-review report is written by the Head of Department or Director of Studies of the programme under review. This includes reference to material provided by the UC Academic Services team, including the original CUAP proposal and peer review comments, data on enrolments, retention, and data on graduate destinations. The report will also include feedback from students, e.g. from course evaluations, notes from meetings with class representatives, or data from specific surveys or focus groups that may have been carried out for the GRY process. The self-review report is submitted to a panel, comprised of a chair who is independent to the programme (i.e. that has not taught into the programme and has no other direct

involvement), and several other members, including: academic representation from outside the programme, student representation, Māori advisor, and another member external to the College of Arts/University. The panel discusses the self-report, determines the validity of the data, and reflects on the evidence presented.

For this review, the following information is relevant. Course evaluations for POLS441 and all MIRAD Schedule E Group 1 courses are carried out on a regular basis. The course evaluations for the core course, POLS441, were discussed by the review panel. Engagement with students in relation to POLS688 (the dissertation) comes through the seminars associated with that course and through feedback from students to the programme coordinator. The MIRAD and its constituent courses are subject to the normal review processes of the University. For this Graduating Year Review, staff analysed enrolments in courses that contributed to the degree and the profile of students who completed the degree. General feedback on the quality of the degree is gathered via the Graduate Destinations Survey (available to the panel) and the responses to a request for feedback from graduates during this review process (responses were collated and submitted to the panel).

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:
The title, aims, graduate outcomes and coherence of the MIRAD programme are appropriate. One issue which has been discussed is about the regulations for admission, focused on whether a B average in 60 points of 300-level courses (or equivalent) is high enough to ensure students with sufficient skills and capacity to complete are entering the programme, particularly when considering that it is open to all undergraduate degree backgrounds. Given the high completion rates across the cohort, at present there is not a strong case a change of this regulation. The regulations on credit for previous study and recognition of prior learning have also functioned well. A number of students have enrolled in the MIRAD programme with points from previous study at post-graduate level (including some who graduated with Honours degrees some years previously) and the ability to use those points (from relevant courses) toward a MIRAD degree has proved appealing. Likewise, some students have studied at post-graduate level at other universities, and have credited relevant courses toward to the MIRAD degree. This flexibility in bringing people in to the MIRAD programme from Honours, other Master's, or other postgraduate qualifications is a positive dimension of the regulations and likely to be one that is used in the years ahead, because it improves students' accessibility to the programme.

(b) Acceptability
The MIRAD programme continues to be acceptable to the relevant academic, student, and professional communities it is associated with. Academics teaching into the programme, from inside and outside the Department of Political Science, remain strongly supportive of its structure, organisation, and purpose. POLS441 includes the involvement of senior figures from the Ministries of Foreign Affairs and Trade and Defence each year and their continued willingness to be involved in the teaching of the programme. In 2021, this included 4 Deputy Secretaries from the Ministry of Foreign Affairs and Trade, the Head of the International Division at the Ministry of Defence, and NZ's Ambassador to the United States of America, Rosemary Banks. The seniority of these contributors to the course is indicative of the regard it is held in in relevant professional circles. The panel agrees with the self report that the MIRAD is meeting its stated aims.

Student feedback – from the Graduate Destinations Survey, the survey conducted during this review, and anecdotally – is overwhelmingly positive. The survey conducted during the course of this review shows that a high proportion of graduates are now in policy work across various branches of the New Zealand Government in Wellington and Christchurch. There are at least six students who have completed the MIRAD who are now undertaking PhDs. The original CUAP proposal for MIRAD specifies a range of educational outcomes, intellectual skills, practical skills, and transferable skills as central graduate attributes. The courses within the programme remain geared toward achieving these attributes and student feedback indicates satisfaction that the course learning outcomes are being delivered. Furthermore, the wide range of employers (including the Ministry of Foreign Affairs and Trade, Ministry

of Defence, Te Arawhiti, Ministry of Education, Treasury, Ministry of Business, Innovation and Employment, Department of Corrections, Veterans' Affairs, and Ministry of Health, amongst others) that have taken on MIRAD graduates are testament to the development of these attributes in our graduate cohort.

(c) Assessment procedures and student performance

Assessment procedures for the MIRAD courses remain largely unchanged from those set out in the original CUAP application. Course assessments are a mix of attendance and participations grades, reading-related assignments, presentations, research essays, and exams. POLS441, for example, requires reading summaries and responses (25%), a research essay (40%), seminar attendance and participation (15%) and a final exam (20%). Course outlines for POLS441, POLS688, and all Schedule E Group 1 courses are attached. Examination of coursework is carried out by course coordinators and grades are reviewed in an examiners' meeting at the end of each semester and following submission of the POLS688 dissertation in February and July. Any anomalous grades are discussed and followed up with the relevant course coordinator. Following the UC moderation policy, essays or dissertations have been moderated by a second examiner and all dissertations will be subject to review by a second examiner within POLS from this year onward. The self report indicates that external moderation is carried out between UC and Victoria University of Wellington, who consistently confirm UC grades and provide clear benchmarking. It is sometimes challenging due to the timing of completion (mid-February, as semester 1 classes are starting) and the staggered timing of completions. The process is in line with UC policies on moderation, but the programme is advised to find a more predictable and consistent process with Victoria University, or another relevant university, for moderation. The achievement of students across the courses is generally in line with their achievement levels as undergraduates, regardless of their prior qualifications. The full break-down of grades can be found in the attached GYR data provided by Business Insight and Reporting.

(d) Data

(e) Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2017	23	18	3	27.1	23	0	1
2018	17	16	1	24.2	17	20	1
2019	20	18	1	25.9	19	14	2
2020	18	17	1		18	15	0
2021	18	18	0		18	12	0

The numbers in the table above are based on a manual counting of enrolments in POLS441 each year plus any mid-year entrants. The EFTS counts have been taken from the Business Insight report. These numbers are inconsistent across the years due to the fact that students do not complete in a single calendar year and have varying enrolment periods (from 12-18 months full-time to 24-36 months part-time). Regardless of the inconsistencies in the data, however, it is clear that MIRAD maintains strong enrolment and completion numbers across this period.
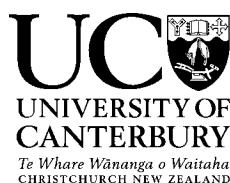
(f) Programme Evaluations

The programme has not been subject to any other form of formal review prior to this Graduating Year Review

(g) Summary Statement

Discussion in the College meeting focused on two issues:

1. The entry requirements. The comments endorsed by the panel regarding no change to entry requirements were supported. High completion rates suggest that current level GPA entry is appropriate. Other avenues to support students can be explored if necessary.
2. Moderation. The programme should ensure appropriate moderation practices are in place, according to the UC policy. The programme director will lead this, with assistance from the Teaching and Learning Committee if required.

3. The Academic Administration Committee considered this GYR on the 8th of November 2021. A committee member asked for clarification regarding the student numbers for completions and withdrawals. The AAC agreed with the panel recommendations. The qualification is scheduled for a Programme Review in 2026.

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Graduating Year Review 2021

DETAILS	

Current Year	2021
Name of Programme	Masters of Māori and Indigenous Leadership (MMIL) Postgraduate Certificate in Māori and Indigenous Leadership
Original proposal identifier (Academic Quality will provide)	02 UC/16 MMIL,PGCertMIL,MMAOR,PGDipMAOR
Name of independent GYR convenor	Matt Scobie (UC Business School)
Name of other panel members and positions held	Ruth McManus (School of Language, Social and Political Sciences), Jeanine Tamati-Eliffe (student representative), Kevin Watson (Dean of Arts), Aimee Kaio (Te Rūnanga o Ngāi Tahu)

1. PROGRAMME STATEMENT

(a) Description

The Masters in Māori Leadership (MMIL) is an applied professional programme that aims to equip the next generation of leaders across a wide variety of sectors with the skills, knowledge, and attributes necessary to advance the aspirations of Iwi Māori and other indigenous peoples. This is a postgraduate degree which comprises 180 points. A requirement of entry is that students need to have had three or more years of professional experience in the Māori sector. Potential students are also required to include a project scope that describes a project or initiative that they want to pursue during their MMIL journey that will make a significant contribution to their community, and contribute to Tino Rangatiratanga.

In the first semester students study the following two 30 point courses:

MAOR430 Māori Leadership (level 8)
MAOR431 Comparative Indigenous Models and Theories of Development (level 8)

These courses are delivered wānanga style on marae over six 2-3 day sessions. Each cohort is assigned a pou who is present at all wānanga. The pou are recognised leaders within the Māori community who are highly skilled communicators and cultural leaders. The MMIL programme has greatly benefited from the leadership of Bentham Ohia (former CEO of Te Wānanga o Aotearoa) and Che Wilson (President of the Māori Party); pou whose status has greatly contributed to the programme's success. Alongside these are the pou kaiako from Aotahi: School of Māori and Indigenous Studies who deliver course content.

These two courses also comprise the Postgraduate Certificate in Māori and Indigenous Leadership. Students without an undergraduate degree are able to enrol in the Postgraduate Certificate and on completion of these two papers, with at least a B average, are able to transfer into the MMIL. After completing MAOR430 and MAOR431 students then enrol in the following core courses of the degree, each worth 30 points:

MAOR679 Cross cultural research (level 9).

This paper takes the form of a 1-2 week international (or, more recently, due to COVID-19, a national) tour to visit tribal organisations, enabling students to create networks, connections, and research comparative approaches to Indigenous development. Students who are unable to attend the tour may apply to substitute MAOR681 Research Project (level 9). For this paper the student writes a 10,000 word essay focussing on the global context of Indigenous issues - content designed to upskill the student with a comparative study to ensure that the student is familiar with the wider Indigenous context.

PACE495 Professional and Community Engagement Internship (level 8).

This is a self-directed paper, usually conducted over summer, in which the student designs and delivers a project of benefit to their organisation/community.

MAOR680 Research Essay (level 9).
Students write a 10,000 word research essay on a topic that is relevant to Māori and Indigenous people's development and aspirations. Students are encouraged to align the dissertation with their areas of professional interest and are able to use the dissertation to provide and extended analysis of the project they have delivered for their organisation/community.

Another 30 points is required to complete the degree. Students are able to apply to have any relevant 30 point paper from any tertiary organisation credited to the MMIL. However the majority of students choose to enrol in the Kaupapa Māori Research paper delivered by Aotahi: viz, 71% of the 2017 cohort, 77% of the 2018 cohort and currently 57% of the 2019 cohort.

MAOR404 Kaupapa Māori Research (level 8)
This paper provides students with the background and skills in Kaupapa Māori Research to assist them in successful completion of their Research Essay. This course is typically studied just prior to entry into MAOR680 Research Essay to allow students to build up their skills in research design, conducting a literature review and appropriate methods and methodologies.

Both the Postgraduate Certificate and the MMIL meet current CUAP qualification definitions with respect to entry requirements and level and amount of required credits.

(b) Purpose

Two types of goal were outlined in the original proposal: overarching goals to serve the Māori community and students, along with academic goals. Overarching goal 1: to serve the Māori community and New Zealand at large by: (a) increasing the leadership capacity and capabilities available to organisations working with Māori, including Iwi, Māori, government, community and private sector organisations, and; (b) growing the body of Māori professionals able to critically engage with and advance Māori aspirations.

The panel agrees that these goals have been achieved. A good example is provided by the cohort of Muaupoko students who were part of the 2018 cohort. Di Rump notes that the MMIL programme "directly benefited our strategic leadership capabilities as well as creating a strong cohort for leading change cohesively." As a result of their MMIL studies Muaupoko were able to advance their plans for a kura kaupapa within their rohe (see https://bit.ly/3sfVJv6).

Overarching goal 2 is to serve students by: (a) Accelerating career advancement; (b) Building critical and comparative analytical skills to enhance the ability to develop novel and bold models and approaches to addressing/advancing Māori priorities; (c) Developing breadth and applied skills necessary to excel in a strategic leadership role; and (d) Deepening disciplinary expertise at an advanced level.

The panel endorses the examples provided in the self-review report, which are as follows: An example of achieving goal (a) through opening pathways to students is MMIL graduate Karaitiana Taiuru who was in the initial cohort of students in 2017. His entry to a doctoral programme was only possible through his involvement in the MMIL. Prior to enrolling in the programme Karaitiana had been investigating other postgraduate study options but had been told by other institutions that he needed to complete undergraduate study first. As he notes, "academia seems to ignore people without an undergraduate degree." He graduated from the MMIL with Distinction.

An example of achieving goals (b), (c) and (d) is MMIL graduate Renee Perkins, part of the 2018 cohort, who is a member of the NZ Police. Her research project in the MMIL was a qualitative examination of how the current motor vehicle licensing scheme is not responsive to Māori needs. As a result of her work Renee was able to provide the NZ Police with the type of evidence that would demonstrate the current deficits which led to her being promoted to Senior Sergeant and becoming an advisor to the Commissioner of Police.

The academic goals of the MMIL are to: (a) Analyse, critique and create models of Indigenous development, drawing on comparative knowledge and practical understanding; (b) Develop advanced leadership skills and attributes to enable graduates to lead and implement change initiatives; and, (c) Apply advanced knowledge in Māori and Indigenous contexts.

Academic goal (a) has been achieved through the studies the students achieve in the Cross Cultural Research paper (MAOR679) and the practical project (PACE695). An example provided to the

panel was via the experiences of MMIL graduate, Harley Thompson, who demonstrated achievement of academic goal (b), through changed practices in his work environment. "I work for a mainstream Youth Development NGO who are now moving to become a truly bicultural organisation. This is a direct result of me being able to articulate the values of Māori leadership tikanga and how in fact our values are universal." Academic goal (c) is realised in a number of ways, an example being that of MMIL graduate Kelvin Tapuke who notes that the programme benefits not only those who participate in it. He says that, "the MMIL learnings have been shared with our spouses and have promoted the visibility of the Māori voice. The learnings have been adopted in my wife's hapū, Iwi and CRI spaces."

(c) Changes

There have been no significant changes from the original proposal. The core courses remain the same. Covid has meant that the International Tour paper MAOR679, usually conducted in places such as Alaska, New Mexico and Hawaii in 2017, 2018 and 2019, has had to be reconfigured as a National Tour. The first National Tour was held in May 2021 and was very successful. While the tour included visits to a number of Māori initiatives and presentations from Iwi change agents such as Hone Harawira, international links were maintained through a zoom with Native American Leader Liz Medicine Crow, CEO of the First Alaskans Institute, and a meet-up with a Hawaiian group in Wellington who are involved with one of the organisations that the Tour usually visits in Hawaii. Thus the aims of the course, which focussed on exposure to a range of Indigenous enterprises in order for students to gain practical understanding of comparative approaches to Indigenous Development was achieved. Another national tour will be held in 2022.

2. REVIEW PROCESSES

Account of Review Processes.

The self review report is written by the Head of Department or Director of Studies of the programme under review. This includes reference to material provided by the UC Academic Services team, including the original CUAP proposal and peer review comments, data on enrolments, retention, and data on graduate destinations. The report will also include feedback from students, e.g. from course evaluations, notes from meetings with class representatives, or data from specific surveys or focus groups that may have been carried out for the GRY process. The self-review report is submitted to a panel, comprised of a chair who is independent to the programme (i.e. that has not taught into the programme and has no other direct involvement), and several other members, including: academic representation from outside the programme, student representation, Māori advisor, and another member external to the College of Arts/University. The panel discusses the self-report, determines the validity of the data, and reflects on the evidence presented. In terms of internal reviews for this programme, all papers are internally assessed mostly through a range of written submissions (from 500 word blog posts reflecting on course content through to more substantial comparative analyses). Due to the number of students a 0.5FTE co-ordinator has been employed who co-ordinates and contributes to the marking of the assessments to ensure that feedback is given to students in a timely manner. All assessments are peer reviewed internally.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:

The title, aims, and graduate outcomes for the programme are both adequate and appropriate.

(b) Acceptability

This qualification has lifted UC's reputation amongst Māori communities and amongst Māori Studies programmes at other universities. In terms of what the qualification means for UC's relationship with Ngāi Tahu, Sir Tīpene O'Regan has said, "the MMIL has been a cornerstone of the offering of BICC and strategy of UC partnering with Ngāi Tahu to uphold the mana and aspirations of the mana whenua."

Feedback from students

Over 179 students have participated in the MMIL degree programme since it began in 2017. Many of the graduates of the programme recognise and endorse the innovative use of Māori pedagogical principles which are typically absent in other programmes in the mainstream tertiary sector. Alumni are appreciative of the opportunity to study at postgraduate level, an opportunity which is not often available. Di Rump, the Chief Executive of the Muaupoko Tribal Authority led a group of 14 iwi members

who entered the programme in 2018. They were able to utilize the MMIL "as an Iwi and hapū collective development" which particularly appealed because it enabled "those who missed out on education due to systemic failure to finally participate." In addition, the wānanga structure and affordable costs "enabled wider participation as collective hapū and Iwi members." The MMIL is also targeted at a population which has, until now, not been the focus of tertiary education. Ariana Te Whetū notes that, "the programme provided a space where Māori who have been long time community practitioners, to advance, build capability, to explore new tools and thinking within themselves to better serve their communities." Kylie Smallman adds, "MMIL created a space where like minded people get to share ideas and support each other. I have created deep friendships with many on our cohort. Having a space like this is crucial for those of us working in difficult and sometimes thankless spaces." One of the features of the MMIL curriculum is the international tour where students visit Indigenous community enterprises in locations such as Alaska, New Mexico and Hawaii. The purpose of the tour is to introduce them to a wider Indigenous context and frameworks for empowerment. As Ariana Te Whetū notes, "it exposed students to international examples of our common challenges being indigenous minorities within our own whenua." Experiences on the tour enabled Ariana to expand her work focus to use "international models of people doing similar work."

One of the other benefits of the programme has been the bringing together of professionals who already work, often individually, in a range of different work environments, and create effective, ongoing, professional networks that did not exist before. Antony Iwikau notes that the MMIL, "has helped build a community of practice that has helped shape our work places and spaces together. We all have a common goal, to help our Māori communities to create their version of tino rangatiratanga." The self review report and accompanying data presented many more comments along these lines. The panel is completely satisfied that the MMIL achieves its aims.

(c) Data

The following table includes the names of the various cohorts, the year they commenced study and the numbers who have graduated with a PG Certificate or Master's degree as well as those who are still studying and those who have withdrawn from the programme with no qualification.

Year	Cohort	# enrolled	PG Cert	Masters	Still studying	Withdrawals
2017	Ōtautahi	14	1	9	2	2
2018	Porirua	36	11	20	4	1
2019	Whakatū	18	5	6	4	3
	Ōtautahi	17	5	6	3	3
	Tāmaki	16	6	3	6	1
2020	Rotorua	24	1	-	21	2
	Tauranga	17	6	-	9	2
	Heretaunga	21	2	-	17	2
2021	Rotorua	26	-	-	26	-
	Maunga	27	-	-	27	-

The lower percentage completion rate in 2019 needs to be balanced against the fact that in 2021 13 students are still working to complete the qualification and if they are successful this will increase the completion rate to 86.2%. Although the Masters was designed to be able to be completed in 1.5 years most students are taking two years or longer to complete.
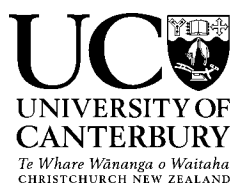
(d) Programme Evaluations

The programme has not been subject to any other form of formal review prior to this Graduating Year Review

(e) Summary Statement

The panel commends the teaching team on the success of the programmes covered in this GYR, particularly how the planned international tour was redesigned as a national tour due to covid restrictions, while keeping a clear focus on maintaining the graduate profile of the programme.

The Academic Administration Committee considered this GYR on the 8th of November 2021. A committee member commented on the impressive enrolment numbers to which the Dean of Arts reiterated that it was a huge success. The Committee Chair commented that the success of the programme also shows the importance of iwi involvement in a programme like this. The Director of Māori Teaching and Learning also pointed out that international trips to visit indigenous groups in Hawaii and Canada were not possible due to COVID. The AAC supported the panel recommendations. The qualification is scheduled for a Programme Review in 2026.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2021

Current Year	2021
Name of Programme	Master of Policy and Governance
Original proposal identifier (Academic Quality will provide)	04 UC/16 MPAG
Name of independent GYR convenor	Kevin Watson
Name of other panel members and positions held	Francis Yapp (School of Music), Rahera Cowie (Kaiārahi Māori), Asher Hermann (UCSA), Matthew Nichols (Christchurch City Council)

1. PROGRAMME STATEMENT

(a) Description

The MPAG degree is a 180 point Master's programme that is structured as follows:

Dissertation:	*60 points:*
	POLS 688: 60-point dissertation (15-20,000 words)
Compulsory Core Course:	*30 points:*
	POLS 440: Principles and Practice of Policy and Governance
Schedule E, Group 1:	*60 points from:*
	POLS 442 Policy and Governance in Small States of New Zealand and the Pacific (30 points) *POLS 443 Science, Technology and Environmental Policy* *POLS 446 Political Economy of Development (30 points)*
Schedule E, Group 2:	*30 points from:*
	Relevant 400-level courses related to the necessary specialist knowledge required to undertake a student-directed dissertation or thesis in policy and governance (e.g., courses from Economics, Geography, History, Māori and Indigenous Studies, Pacific Studies, Sociology), with the approval of the MPAG Kairuruku Hōtaka | Programme Coordinator in consultation with the relevant College Amo | Dean.

The core course gives all MPAG students, whether they have a background in such subjects or not, a platform for understanding key ideas and issues in policy and governance. It also offers sustained engagement with NZ central, local, regional government and NGO, Iwi and private sector policy and governance, through a guest seminar series which draws upon an extensive list of directors and policy managers in those institutions. The courses on Schedule E, group 1, supplement the core course and deepen students' understanding of different ways of approaching the problems of governance and policy in political science. Schedule E group 2, offers a range of cognate options outside of Political Science to broaden students' appreciation of other approaches to policy and governance from cognate fields, to

deepen and supplement their undergraduate specialities, or, increasingly, for students to internship opportunities in PACE 495. The latter is an excellent addition to a student's CV, as in their academic component for PACE 495, they reflect on the policy and governance issues they see in the internship via the work they have done in the core course POLS 440.

The standard programme of study for students enrolled in MPAG is to begin in semester one enrolled in the core course (POLS440), the dissertation (POLS688) and another 30 points from schedule E (group 1 or 2). They then enrol in a further 60 points of course work in semester 2 and complete their dissertation by the end of January the following year. Students may also choose to complete the dissertation in a third semester rather than alongside the coursework, but the majority choose to complete within the 12 month timeframe. Mid-year entry into the degree is also possible. Part-time students can spread their coursework and dissertation over a 2-3 year period.

The programme meets CUAP qualification definitions, has fulfilled its intended purpose, and continues to attract strong enrolment numbers each year. In the original CUAP proposal it was estimated that the programme would attract between 15-25 students per year and the actual enrolments have fallen squarely within this range every year. Only 4 students in total have withdrawn from the programme without completing, so retention has not proven to be a major issue.

(b) Purpose

The MPAG programme was intended to provide students who come from any undergraduate degree with the option to complete a 180-point master's degree focused on policy and governance and with a strong professional emphasis. It has achieved this goal through the offering of a robust and relevant set of courses both within and outside the POLS department, strong supervision of dissertation projects, and additional activities, such as the Wellington field trip, which offers access to senior figures in politics, policy and governance in New Zealand.

The MPAG programme was designed to provide students with an advanced knowledge and understanding of current research on policy and governance and current professional practice in those fields. The programme gives students the skills necessary to understand theoretical and practical problems in governance, and to appreciate the connections between the principles and practice of policy. Graduates carry out a substantial piece of independent research, giving them expertise in the formulation of research questions, data collection and policy analysis, research methods, and completing mock ministerial/CEO briefs and Cabinet/Board papers. Graduates are also excellent communicators, having been trained to produce cogent and well-structured research reports and having experienced direct interaction with senior figures in politics and policy on the field trip and in the core course.

(c) Changes

There have been no significant changes to the programme since its inception. The department has been exploring ways of making MPAG available fully online, but this is subject to staffing resources. Online delivery would not result in changes to the structure or learning objectives of the programme.

2.   REVIEW PROCESSES

Account of Review Processes.

The self review report is written by the Head of Department or Director of Studies of the programme under review. This includes reference to material provided by the UC Academic Services team, including the original CUAP proposal and peer review comments, data on enrolments, retention, and data on graduate destinations. The report will also include feedback from students, e.g. from course evaluations, notes from meetings with class representatives, or data from specific surveys or focus groups that may have been carried out for the GRY process. The self-review report is submitted to a panel, comprised of a chair who is independent to the programme (i.e. that has not taught into the programme and has no other direct involvement), and several other members, including: academic representation from outside the programme, student representation, Maori advisor, and another member external to the College of

Arts/University. The panel discusses the self-report, determines the validity of the data, and reflects on the evidence presented.

Course evaluations for POLS440 and all MPAG schedule E, group 1, courses are carried out on a regular basis. The course evaluations for the core course, POLS440, were available to the panel. Engagement with students in relation to POLS688 (the dissertation) comes through the seminars associated with that course and through feedback from students to the programme coordinator. The MPAG and its constituent courses are subject to the normal review processes of the University. For this Review, staff analysed enrolments in courses that contributed to the degree and the profile of students who completed the degree. General feedback on the quality of the degree is gathered via the Graduate Destinations Survey, available to the panel, and the responses to a request for feedback from graduates during this review process (available to the panel as summary data).

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:

The title, aims, graduate outcomes and coherence of the MPAG programme are adequate and appropriate. There has been ongoing discussion regarding the regulations for admission, focused on whether the B average in 60 points of 300-level courses (or equivalent) is high enough to ensure students with sufficient skills and capacity to complete are entering the programme, particularly when considering that it is open to all undergraduate degree backgrounds. At present there is not a strong case for change of this requirement, given the high completion rates across the cohort.

The regulations on credit for previous study and recognition of prior learning have also functioned well. A number of students have enrolled in the MPAG programme with points from previous study at post-graduate level (including some who graduated with Honours degrees some years previously) and the ability to use those points (from relevant courses) toward a MPAG degree has proved appealing. Likewise, some students have studied at post-graduate level at other universities and have credited relevant courses toward to the MPAG degree in some cases. This flexibility in bringing people in to the MPAG programme from Honours, other Master's, or other postgraduate qualifications is a positive dimension of the regulations and likely to be one that is used in the years ahead.

(b) Acceptability

The MPAG programme remains acceptable to the relevant academic, student, and professional communities it is associated with. Academics teaching into the programme, from inside and outside the Political Science Department, remain strongly supportive of its structure, organisation, and purpose.

POLS440 includes the involvement of senior and junior figures from a range of local, regional and central government organisations, and from Ngāi Tahu, and the private sector. Over the 4 years, this has included the Vice Chancellor, the Chair of Te Mangai Paho, a director of Te Runanga o Ngāi Tahu, the Chair of ChristchurchNZ, analysts from the Department of Conservation, Ministry of Environment, and Department of Prime Minister and Cabinet. The programme is also supported by the Department's Research Fellows, Therese Arseneau who holds a number of governance positions in Canterbury (including Chair of ARA), and David Bromell, a former Principal Advisor at the Ministry of Social Development and then at Environment Canterbury.

Student feedback – from the Graduate Destinations Survey and the survey conducted during this review, and anecdotally – is positive. The survey conducted during the course of this review (available to the panel) shows that an extremely high proportion of graduates are now in policy work across various branches of the New Zealand Government in Wellington and Christchurch. Data suggests that over 90% of MPAG graduates have policy and governance jobs within 12 months, and many within 6.

The original CUAP proposal for MPAG specifies a range of educational outcomes, intellectual skills, practical skills, and transferable skills as central graduate attributes. The courses within the programme

remain geared toward achieving these attributes and student feedback indicates a very broad satisfaction that the course learning outcomes are being delivered. Furthermore, the wide range of employers (including the Ministry of Foreign Affairs and Trade, Te Arawhiti, Ministry of Primary Industries, Ministry of Business, Innovation and Employment, and Ministry of Social Development, Department of Prime Minister and Cabinet, amongst others) that have taken on MPAG graduates are testament to the development of these attributes in the graduate cohort.

(c) Assessment procedures and student performance

Assessment procedures for the MPAG courses remain unchanged from those set out in the original CUAP application process. Course assessments are a mix of attendance and participation grades, reading-related assignments, presentations, research essays, and exams. POLS440, for example, requires reading summaries and responses (25%), a research essay (25%), seminar and participation (10%) Cabinet/Board paper (25%) and a final exam (20%). Course outlines for POLS440, POLS688, and all Schedule E group 1 courses were available to the panel.

Examination of coursework is carried out by course coordinators and grades are reviewed in an examiners' meeting at the end of each semester and following submission of the POLS688 dissertation in February and July. Any anomalous grades are discussed and followed up with the relevant course coordinator. Following the UC moderation policy, essays or dissertations have been moderated by a second examiner and all dissertations will be subject to review by a second examiner within POLS from this year onward. The self report indicates that external moderation is carried out between UC and Victoria University of Wellington, who consistently confirm UC grades and provide clear benchmarking. It is sometimes challenging due to the timing of completion (mid-February, as semester 1 classes are starting) and the staggered timing of completions. The process is in line with UC policies on moderation, but the programme is advised to find a more predictable and consistent process with Victoria University, or another relevant university, for moderation.

The achievement of students across the courses is generally in line with their achievement levels as undergraduates, regardless of their prior qualifications. The full break-down of grades can be found in the attached GYR data provided by Business Insight and Reporting.

(d) Data

(e) Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	*No. Completed*	Withdrawals
2017	13	12	1		13	*12*	0
2018	31	11	20	18.8	14	*12*	2
2019	27	14	13	19.2	14	*10**	0
2020	33	17	16	21.2	15	*10*	2
2021	20	11	7		17	*n/a*	0

The numbers in the table above are based on a manual counting of enrolments in POLS440 each year plus any mid-year entrants. MPAG maintains strong enrolment and completion numbers across this period.

The programme has had mixed success in attracting Māori and Pasifika students, though in 2019 had three Māori: one of whom, a part time student in Land Information New Zealand won the prize for top MPAG student in 2021, with the other 2 immediately employed by Te Puni Kōkiri and MFAT. The panel is pleased to see this. The panel also recommends that the department explores further targeted ways to attract more Māori and Pasifika students to the MPAG, perhaps working backwards from conversations with employers to find out what they want.
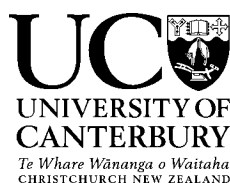
(f) Programme Evaluations

The programme has not been subject to any other form of formal review prior to this Graduating Year Review

(g) Summary Statement

Discussion in the College meeting focused on two issues:

1. The entry requirements. The comments endorsed by the panel regarding no change to entry requirements were supported. High completion rates suggest that current level GPA entry is appropriate. Other avenues to support students can be explored if necessary.

2. Moderation. The programme should ensure appropriate moderation practices are in place, according to the UC policy. The programme director will lead this, with assistance from the Teaching and Learning Committee if required.

3. The Academic Administration Committee considered this GYR on the 8th of November 2021. The Committee Chair asked if there were any suggestions for how to attract more Māori and Pasifika students, relating to a statement made about exploring targeted ways to do this. The Director of Māori Teaching and Learning suggested talking to Jeanine Tamati-Eilliffe and getting input from Te Waka Pākākano offices. The Dean of Arts responded that they would discuss with stakeholders and get their advice, as well as liaise with the appropriate people. The AAC supported the panel comments and recommendations. The qualification is scheduled for a Programme Review in 2026.

Graduating Year Review 2021

DETAILS	

Current Year	2021
Name of Programme	Master of Strategic Communication
Original proposal identifier (Academic Quality will provide)	01 UC/17 MStratCom
Name of independent GYR convenor	Kevin Watson
Name of other panel members and positions held	Francis Yapp (School of Music), Rahera Cowie (Kaiārahi Māori), Asher Hermann (UCSA), Matthew Nichols (Christchurch City Council)

1. **PROGRAMME STATEMENT**

(a) Description

The MStratCom comprises 120 points of required courses (including a 60-point COMS 692 Dissertation in Professional Communication which makes up the level 9 component in the degree), and 60 points of optional courses. This qualification can be studied full-time or part-time. Both Semester 1 entry and Semester 2 entry are accepted, but students need 18 months to complete the programme if they start in Semester 2. In the original proposal the programme was also designed to provide a pathway for students who had qualified for a Bachelor of Arts (Honours) in Media and Communication before 2018 to be eligible to transfer or subsume their BA (Hons) courses into the MStratCom, at the discretion of the Head of Department and Dean of Arts. This pathway enabled two students to graduate from MStratCom in 2019, and is still available for students returning from the workforce with BA (hons) degrees.

Courses and their descriptions in the programme:

Compulsory courses

COMS 421: Strategic Communication Theory and Application (30 points): Semester 1

COMS 425: Campaign Planning with Social Data Analysis (30 points): Semester 2

COMS 692: Dissertation in Professional Communication (60 points) (Level 9 component)

The dissertation is a supervised independent research project that allows students to delve into a topic in strategic communication that is of interest to them. It usually involves empirical human research, either formative research or evaluative research. The final dissertation should fall within the 15-20,000 word range. Findings should address a strategic communication problem of interest to an organisation.

Optional courses

COMS 408: Ethics for Professional Communicators (30 points): Semester 1

COMS 420 Special Topic: Public Diplomacy (30 points): Semester 2 (2020-now)

PACE 495: Professional and Community Engagement Internship (30 points): Semester 1 or 2

Optional courses available in the past but no longer offered

JOUR 401: Media Literacies: Principles and Practice (30 points): Semester 1 (2018-2019)

COMS 407: Communicating Through Independent Media (30 points): Semester 2 (2018-2019)

(b) Purpose

The MStratCom produces graduates able to move into work in strategic communication and related areas and to develop their critical understanding of communication in a complex media environment. Around half of the international students found a job in New Zealand after graduation. The original proposal sets out the goal that

> "The teaching would be research led and would develop high-level knowledge and skills through the production of analytical writing and independent research. Learning will take place at the interface with the profession and community, and would be informed by the industry's demand for students who can apply their knowledge in team-based work and solve problems. The degree will be strongly grounded in theories of strategic and organisational communication and public communication to ensure that graduates think strategically and deeply about communication practice. This base would ensure graduates were prepared for independent thinking and for a range of forms of work and contribution to society. In this way it would be deeply embedded in the collective project of the Arts to widen students' horizons and to develop caring, socially engaged global citizens."

This is reflected in the dissertations produced by the students in COMS692. Research methods used by students include surveys, focus groups and in-depth interviews. Students apply at least one theory discussed in the programme to conduct either formative or evaluative research for a strategic communication problem. The panel was presented with a long list of titles of outstanding dissertations receiving a grade in the A range, which clearly demonstrate this.

(c) Changes

In the original proposal, entry to the degree was possible in Semester 1 only. However, in 2019 there was a demand for Semester 2 entry, which suits international and part-time students well. It was decided to allow Semester 2 entry. In this pathway students start with the core course COMS425 and an elective course. As knowledge gained in COMS421 is required to complete the dissertation, students complete COMS421, along with another elective course, in semester 1 of the year after enrolment, and then complete the COMS 692 dissertation in Semester 2 that year. Two students graduated from MStratCom in 2021 with Semester 2 entry in 2019. The course code COMS422 in the proposal was changed to COMS425, for distinction between two core courses. The title of COMS692 has been revised from Dissertation to Dissertation in Professional Communication, in order to emphasize that the research findings in a dissertation should address a strategic communication problem of interest to an organization in a professional area. Several changes have been made to courses outside the core of the programme, in response to a broader revision of course offerings after the introduction of the Bachelor of Communication. COMS407 is no longer offered, and JOUR401 is now an undergraduate paper limited to journalism students. These have been replaced by two papers: COMS420 Political Communication, which completes the six strategic communication areas defined by Hallahan et al. (2007), and COMS408 Communication Ethics, which has moved from Semester 2 to Semester 1 in order to provide options for students. In the proposal PACE495 was to be offered in Semester 2 only; however, due to student demand it is now offered in Semester 1 as well.

2. REVIEW PROCESSES

Account of Review Processes.

The self-review report is written by the Head of Department or Director of Studies of the programme under review. This includes reference to material provided by the UC Academic Services team, including the original CUAP proposal and peer review comments, data on enrolments, retention, and data on graduate destinations. The report will also include feedback from students, e.g. from course evaluations, notes from meetings with class representatives, or data from specific surveys or focus groups that may have been carried out for the GRY process. The self-review report is submitted to a panel, comprised of a chair who is independent to the programme (i.e. that has not taught into the programme and has no other direct involvement), and several other members, including: academic representation from outside the programme, student representation, Māori advisor, and another member external to the College of

Arts/University. The panel discusses the self-report, determines the validity of the data, and reflects on the evidence presented.

The MSTRATCOM has been monitored through departmental and university evaluation and review processes each year, including course evaluations on the university's regular cycle, teaching evaluations, two meetings each semester with a class representative (whose requests and feedback feed directly into actions by the HoD and programme director) and extended discussions at the annual examiner's board, which are minuted and actioned. In addition, the department's planning day in June each year dedicates an hour to review of curriculum, resourcing and student welfare, using the graduate learning outcomes statements to guide reflection. Employment destinations of graduates are recorded. As part of the GYR, these graduates have been contacted for feedback on the adequacy and relevance of the degree, as have some employers (with the permission of the graduate) and a major employer organisation. There is no formal process for stakeholder engagement such as an advisory board. The GYR self-review was undertaken by MStratCom Programme coordinator Dr Wan Chi Leung, former COMS HOD Associate Professor Donald Matheson, and current COMS HOD Dr Zita Joyce. Each took responsibility for different parts of the review, reflecting responsibilities in the programme's development, running, and departmental oversight. Information about graduate destinations and reflections on the programme, was gathered by our regular contact with graduates and an additional survey. Employment feedback was specifically sought for the review. Enrolment and other programme data were obtained from JadeSMS, with some input from UC Business Insight and Reporting.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:
The degree continues to be grounded in theories of strategic and organisational communication and public communication and remains focused on developing high-level knowledge and skills in students through the production of analytical writing and independent research. The success of students in progressing and completing the degree, including producing good quality dissertations, and using the degree to meet their personal learning goals has been confirmed by review processes. The degree structure has not changed since launch and remains appropriate. Practical and work-based learning is integrated mostly through internships, which slightly over half of students choose as an elective and which has proven successful for them (100% pass rate). Analysis of student success against the regulations for admission justifies those admission settings. In particular: students from disciplines outside communication are not at a disadvantage and learn well; the standard of a B average in previous study provides students who are adequately prepared for Masters level study; and the overall 6.5 (with no scores below 6.5) IELTS requirement ensures international students have sufficient language skills to learn and achieve. Most changes have been minor and related to content delivery, student guidance and marking criteria. On content delivery, courses have been adapted for blended delivery and there has been an increase in bicultural content and skills development. On student guidance, the structure and timing of preparation of students for the dissertation have been refined, a professional tutor has been appointed to prepare students for the world of work, greater assistance for students on writing their dissertations has been budgeted and provided, and more advice provided on internships. On marking criteria, more detailed guidance has been provided for markers of the dissertation.

(b) Acceptability

Data from UC Ako Marake Evaluation and student insights for 2020 and 2021 indicates a strong level of satisfaction and delivered on the learning outcomes. Feedback from employers and professional associations noted, for example, that 'the degree has prepared [graduate] really well to confidently step into a communications role in a corporate environment.' That employer echoed the feedback from some graduates and other employers on the value of further hands-on skills development in writing, working with journalists and producing content for a range of media.

The Learning outcomes of the programme are clearly addressed in the content of specific courses such as Communication Ethics and the Internship, in the core courses, and in the research, writing, and findings of dissertations. The panel is satisfied that the programme meets the intended graduate attributes.

(c) Assessment procedures and student performance

Graduates are employable and almost uniformly obtain work within a year of completing the degree, the vast majority in areas relevant to their degree. A number have risen within two years of employment to positions with a more strategic focus (a longer time frame would be needed to provide solid evidence of the degree's preparation for higher-level comms and strategy roles). Graduates are employed in the public and private sector, in Aotearoa New Zealand and overseas, and in a range of strategic communication sectors from social/digital marketing to advertising to public relations to market research. International student employment success is as high as domestic, although they are often a little slower to find jobs. Student feedback (7 students responded to a short survey, results supplied to the panel) has been unanimous that the degree met expected standards. The major assessments are essays, projects, and assignments. No final exams are administered in courses in the MStratCom, as essays are a more effective assessment of students' writing, analytical and critical skills. The passing rates in courses are very high. Across all courses in three years, only the two students who did not finish the programme have failed COMS421 and COMS692. The average GPA of COMS692 has been increasing, from 4.0 in 2018, 4.4 in 2019, to 5.0 in 2020. The course GPA ranges from the lowest 4.0 in PACE495 (2018) to the highest 7.0 in COMS420 (2020). While the core and elective courses are assessed internally, at the end of each semester an exam board meeting is held, in which course coordinators gather and discuss students' performance to make sure assessments and marking criteria are consistent across courses in the programmes, before students' grades are confirmed. For COMS692, the dissertation is marked first by an academic staff member in the Department of Media and Communication who is not the student's supervisor, using a standardised grading rubric. Then the dissertation is marked by the Programme Coordinator, who moderates the scores across all dissertations. Then all markers meet together to discuss their comments and scores, until a consensus can be reached across all markers.   In 2021, an external marker from another university was asked to re-mark one of the dissertations, as a result of our internal moderation process, and there are plans for greater external moderation in coming years, in line with UC moderation policies.

(d) Data

Year	Enrolled Headcount	BIR data	EFTS	Full Fee	No. Completed	Withdrawals
2018	9	9.3	9	2	8	1
2019	13	15.1	13	8	12	1
2020	16	14.7	16	6	16	0

As noted above, only two students have failed to complete after enrolling in the programme. The student who withdrew in 2018 exited to complete a BA (Hons) degree in 2019. The student who withdrew in 2019 did so after one semester and has not continued to study in the department.
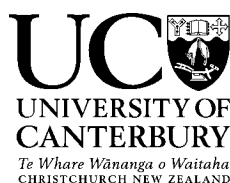
(e) Programme Evaluations

The programme has not been subject to any other form of formal review prior to this Graduating Year Review

(f) Summary Statement

The College commends the MSTRATCOM. Possibilities for offering online courses were discussed, but this is depending on resource availability.

The Academic Administration Committee considered this GYR on the 8th of November 2021. A committee member pointed out that the data doesn't match up in completion numbers. After discussion it was clarified that everyone who enrolled, except two, made it through since the introduction of the programme. The AAC agreed with the panel comments and recommendations. The qualification is scheduled for a Programme Review in 2026.

Graduating Year Review 2021

DETAILS

Current Year	2021
Name of Programme	ENLA (English Language)
Original proposal identifier (Academic Quality will provide)	(09) UC/14 - BA/1 (v1) 13 UC/15 GradDipArts
Name of independent GYR convenor	Professor Jeanette King (Aotahi School of Māori and Indigenous Studies)
Name of other panel members and positions held	Professor Diane Proudfoot (School of Humanities and Creative Arts) Dr Toby Macrae (School of Psychology, Speech and Hearing) Rahera Cowie (Kaiārahi Māori) Asher Herrmann (UCSA)

1. PROGRAMME STATEMENT

(a) Description

"English Language" (ENLA) was introduced as a major and minor subject in the Bachelor of Arts degree in 2015. The original justification for the degree was thus: while the focus of the Linguistics major at the University of Canterbury offers students the ability to 'become increasingly acquainted with languages *other than* English', another internationally well-attested branch of the study of Linguistics focusses specifically on the English Language – on its structures, functions and contexts of use. There are many scholarly journals devoted to the linguistics of English (e.g. *English Language and Linguistics, Journal of English Linguistics, English World Wide, World Englishes*) and numerous academic societies that focus on the linguistic analysis of contemporary and historical English (e.g. *The International Society for the Linguistics of English, the Society of Historical English Language and Linguistics*). UC students could not major in Linguistics <u>and</u> choose to focus on the study of the English Language beyond 100-level, because the required courses for the Linguistics major was designed, necessarily, so that students would focus on cross-linguistic work.

Programme overview

The English Language major is a total of 135 points, comprising the following 5 core courses: LING/ENLA 101 *The English Language*, LING/ENLA 102 From babies to adults: how experience shapes your language; LING/ENLA 210 Language variation across space and time., LING/ENLA 310 *New Zealand English*, LING/ENLA 320 *History of English*. Students must also take either a further 30 points at 200-level or above from the available LING courses, or a further 15 points at 200-level from LING and 15 points at 200- level from English (ENGL).

The English Language minor is a total of 75 points from ENLA courses, at least 45 of which must be at 200- level or above.

The programme as it is currently offered has changed very little since its inception (see below for details of minor changes). It was reviewed by scholars offering similar programmes at institutions around the world, and was considered to compare well with other international programmes (see original CUAP application for further details of original endorsement). This can be taken as evidence that it continues to be well balanced, coherent and well structured.

(b) Purpose

The goals of the major in English Language are:
1. To equip students with knowledge of the structure of the English Language, including its sound systems and its grammatical systems.
2. To equip students with knowledge of the history of English, including the linguistic changes that took place in the transition from Old English to Middle English to Modern English.
3. To equip students with knowledge of the history of English in New Zealand, including knowledge of what early New Zealand English was like, and how it has changed over time.
4. To equip students with knowledge of the social contexts of English across the world, including how it varies according to different geographical and social settings.

The goals of the minor in English Language are:
1. To equip students with knowledge of the structure of the English Language, including its sound systems and its grammatical systems.
2. To equip students with knowledge of how English interacts with and is constrained by the social contexts in which it is used. This may involve focusing on some combination of the following: the sociolinguistics of contemporary English, the history of English, the recent history of English in New Zealand. (Exactly what the focus is will depend on which combination of ENLA courses a student decides to follow for the minor.)

Outcome statement
Graduates of English Language will have acquired knowledge of the structure, functions and contexts of use of English. They will know about the sound systems and grammatical systems of English, and they will understand how English varies in different historical, geographical and social contexts. English Language provides a foundation for any career which requires advanced communication skills and/or a detailed understanding of how English works, such as teaching, management, marketing, the media, and publishing.

(c) Changes

1. LING/ENLA 102 and LING/ENLA 210 have both had name changes since the original proposal (the new names are LING 102: *Language and Society in New Zealand and Beyond* and LING 210 *Sociolinguistic Methods).* The content of these courses has changed a little, but they still fulfil the same outcomes and so are still required courses for the ENLA major and minor).
2. It was initially proposed to allow students to double major in Linguistics and English Language by adding the following note:
   > Students who wish to double major in Linguistics and English Language must take the following four courses at 100 level: ENLA101 *The English Language*, ENLA102 *From babies to adults: how experience shapes our language*, LING103 *How to Learn another Language* and LING104 *European Languages in Europe and beyond*.

   In effect this means that students who wish to do a double major in Linguistics and English Language do the following courses at 100 level:
   - English Language major: ENLA101 and ENLA102
   - Linguistics major: LING103 and LING104

   This was necessary because ENLA/LING101 and ENLA/LING102 were required for the Linguistics major *and* the English Language major, but courses can only be credited to one major subject.   This

additional regulation means that (1) Linguistics majors and English Language majors receive the same foundational content (from ENLA101 and ENLA102) which allows progression to 200 level courses, and (2) Linguistics majors would receive additional content in the study of languages other than English (from LING102 and LING104), in line with the graduate profile for Linguistics.   However, LING 103 and LING 104 are no longer offered because of changes in staffing, which means that it is no longer possible to double major in English Language and Linguistics. Furthermore, low student numbers on the course LING/ENLA 210 has meant that this course has not been offered every year, making it more difficult (though not impossible) to major in English Language.

While the programme is still capable of delivering its original goals, as can be seen from section 3 (d), there is very little demand for this programme. Reasons for this are discussed in section 2 below.

2. REVIEW PROCESSES

Account of Review Processes.

The self-review report is written by the Head of Department or Director of Studies of the programme under review. This includes reference to material provided by the UC Academic Services team, including the original CUAP proposal and peer review comments, data on enrolments, retention, and data on graduate destinations. The report also includes feedback from students, e.g. from course evaluations, notes from meetings with class representatives, or data from specific surveys or focus groups that may have been carried out for the GYR process. The self-review report is submitted to a panel, comprised of a chair who is independent to the programme (i.e. that has not taught into the programme and has no other direct involvement), and several other members, including: academic representation from outside the programme, student representation, Māori advisor, and another member external to the College of Arts/University. The panel discusses the self-report, determines the validity of the data, and reflects on the evidence presented.

Because the ENLA courses are also co-coded with LING courses, the same systems were in place to monitor and track student achievement, retention, and feedback on the courses within both programmes. These included:
- Bi-annual staff-student liaison meeting
- Student feedback via course evaluations
- Discussions at staff meetings

These were largely focused on reviewing and evaluating specific courses within the programme, rather than reviewing the programme itself.

Our impression is that the courses were, on their own, very favourably reviewed as instances of individual courses, but that students who enrolled initially under the ENLA course code failed to see the difference between the ENLA programme and the LING programme and ultimately switched over to the more mainstream and widely-known (in New Zealand, at least) Linguistics degree pathway. This was initially a concern, and something that was discussed at Linguistics staff meetings as something that should be addressed.   However, further changes to staffing in the department in 2017 meant that one of the linguists teaching into the LING pathway was replaced by someone who works primarily on the linguistics of English. The new staff member's teaching preference was to modify the content of the Linguistics papers (especially LING 217 and LING 306 – both papers on grammar/syntax) to include more work on English, and remove the requirement that students on the LING pathway must work on a language other than English. This followed from student's interest in working on English, but it removed a distinction between the LING and ENLA majors.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:

The ENLA programme has not changed since its inception; the change has been in the LING programme making this have a greater overlap with ENLA. So in terms of the adequacy of the programme, ENLA remains as it did when it was first approved by CUAP. However, it is difficult to review the adequacy of the programme in general when so few students have completed it.

(b) Acceptability

The same comment applies here as above – with so few students completing the minor or the major in English Language (see (d) Data below), it is difficult to assess how well this degree fulfils the criteria of acceptability either for the wider work place or for advancement into another academic programme of study.

(c) Assessment procedures and student performance

The assessment procedures for ENLA across the programme include a variety of approaches and are tailored to meet the requirements of individual papers at different levels of assessment. These include quizzes, tests, written assignments and research reports. All assessments are subject to oversight by the Linguistics Department at the end of semester Exam Board meeting where we monitor that the grades and standards across ENLA and LING are comparable.

(d) Data

Year	No. of students graduating with a **Major** in English Language	No. of students graduating with a **Minor** in English Language
2016	1	0
2017	1	1
2018	0	0
2019	0	1
2020	0	1

(e) Programme Evaluations

There have been no official programme evaluations.

(f) Summary Statement

While the rationale for developing the ENLA programme was sound the numbers of enrolments in the programme have remained low for several reasons, the main one being that the study of English Language, while well recognised in other locations, for example, the UK, this is not the case in New Zealand. In addition, no special marketing of this pathway has occurred and appreciation of this field of study remains low both in the general population and amongst secondary school English teachers. Marketing, particularly amongst potential international students from Asia could possibly increase enrolments in the ENLA major and minor.

While numbers are disappointingly low the ENLA code requires no extra resourcing to retain and it seems to serve as a pathway into Linguistics for at least a few students and the learning outcomes for ENLA major are largely similar to those of the LING major. The Department will consider whether to cease the ENLA major over the next year.

The Academic Administration Committee considered this GYR on the 8th of November 2021. They supported the panel recommendations and had no further feedback to add. The qualification is scheduled for a Programme Review in 2026.

Graduating Year Review 2021

DETAILS	

Current Year	2021
Name of Programme	Master of Urban Resilience and Renewal (MURR)
Original proposal identifier (Academic Quality will provide)	04 UC/15 MURR
Name of independent GYR convenor	Prof Dave Kelly (UC, Biological Sciences)
Names of other panel members and positions held	Dr Tom Logan (Lecturer, UC Civil Engineering) Tyler McNabb (Student representative: UC Geography and MURR graduate) Jane Morgan (Christchurch City Council: Industry/non-academic)

1. PROGRAMME STATEMENT

(a) Description

The MURR is a 1-year 180 point taught Master's degree programme that focuses on urban renewal, and in particular community responses to key current environmental challenges faced by cities. The programme is designed to provide a pathway for professional employment in areas such as urban and environmental planning and management including a focus on hazards management, transport and sustainability and local and regional government, filling roles such as analysts, managers, and planners. The qualification meets the CUAP definition of a Master's degree: 60 points (0.50 EFTS) are at level 9 (and increasing to 90 points from 2022 onwards, see below). A minimum B grade average within a university degree relevant to urban resilience and renewal (e.g., geography, environmental science, planning) is required for entry. The programme consists of three compulsory courses, 30 points of 400-level elective coursework, and an individual research project in the field of urban resilience and renewal. The degree's compulsory elements are as follows:

Semester	Course	Points (EFTS)
1	GEOG 402 Resilient Cities	30 (0.25)
1	GEOG 409 Coasts and Rivers: from natural processes to urban environments	30 (0.25)
2	GEOG 415 Internship (150 hours)	30 (0.25)
X	GEOG 692 Community or Workplace Based Project	60 (0.50)

The other 30 points (electives) are taken from a range of subjects to suit the topic and interests of each student, typically from Geography, Geographic Information Systems, Environmental Science or similar 400 level subjects.

The GEOG692 project builds on the GEOG415 Internship experience and is carried out under supervision from academic staff, with a community partner. The interaction with a community partner

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to solve some question of interest to the partner is a key feature of the MURR degree. This is a major part of the learning in this Master's programme. The MURR was introduced in 2018.

(b) Purpose

The stated goals of the MURR are to:
1. Develop and enhance students' understanding of the impact of the physical environment on urban resilience and renewal
2. Foster a critical appreciation of key urban resilience and renewal issues and policies
3. Develop students' ability to undertake research on a topic related to urban resilience and renewal
4. Provide students with the opportunity to gain experience in analysing links between urban problems and solutions
5. Provide students with the opportunity to analyse and critique strategies for urban renewal
6. Provide students with the opportunity to apply these learnings in real world research problems working with local communities and/or organisations.

These goals have been met though the balance of different courses and learning styles. Students gain experience through the mixture of academic course work and experiential learning (hands-on project based elements). The course work develops their understanding of physical factors and policies affecting urban resilience and renewal. The project based elements develop their ability to undertake research in real-world settings, including working with and communicating with local communities and organisations. This helps develop problem-solving skills and emphasises the difference between theoretical solutions and ones that work for people on the ground.

(c) Changes

The only significant change was described in the self-review document but has not yet been implemented. This is to combine the 30-point internship and 60-point project into a 90-point community-engaged project to develop the thesis as a more cohesive experience for students. This will begin in the 2022 academic year. This change was initiated partly in response to feedback from students in the course. The Panel thought this change looks beneficial, as it allows a more concentrated body of work with the community partner to be rolled up into the thesis, making it effectively a 9-month thesis rather than the original 6-month version. As the learning in any thesis programme happens through the course of the project, the student is much better informed and more productive towards the end of the project than they were at the start. This is also beneficial for community partners, with a more substantial thesis that combines practical needs of community partners with an academic evidence base and rigour. This longer duration on the project would therefore be expected to allow an improvement in outcomes in the project and thesis.

2. REVIEW PROCESSES

Account of Review Processes.

The MURR was introduced in 2018 and this review covers the first three years 2018-2020. The GYR process begins with preparation of a Self-review portfolio which was provided to the review Panel. It includes information on enrolments and pass rates, surveys of student opinion, responses from community partners and employers, and destinations of graduates. Each of those was examined against the goals of the course. The Panel members reviewed the documents, then issues were identified, and a draft report was prepared by the review coordinator. This was checked by the Panel over email, and the draft conclusions discussed with the Programme Coordinator (Lindsey Conrow), before the report was finalised.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness

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The title and outcomes are appropriate and the course of study is coherent. The key focus is on Urban Resilience, with an emphasis on students working with a community partner to try and solve real-world problems (in two senses; solving problems of interest to community groups, and also the student learns skills interacting with groups outside academia).The course structure is appropriate with a background in relevant undergraduate subject and two compulsory 400-level courses giving content, then the internship and thesis project allowing deeper study of a hands-on problem.

The Panel found several lines of evidence that the course is adequate and appropriate. The increasing enrolment and retention rates show that the students find the degree of interest. The students have generally high pass rates and grades, with few exceptions. Student evaluations are very favourable, with all except one (which was about on the UC average) being higher than the UC average.

These positive lines of evidence also suggest that the entry requirements and course contents are appropriate for allowing students to achieve the desired learning outcomes. Finally, feedback from community groups on the students who have worked with them indicate that the community groups found the students to be well prepared and helpful.

(b) Acceptability

Again this seems good. Evidence of student uptake, retention and success have been mentioned in section (a) above. Acceptability to external stakeholders is shown by the very positive comments from community partners who had students working with them (Self-Review Supplement 3), and the range of relevant employers who have taken on graduates from MURR. These employers include local government (6 different entities), central government (5), commercial organisations (4) and trusts (2), with some graduates having positions at several organisations.

Two lines of evidence suggest that the graduate profile of the programme is being achieved. First, the profile of employer destinations matches those listed in the original goals of the degree, consistent with the students developing the skills in the graduate profile. Second, the positive feedback from community partners where the students worked during their degree also suggests the students were meeting the standards listed in the graduate profile. One Panel member (Jane Morgan) works at a community partner (the Christchurch City Council) and provided an additional case study to illustrate this: "*The Coastal Hazards Adaptation Planning programme team have had significant interaction with the MURR course and students over 2019-2020. Three MURR students have moved into roles either with Council's adaptation planning team or with organisations that work closely with Council (Orion and Jacobs). All three students previously undertook research (or are continuing to undertake research) on aspects of coastal hazards planning that are highly relevant to Council needs (dunes systems and wellbeing, citizen science and blue/green infrastructure). In addition, Council collaborated on a student assignment in which students were tasked with creating videos to explain hazards processes to communities. The quality of the students videos was extremely high. It's been our experience that students emerging from the MURR course have a strong understanding of the underlying natural processes and the practical application of this knowledge in policies, processes and engagements with communities. We are very keen to continue this partnership.*"

(c) Assessment procedures and student performance

Generally good. The assessments relate to the various goals, including both academic and applied aspects. Grades are generally good as noted above. The most important output at the end of the course, the GEOG692 thesis, is assessed by two academics independently as is typical for a Master's thesis.

In relation to student performance, of 15 students who have finished the GEOG692 thesis, twelve got A grades (A and A-), one got a B, and two got C+ grades. This is a reasonably typical grade distribution for a Master's thesis, but the two C+ grades suggest two students did not develop the skills required for good performance. Of course, there is a stochastic element as some students may do poorly for reasons beyond the control of the university. We note that the move to a 90-point thesis may well help with this, as the longer time available for the thesis work should allow time for skills to develop (see Changes section above). But the higher points value for the thesis also increases the importance to students of

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performing well in it. We recommend that supervision practices for the thesis study be reviewed to set some milestones (e.g. at the 3 and/or 6 month points) to ensure students are aware of their rate of progress towards successfully completing thesis work with a community group.

(d) Data

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2018	5	5	0	2.9	2	3	0
2019	7	6	1	7.1	5	1	1*
2020	13	13	0	11.6	8	5	0

*Withdrawal for health reasons

The numbers of students enrolled have increased each year since the MURR was introduced in 2018. Total head counts and EFTS indicate a good student demand for this course, and also would appear to be easily sustainable from the perspective of teaching effort. The Self-Review Report says that this growth in enrolments is despite relatively low levels of promotion of the degree. Completion rates are also good and in line with expected rates at Masters level.

(e) Programme evaluations

There are no relevant accreditation bodies, and no external reviews have been undertaken.

In general, the Panel found that the MURR degree is well structured to meet its goals, is popular with students, and is meeting the needs of external bodies. We support the decision to move to a single 90 point thesis, and expect this will give better outcomes for students and for community groups.

Our one recommendation is that, to keep students well informed of their progress towards successful completion of the enlarged GEOG692 thesis, some intermediate milestone(s) be set up and supervisors stay closely engaged with the progress of students. This should give students the best chance of success in the thesis, which is a major component of the MURR degree.

(f) Summary Statement

The MURR programme has been successful in terms of student enrolments, and is well regarded as a qualification by local and regional employers (e.g. the Christchurch City Council, Environment Canterbury, the Ministry of Transport). The Board of Studies in Science have reviewed this Graduating Year Review and fully support the programme's continuation. We note that the current coordinator is currently a fixed-term member of staff. To enhance the resilience of the programme from an administrative and academic perspective, we would recommend that the programme coordination role is undertaken by a continuing member of academic staff.

The Academic Administration Committee considered and discussed this GYR on the 8th of November 2021. The Dean of Science summarized the MURR qualification as a mix of human and community geography and talked about the addition of a community or work place-based project related to community engagement. The panel thought the student numbers were good and showed an increase in enrolment and agreed the programme should continue. An AAC member inquired into the graduate profile and whether the profile reflects an older time period. It still relates to urban renewal but there have been lots of developments in society expectations, with changes in climate change risk exposures from workplaces and how businesses perform their operations. With the new audit requirements for businesses the question was asked as to whether this is an opportunity to make sure graduates can conduct necessary risk assessment to businesses. The Dean of Science confirmed that the question was whether the programme should be evolving as it moves forward and would pass this back to the programme coordinators. The degree is scheduled for a Programme Review in 2026.

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Graduating Year Review 2021

DETAILS

Current year	2021
Name of programme	Masters of Spatial Analysis for Public Health (MSAPH)
Identifier for the original proposal	02 UC/17 MSAPH
Name of Independent GYR Convenor	Professor Jennifer Brown, School of Mathematics and Statistics, UC
Names of other Panel members and positions held	Phoebe Eggleton, Student Representative Dr Matthew Hobbs, School of Health Sciences, UC Dr Malina Storer, Canterbury District Health Board (CDHB)
Name of Self-Review Coordinator and position held	Assoc. Prof Malcolm Campbell, School of Earth and Environment, UC

1. PROGRAMME STATEMENT

(a) Description

The programme is for postgraduate students interested in combining health with statistical and spatial analysis. The initial proposal for the programme responded to a request from the Ministry of Health (MoH) to help develop capability in spatial analysis as applied to public health. The MoH provided initial financial support for the programme development, and provided student scholarships through the UC GeoHealth Lab contract. This contract expired earlier this year, in July 2021. Given the current situation with Covid-19, the demand for students with this background will still be strong.

The programme, which has evolved with some course changes, is providing the students with a balance of public health, statistical and spatial analysis skills. The programme was developed using existing courses, with no new courses being created.

The programme is now:

- GEOG 694 Community or Workplace Based Project (60pts)
- GISC 402 GI Science Research (15pts)
- GISC 404 Spatial Analysis (15pts)
- GISC 411 Spatial Analytics for Health (15pts)
- HLTH 402 Health Information Management (30pts)
- HLTH 462 Quantitative Methods in Health (15pts)
- STAT 447 Official Statistics (15pts)
- STAT 448 Big Data (15pts)

The MSAPH meets the CUAP qualification definition. The programme is a balance between health, statistics and spatial analysis.

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(b) Purpose

The goals of the Master of Spatial Analysis for Public Health (MSAPH) are to:

1. Develop and enhance students' understanding of the value and use of geospatial science in addressing public health questions;
2. Develop students' ability to undertake geospatial research on a topic related to public health;
3. Provide students with the opportunity to gain experience in analysing public health problems using geospatial science;
4. Provide students with the opportunity to apply these learnings in real world research problems working with end users.

These goals are being met by the programme through the individual courses, and with the overall programme direction. The three GISC courses address goal 1, GISC411 and HLTH462 address goal 2, all the courses address goal 3, and goal 4 is specifically addressed in the GEOG694 project. Providing students with the opportunity to apply learnings in real world research problems working with end users (goal 4), is something that requires considerable investment by the School. To do this well requires time and commitment, so as to build and maintain the industry relationships. This is something the staff in the programme do exceptionally well.

(c) Changes

There have been some changes to the programme. The initial requirements for programming, statistics and GIS as pre-requisites were made less onerous, in tandem with changes to the Professional Masters in Geospatial Science and Technology (PMGST), and this opened up the MSAPH to more potential students. In 2020, a methods course (GISC402) was added to the programme regulations, to support students in making the transition to GEOG694, and a more advanced programming course (GISC412) was removed.

The MSAPH did not run in 2021, because the related Professional Master of Geospatial Science and Technology (PMGST) was not being offered. The MSAPH was developed with no new courses (all courses were originally developed for other programmes), and with all 180pts being prescribed. As a consequence, if a course or courses in a related programme is/are not offered, then the MSAPH cannot run. A related challenge for the MSAPH has been that courses offered by other Schools and Departments have sometimes changed semesters, without understanding the impact of such changes on the delivery of the MSAPH.

The Panel considered that the changes made to the programme are appropriate, responsive to the needs of students, and consistent with the strategic directions of the university. The Panel recommend that when courses are part of multiple programmes that decisions about not offering a course or changing its semesterisation should be made in consultation with all relevant parties. The Panel encourages UC to facilitate co-teaching across Departments and Schools as a way of reducing the risk of a course being not offered. A practical system to alert host Schools and Departments for when a course they teach is in multiple programmes would help.

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5. REVIEW PROCESSES

Account of Review Processes

The courses within the programme are reviewed in regular cycles as part of the UC course and teaching survey process within each School/Department. The surveys at the course level will be from all students enrolled, and will therefore include students from other programmes. The information provided showed all the courses had reasonable survey results, and there was no one course or responses to a single survey question that were of concern to the Panel.

At a programme level, there has been informal feedback (via meetings) from students with the program coordinator and associated staff and in general the comments have been very favourable.

For this GYR, a self-review document was prepared by the Programme Director, Associate Professor Malcolm Campbell. Three members of the Panel met on Friday 20th August 2021, and the independent convenor then met on Friday 3rd September 2021 with Dr Malina Storer. The draft report was circulated and the Panel exchanged several emails to confirm the final content and wording of this Report.

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6. REVIEW OUTCOMES

(a) Adequacy and appropriateness

The structure of the MSAPH programme – including the entry requirements, specified coursework, and project – provides students with the skills, knowledge and competencies to undertake spatial analysis roles within a wide range of health organisations. Graduates have a solid foundation for developing further in such roles, with potential for moving into senior spatial analysis positions.

The programme is a unique offering, giving students experience in different topics. The GEOG694 project is an opportunity for students to apply their knowledge from the courses in practice. Graduates of the programme will be comfortable working with spatial health data, have the necessary computational skills to work with spatial health data, and will be spatially literate. As well as these foundational skills and spatial health knowledge, they will have transferable skills such as big picture thinking, effective visualisation, communication, and problem solving skills. Graduates of the programme are recognised by employers as being work ready and adding value to health sector organisations through the knowledge and skills they bring. The programme remains adequate and appropriate, as evidenced by the graduate destinations, employer feedback and student feedback.

(b) Acceptability

The Panel received evidence of the ongoing acceptability of the programme. The students who have completed the programme (2 in 2019 and 1 in 2020) are now either employed or continuing with further study in related areas. One student on completion relocated to the USA and is now working in Geographic Information Science (GIS) roles, another is working in a geospatial role at ESR (the Institute of Environmental Science and Research) in New Zealand, and the third student has started a PhD using geospatial techniques related to health in New Zealand. All these roles involve analysis of health and health-related data.

The project, GEOG694, is undertaken in partnership with industry. Students have worked with Ngāi Tahu and the Canterbury District Health Board, and both organisations reported a positive engagement with the students. Feedback from the organisations included these statements about the students' project reports, "Overall I thought this was high quality" and "Well-structured and well written". The Panel member from CDHB commented that students with geospatial skills bring considerable benefit to the organisation in their ability to access, use and display data effectively. Often, they bring a fresh way of looking at data and are able to reveal important trends and patterns to clinicians. The Panel consider the programme is meeting the expectations of the graduate profile, while acknowledging that there have only been three students to date.

(c) Assessment procedures and student performance

The courses in the programme use both formative and summative assessment. The project (GEOG694) is marked independently by two academics. One is the student's supervisor and the other is from elsewhere in UC. This arrangement is common for other 180 pt Masters programmes at UC. Assessment of the project consists of an initial proposal (10%) in which the research problem is structured, and a thesis (90%).The three students who have completed the programme to date have been very successful in their studies.

The overall GPA for these students, across all their MSAPH courses, was 8.00, 7.54 and 7.67, which is in the A- to A grade range. While recognizing this is a small number of graduates, these results are very good.

(d) Data

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2018	2	2	0	2	2	2	0
2019	Not offered						
2020	1	1	0	1	1	1	1

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The programme has had only three students graduate, but all have excelled in their studies, and have continued on to further study, or found work in areas where their skills were in demand. Given the current situation with Covid-19 and the associated need for population level health analysts to help craft effective ongoing responses to community outbreaks and transmission, the MSAPH programme is likely to attract more students in the immediate future, and the graduates will be in demand. In the view of the panel, *there could not be a more appropriate time to offer such a programme.*

The Panel recommend that the programme is supported by UC. Within UC, potential undergraduate students in Health, Statistics, Geography and other areas can be made aware of the programme. These students would need to know about MSAPH early on their undergraduate studies so they have time to select appropriate courses to prepare them for the 400 level courses. The programme is unique in NZ and will be attractive to domestic students from other Universities. The programme will also be attractive to international students and the Panel recommends an international fee that is comparable with similar Master's degrees at UC.

The Panel recommend consideration be given to having more flexibility in the choice of courses that comprise the 180 pts. If the goals of the programme could still be met, the Panel suggest allowing students to substitute up to 30 pts of courses, subject to the approval of the programme director. This may make the programme more accessible to students.

(e) Programme evaluations

There have been no external reviews of the MSAPH programme.

(f) Summary Statement

The Board of Studies in Science has reviewed this GYR report. It notes the problems with stability of courses that has affected the MSAPH, and recommends stronger mechanisms within UC to mitigate and avoid this issue going forward. Although the MSAPH student numbers to date have been low, the programme content is relevant and timely, particularly in the current context of Covid-19 (where effective responses to the disease depend in part on the analysis of geographically differentiated epidemiological and other population health data). So we recommend the continuation of the programme, subject to renewed effort in the areas of marketing and course stabilisation. Additional attention could be given to marketing the programme to undergraduates within UC, and to ensuring that they have the appropriate quantitative analytical preparation necessary to succeed in the programme.

In discussion with the relevant academic staff, the College of Science may also consider the possibility of broadening the programme, so that it has a more general focus on Spatial Data Analysis, with health as just one area of application among a broader set of possibilities (e.g. Business, Environment, Health). In exploring this option, careful consideration would need to be given to maintaining an appropriate degree of distinction from related UC Masters programmes (e.g. the Master of Applied Data Science, and the Professional Master of Geospatial Science and Technology).

The AAC considered this GYR presented by the Dean of Science (November 2021). He noted that the enrolments in this qualification were substantially lower than anticipated, but nevertheless the panel continued to support it. The qualification was impacted in some years due to courses moving semesters which did not fit with student timetables. Some questions were raised by the AAC members regarding the nature of the programme and whether the low student enrolments indicated that it was too specialised. The Dean of Science acknowledged that there was a narrow field of potential candidates for the degree and it was currently more popular with international rather than domestic students. The higher fees compared to other cognate degrees was noted. The Chair suggested that there should be a set timeframe by which if the qualification had not enrolled more students, it should be discontinued. The Dean of Science agreed to speak to the Head of School about the points raised. The next programme review is due in 2026.

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Graduating Year Review 2021

Current Year	2021
Name of Programme	BSc, BSc (Hons) and Master of Financial Engineering (MFEng)
Original proposal identifier (Academic Quality will provide)	02 UC/16 MFEng, BSc (Hons), BSc 03 UC/14 BSc(Hons),BSc/1
Name of independent GYR convenor	Professor Randolph Grace, School of Psychology, Speech & Hearing
Names of other panel members and positions held	A/Prof Christopher Price, School of Mathematics and Statistics Professor Jedrzej Bialkowski, Department of Economics and Finance Nicholas Steyn (student representative)

1. PROGRAMME STATEMENT

(a) Description

The BSc, BSc (Hons) and Master's degrees in Financial Engineering are intended to provide students with the training in mathematics and statistics, finance, and computer science necessary for careers in the finance industry. There is high demand for individuals with strong mathematics and computer programming skills and with the financial expertise to manage risk of investment portfolios, to develop and evaluate new financial products, and to work in emerging 'green finance' or ethical investing roles.

The programmes focus on three major areas of knowledge: finance (e.g., understanding of derivatives), probability and uncertainty (e.g., how to quantify risk, how to optimize the process of portfolio management) and computer programming skills (to develop models using actual data).

The BSc in Financial Engineering is closely specified, with required and recommended courses as follows:

100-level: required courses

- COSC 122 Introduction to Computer Science
- ECON 104 Introduction to Microeconomics
- MATH 102 Mathematics 1A
- MATH 103 Mathematics 1B
- STAT 101 Statistics 1
- COSC 121 Introduction to Computer Programming **or** COSC 131 Introduction to Programming for Engineers

ACCT 102 Accounting and Financial Information and INFO 125 Introduction to Programming with Databases are also *recommended*.

200-level: required courses	**300-level: required courses**
- ECON 213 Introduction to Econometrics - FINC 201 Business Finance - MATH 201 Multivariable Calculus - SENG 201 Software Engineering I - STAT 213 Statistical Interference - FINC 203 Financial Markets, Institutions and Instruments or ECON 207 Intermediate Microeconomics – Households and Government	- FINC 331 Financial Economics - STAT 317 Time Series Methods - FINC 311 Investments or FINC 312 Derivative Securities Plus at least one of: - COSC 367 Artificial Intelligence - ECON 324 Econometrics - FINC 305 Financial Modelling

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• STAT 211 Random Processes or STAT 221 Introduction to Statistical Computing Using R INFO 213 Object-Oriented Systems Development is also *recommended*.	• FINC 345 The Economics of Risk and Insurance • MATH 302 Partial Differential Equations • MATH 303 Applied Matrix Algebra • SENG 301 Software Engineering II • STAT 314 Bayesian Inference • STAT 315 Multivariate Statistical Methods • STAT 318 Data Mining

At the postgraduate level, the courses are similar for the 120 point BSc (Hons) and the 180point taught Master of Financial Engineering (MFEng) degrees. One key difference is that the MFEng includes an extra 45 point 'capstone' course, FENG601, completed during the summer after two semesters of coursework. In this course, students gain valuable experience through a real-world internship or research project.

For the 180 point MFEng programme, students take the following 120 points of compulsory courses:

- COSC480 Computer Programming (15 points)
- FENG601 Applications of Financial Engineering (45 points)
- FINC612 Derivatives Securities (15 points)
- FINC623 Advanced Derivative Securities (15 points)
- MATH412 Optimization (15 points)
- STAT456 Time Series and Stochastic Processes (15 points)

The other required 60 points is comprised of electives, which are able to be selected as follows:

- At least a further 15 points from FINC624 (Asset Pricing), FINC628 (Risk Analysis), FINC629 (Credit Risk Management) or other FINC 600-level courses as approved by the HOD of Economics and Finance.
- A further 30 points from MATH or STAT at 400-level
- A further 15 points from MATH, STAT, or FINC at 400 or 600-level, as approved by the Kaihautū Pūhanga Tāhua | Director of Financial Engineering.

When students have completed some of the required courses prior to entering the programme, there is provision for substitution of courses. BSc (Hons) students must complete an Honours project (30 points) and then a further 90 points from the MFEng compulsory and elective courses, with the exclusion of FENG601 (which is only available to Master of Financial Engineering students).

(b) Purpose

The goals of the Financial Engineering programmes are to equip students with the necessary skills to work as a quantitative analyst in the financial industry. The BSc and BSc (Hons) programmes are designed to prepare students for this career through an initial degree that combines economics, finance, mathematics, statistics and computer science.

In contrast, the MFEng programme provides a pathway for students who lack specific undergraduate education in economics or finance but who possess strong quantitative backgrounds– perhaps because they majored in a field such as mathematics or physics – to transition into working in finance.

The BSc in Financial Engineering has been successful at attracting qualified students, with EFTS increasing from 16 to 34 from 2018 to 2020, with a total of 19 completions through 2020. The MFEng has been less successful in terms of student numbers, with only 4 students currently enrolled and two completions - short of the original target. Possible strategies for increasing the MFEng enrolments are considered below.

The BSc (Hons) programme in Financial Engineering has not had any enrolments in the 2018-2020 period.

(c) Changes

There have been no changes to the programmes' regulations since their initial approval by CUAP.

2. Review Processes

Account of Review Processes

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The review process consisted of the following steps. (1) A self-review report was prepared by the programme coordinator; (2) the Dean of Science appointed a GYR panel in consultation with the Head of Mathematics and Statistics; (3) the panel met to consider the self-review document and prepare the report; (4) the report was reviewed and approved by the College of Science Board of Studies, the University Academic Administration Committee and finally, the University Academic Board.

The panel included: Professor Randolph Grace, School of Psychology, Speech and Hearing (Chair), A/Professor Christopher Price, School of Mathematics and Statistics, Professor Jedrzej Bialkowski, Department of Economics and Finance, Nicholas Steyn (student representative).

Professor Bialkowski is a member of the steering committee for the BSc, BSc (Hons) and Masters programmes in Financial Engineering and contributed to their development. A/Prof Price is independent of the programme and does not contribute to teaching in the relevant courses. Nicholas Steyn graduated from the BSc in Financial Engineering in 2019. The panel was provided with the self-review report and data on student enrolments.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness

The BSc, BSc (Hons) and Master of Financial Engineering provide a point of distinction for UC. They are interdisciplinary programmes, and draw on several areas of academic strength at UC, while also making use of physical resources such as the trading room and Bloomberg terminals in the UC School of Business.

The programmes are well designed to cover the range of knowledge and practical skills in finance, mathematics/statistics, and computer science that graduates will need. Although enrolments for the BSc have been increasing and are in accord with expectations, fewer students have enrolled for the MFEng than planned, even though there has been strong interest. Because the required coursework for the BSc and MFEng have some similarities, despite their differing levels of academic difficulty, BSc graduates are able to gain employment in the financial industry without having to complete the Masters programme.

As such, the BSc in Financial Engineering has not generated a pool of students who wish to continue to the MFeng programme. In terms of growing MFeng enrolments, the plan instead has been to recruit students from undergraduate degrees in mathematics and physics from within NZ, and also internationally. Recruitment for the MFEng has been hindered by the Covid-19 pandemic and associated travel restrictions, but there has also been less interest than anticipated among suitably qualified students. Although the programme has attracted considerable interest from students with backgrounds in commerce or business, these students typically have not met the prerequisites in mathematics/statistics and computer science to be suitable candidates for the MFEng. The MFEng prerequisites include STAT101 (Introduction to Statistics), FINC201 (Business Finance) and any two of MATH201 (Multivariable Calculus), MATH202 (Differential Equations), MATH203 (Linear Algebra) and STAT213 (Statistical Inference).

(b) Acceptability

The BSc and Master of Financial Engineering programmes have received favourable comments from students who have completed them. Students completing the MFEng programme have been successful in obtaining professional positions – one graduate obtained a job as a quantitative analyst for HSBC Bank in Poland and now is working for a bank in Germany, while another successfully completed an internship in data science. BSc students have been able to gain employment with financial firms in New Zealand.

(c) Assessment procedures and student performance

The courses for the BSc, BSc (Hons) and Master of Financial Engineering are provided by Schools/Departments across UC, including the School of Mathematics and Statistics, the Department of Computer Science and Software Engineering, and the School of Business. The courses use a range of different methods of assessment, such as tutorial questions, quizzes and problem assignments, and tests and exams. In the School of Mathematics and Statistics, the Department of Computer Science and Software Engineering, and the School of Business, final results are discussed and collegially approved. Research projects (FENG 601) are also examined by a member of the academic staff not involved in their supervision.

Course evaluations by students enrolled in the BSc, BSc (Hons) and Masters of Financial Engineering were not available to the review panel, because the responses were typically from only a small proportion of students

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enrolled in any particular course, and this typically fell below the threshold for being able to receive the data (for reasons of preserving student anonymity).

(d) Data

Enrolments for the MFeng have been significantly lower than expected. However enrolments for the BSc have been good and consistent with original expectations of approximately 20 new students each year. There are also two Māori students who have successfully completed the degree.

Table 1. MFEng student enrolments

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2018	2	2	0	2.2	2	0	0
2019	4	4	0	4.3	3	1	0
2020	4	4	0	1.1	1	1	1

Table 2. BSc Financial Engineering student enrolments

Table 2 - All.

Programme Title	Programme Code	PeriodYear	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	New to Programme Headcount	New to Programme EFTS	Programme Completions	Programme Withdrawls
Bachelor of Science	BSc	2018	16	16	0	14.3	7	5.9	7	0
		2019	21	21	0	17.4	13	10.6	6	0
		2020	34	32	2	28.7	21	18.1	6	0

Table 2a - Domestic.

Programme Title	Programme Code	PeriodYear	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	New to Programme Headcount	New to Programme EFTS	Programme Completions	Programme Withdrawls
Bachelor of Science	BSc	2018	13	13	0	12.4	6	5.4	5	0
		2019	16	16	0	13.4	8	6.6	4	0
		2020	27	25	2	22.7	18	15.9	6	0

Table 2b - Full Fee.

Programme Title	Programme Code	PeriodYear	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	New to Programme Headcount	New to Programme EFTS	Programme Completions	Programme Withdrawls

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Programme Title	Programme Code	PeriodYear	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	New to Programme Headcount	New to Programme EFTS	Programme Completions	Programme Withdrawls
Bachelor of Science	BSc	2018	3	3	0	1.9	1	0.5	2	0
		2019	5	5	0	4.0	5	4.0	2	0
		2020	7	7	0	5.9	3	2.2	0	0

Table 2c - Maori.

Programme Title	Programme Code	PeriodYear	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	New to Programme Headcount	New to Programme EFTS	Programme Completions	Programme Withdrawls
Bachelor of Science	BSc	2018	1	1	0	0.5	1	0.5	2	0

Table 2d - Pasifika.

Programme Title	Programme Code	PeriodYear	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	New to Programme Headcount	New to Programme EFTS	Programme Completions	Programme Withdrawls
Bachelor of Science	BSc	2019	1	1	0	1.0	0	0.0	0	0
		2020	1	1	0	0.6	1	0.6	0	0

(e) Programme evaluations

The BSc, BSc (Hons) and Master of Financial Engineering degrees have not been externally reviewed.

(f) Summary Statement

The BSc, BSc (Hons) and Master of Financial Engineering are academically strong and represent a point of distinction for UC. This increases our ability to attract talented students. For example, the student representative on the panel (Nicholas Steyn) indicated that he attended UC specifically because of the BSc in Financial Engineering programme. The continuation of the BSc in justified, given the growing student numbers.

The programmes are interdisciplinary and draw on different areas of strength at UC, but recruitment for the MFEng programme could be improved. The review panel noted that marketing efforts to attract both domestic and international students could be strengthened. Recent graduates could be highlighted on the Financial Engineering webpages. The College structure and resourcing model at UC during the review period may have created some obstacles for the programme due to its interdisciplinary nature. For the MFEng programme to realize its potential, it is recommended that resources are allocated to develop a marketing plan and that efforts are made to provide a pathway for students who do not have all of the pre-requisites to enrol in the MFEng. For example, these students (e.g., commerce students with some but not all the mathematical pre-requisites) could perhaps spend an extra semester at UC prior to the MFEng, taking appropriate preparatory courses.

The Academic Administration Committee considered this GYR on the 8th of November 2021. The Dean of Science introduced the qualification as being part of the College of Science but noted that most courses are in Business, Mathematics and Statistics and Computer Science. The Masters programme and undergraduate programme showed quite a difference in student numbers with the MFEng showing poor enrolments compared to the BSc with 34 enrolments. It was noted that the panel was supportive of continuing the programme, even if student numbers are low, and that an increase in marketing could better promote the programme which has previously suffered due to being spread across different locations. The AAC discussed the fees and costs associated with the qualification and if there were existing qualifications that students could take due to low demand for the MFEng. Suggestions were made about broadening the programme to add a finance component, which is doesn't currently have. The Committee Chair suggested that the business and engineering schools should discuss this further. The next Programme Review is due in 2026.

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Graduating Year Review 2021

DETAILS	

Current Year	2021
Name of Programme	Master of Health Sciences Professional Practice (180pt unendorsed) (Nursing) (Health and Community) Master of Health Sciences (240pt) (Nursing) (Health and Community) Postgraduate Diploma in Health Sciences (120pt) (Health and Community)
Original proposal identifier (Academic Quality will provide)	01 UC/15 MHealScProfPr 02 UC/15 MHealSc/1 08 UC/16 MHealScProfPr, MHealSc, PGDipHealSc/1
Name of independent GYR convenor	Carolyn Mason, College of Arts, University of Canterbury
Names of other panel members and positions held	Mel Tainui, Kaiārahi, College of Education, Health and Human Development, University of Canterbury Jacinda King, Nurse Manager Nursing Workforce, Nurse Coordinator Postgraduate Nursing Education, CDHB

1. PROGRAMME STATEMENT

(a) Description

The MHealScProfPr unendorsed, (Nursing), and (Health and Community) meet the CUAP requirements for a 180-point Master's degree. The minimum entry qualification is a relevant three-year bachelor's degree or equivalent. The students complete at least 45 points at Level 9, including a 30-point, level 9, research methods course. The remainder of the courses are at Level 8 or 9.

The MHealScProfPr (Nursing) is offered in conjunction with the Ara Institute of Canterbury. It was originally approved by the University of Canterbury (UC) as a 240-point Master's degree offered in conjunction with the, then named, Christchurch Polytechnic Institute of Technology (CPIT). The UC courses were initially special topic courses and offered for two years until November 2016. Following CUAP approval in late 2016, the program moved to a 180-point Master's degree.

The MHealSc (Nursing) and MHealSc (Health and Community) proposals added new endorsements to the pre-existing MHealSc, that meet the CUAP requirements for a 240-point Master's degree. They include coursework consisting of assignments, activities, and project work, including a 30-point, level 9, research methods course and a level 9 research thesis.

The PGDipHealSc (Health and Community) accepts students with a relevant bachelor's degree or suitable alternative. Students complete 120 points of course work, 60-points of which come from compulsory courses with a community health focus.

With the exception of the Health and Community endorsement these qualifications were introduced in late 2016. The Health and Community endorsement was introduced in 2018.

(b) Purpose

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The MHealScProfPr was introduced to offer a 180-point coursework qualification with nested awards of PGCertHealSc and PGDipHealSc. Initially, the qualification could be completed unendorsed or with an endorsement in: Early Intervention; Environment and Health; Health Behaviour Change; Health Information Management; Men's Health; Palliative Care; Nursing; or Health and Community.

The proposed goals included:
1. To provide an industry-relevant and academically rigorous Master's qualification for those wishing to advance their careers in the health sector.
2. To provide multiple career pathways for health professionals within their specialist endorsement areas as emerging health professionals and leaders mentoring other staff.
3. To establish and promote a professional practice programme for domestic and international students with suitable undergraduate degrees who wish to enter the nursing profession, enabling future nurses to complete this degree alongside the CPIT (Ara) clinical component within 24 months.
4. To provide courses that attend to the health needs of all members of the community and develop culturally responsive understanding and practices.
5. To build on existing knowledge, programmes and resources to offer alternative pathways based on the same core courses available within the 240-point Master of Health Science degree schedule.
6. To increase the number of students completing the Master of Health Science.
7. To strengthen the university's standing in the health sector.

Overall, the programmes of study meet the goals stated in the original proposal.

1. 2. and 3. As explained below, in 3(a) these qualifications successfully lead to qualification-related employment, and the MHealScProfPr (Nursing) is regarded highly by employers for producing work ready graduates.

4. The addition of the Nursing and Health and Community endorsements increases the ways in which the Master of Health Science programme meets the health needs of the community. All programmes of study covered by this GYR develop culturally responsive understanding and practices. For example: the compulsory course, HLTH463 Whanau and Community Health, requires students to "demonstrate a critical understanding of Māori health within the context of Primary Health Care" and "integrate key concepts of Hauora Māori and Māori health experiences with principles of Primary Health Care"; HLTH465 Professional Frameworks for Nursing Practice, a required course for Nursing, includes sections on principles of cultural safety and Te Tiriti o Waitangi; HLTH469 Health Issues in the Community, required for Health and Community qualifications, "supports students to think through who they are as cultural beings/products of culture, and how this might have a bearing on their engagement with their chosen community, and their future work within the health sector. Students will reflect on and develop their cultural competence, critical consciousness and cultural humility in the course of classroom activities and assessments." The qualifications could achieve this goal even more successfully if HLTH464 Research Approaches for Health and Sport included Māori research methodologies.

5. This set of qualifications does an excellent job of building on pre-existing expertise and established courses. The suite of courses available meets the needs of these GYR qualifications.

6. & 7. These qualifications have strengthened UC's standing in the Health sector, although, as explained below, effect the number of students completing the Master of Health Science.

The Master of Health Sciences (240 point) (Nursing) was introduced to add a new endorsement in Nursing and to align regulations with the regulations for the 180-point Master of Health Sciences Professional Practice. It provides for those who wish to pursue a research masters in conjunction with their entry to nursing practice.

The Master of Health Sciences (240 point) (Health and Community) teaches students about the intersections between individual health, medicine, and population health. It was introduced to appeal to international students, provide an option for BHSc (Health Education) majors and to take advantage of the public health focus of the School of Health Science without overlapping with existing qualifications or competing with other NZ offerings.

The MHealSc (Nursing) and (Health and Community) have very low enrolments (see below), with one new intentional student enrolling in the MHealSc (Health and Community) from 2018-2020 and none in the MHealSc (Nursing). So, these qualifications have had minimal effect on international enrolments. However, offering these pathways keeps options open for students interested in research while making little difference to staffing.

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The PGDipHealSc (Health and Community) provides an accessible option for those who wish to advance their careers in the health sector, but do not wish to commit to the MHealSc or MHealScProfPr. It also provides a way for MHealSc or MHealScProfPr students whose circumstances mean that they cannot complete these degrees to leave these programmes with a qualification.

(c) Changes

The endorsements in Early Intervention and Men's Health approved at the same time as the endorsements covered by this review were discontinued due to lack of student interest.

There have been no changes in regulations, but the programme coordinators note that the compulsory course HLTH463 is unpopular with some students and are considering providing an alternative compulsory 30-point level 9 course.

2. REVIEW PROCESSES

Account of Review Processes.

The GYR panel members received a self-review report by Isabel Jamieson, Programme Coordinator for the MHealScProfPr (Nursing), and had access to the original CUAP proposals. Panel members met three times to consider the information provided. Outside of meetings, they requested and were provided with, additional information about the qualifications and related courses. The self-review included student survey data from courses and the Graduate Destination Survey. Students did not contribute information specifically for the GYR. Nursing students were offered the opportunity to take part in focus group discussions, but did not accept. Isabel Jamieson, Programme Coordinator for the MHealScProfPr (Nursing) and Kate Reid, Programme Coordinator for the broader postgraduate health sciences suite attended a meeting to respond to questions.

3. REVIEW OUTCOMES

(a) Acceptability

UC's Graduate Destination Survey, indicates that most graduates achieve the programme's stated aim of industry-relevant employment that enables them to advance their careers within the health sector. 75% of students who responded said that they were in employment directly related to their course of study. 86% were employed fulltime. Only 11% said that their current employment was unrelated to their career aspirations. Comments on the survey support this, with students commenting that: it was attractive to graduates wanting a fast-tracked career to RN; the combination of theory and practice prepared students directly for employment; graduates have enhanced work skills; and, it helped students become specialists.

Critical comments in the UC Graduate Destination Survey included one request for an increased practical component to help the transition into employment, and a comment about the degree resulting in employment in a beginning position. The number of students who felt that they were well-prepared for employment suggests that practical component of the degree is appropriate. Information about the MHealScProfPr (Nursing) makes clear that graduates "will be viewed as a beginning nurse".

The self-review report included a letter of support from Jo Greenlees-Rae, RN BN MNursing. Nurse Coordinator Projects, Nursing Workforce Development Team, Canterbury District Health Board that provided a very favourable report on the quality of MHealScProfPr (Nursing) graduates.

(b) Assessment procedures and student performance

The course assessments are well suited for demonstrating that students meet the stated learning outcomes. Coursework consists of a wide variety of assignments, activities, project work, and research. The assessment tasks within courses are well suited for teaching skills and demonstrating that students have met learning outcomes. Students are required to think critically and engage in activities directly related to future employment opportunities.

Assessments are internally moderated by the course coordinators. There is no external moderation of grades for the courses directly associated with these qualifications, although there is some external moderation of other graduate Health Science courses. The course moderation since 2017 has all been within UC and Ara. Although all evidence suggests that assessment is carried out to a high standard, UC policy states that "8.1 Good practice... ensures comparability with

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assessment of similar learning outcomes at the same level in other institutions across the sector". However, this requires cooperation between institutions.

Student achievement in the compulsory courses, HLTH463 and HLTH464, resembles that of Master's level courses in other disciplines. In 2019-2020, the GPA for these courses was 0.7-1.5 higher than the GPA for all UC students.

At the end of the MHealScProfPr (Nursing), students must pass the Nursing Council of New Zealand registration exams to be able to practice. This serves as an important and relevant form of external assessment.

(c) Data

With the notable exception of the MHealScProfPr(Nursing), most of the qualifications have very low enrolment numbers (see Appendix 3). The average number of new students per year for this period are: MHealScProfPr (unendorsed), 2.7; MHealScProfPr (Health and Community), 1; MHealSc (Nursing), 1.5; MHealSc (Health and Community), 1. The PGDipHealSc (Health and Community) is more successful with an average of 4.3 new students across this period.

MHealScProfPr (Nursing) students make up 70% of all MHealScProfPr enrolments. From 2021, the MHealScProfPr (Nursing) will cap its enrolment numbers at 40 because of the limited availability of clinical placements across the Canterbury region that are necessary for the completion of the degree. This cap means that well qualified MHealScProfPr applicants will be unable to enrol. The programme coordinators explained that Otago University introduced a competing qualification that also requires clinical placements. Although, the initial approval for the Otago programme stated that its students would be placed throughout the South Island the majority are based in Canterbury therefore also seek clinical placements within the Canterbury health system.

One aim in introducing these qualifications was to increase enrolments in the graduate Health Science programme. Since these qualifications were introduced, total enrolments in the MHealSc have declined from 48 to 7 students. Although, the addition of four of these qualifications has had little effect on enrolments in UC's graduate Health Science programme, overall (including MHealSc, MHealScPrpr, PGDipHealSc, PGCertHealSc) enrolments in the postgraduate suite have increased 28%. However, (1) it was expected that the introduction of the 180-point Master's degrees would reduce enrolments in the 240-point Master's degrees, and (2) COVID-19 reduced international enrolments at all New Zealand universities. The MHealScProfPr (Nursing) has very good enrolment numbers, but the capping of enrolments will prevent continued growth in student numbers in the future.

Students who enrol in the MHealScProfPr, MHealSc, and PGDipHealSc choose from the same set of courses. This helps reduce the effect of low enrolments on the provision of courses required for this set of qualifications. Over the review period, the required courses in the Health and Community endorsement had an average of 11 students in HLTH469 and 33 students in HLTH463. Therefore, despite low programme enrolments, staff considered the qualifications viable.

None of the students in the MHealScProfPr and PGDipHealSc qualifications covered by the GYR withdrew from the programme. This is exceptional even for post graduate level qualifications. It suggests that students find the programme meets their needs. The ability to transfer between qualifications within the graduate Health Science programme also ensures that students have options available should their initial choice not suit their needs.

Enrolments are very low for both Māori and Pasifika: less than 5% for the MHealScProfPr. While Canterbury has a lower proportion of Māori (9.8%) and Pacific (2.8%) people in comparison to the national average it's important to note that the Māori population in Canterbury is growing rapidly. To achieve health equity the nursing workforce needs to be representative of the community it serves. Therefore, significant growth of both Māori and pacific nursing workforce volumes are required – currently 4% and 1.1%. In part this will be due to demographics. However, the programme coordinators are conscious of these gaps and are considering ways to increase these enrolment numbers.

About 20% of those enrolled in the MHealScProfPr as a whole are international students. The low number of new international student enrolments and the withdrawals in 2020 are unsurprising given the events of that year. At this stage, future international enrolments are unpredictable, and this may harm these qualifications.

(d) Programme evaluations

There have been no external reviews of the qualifications covered by this GYR since their establishment.

HLTH464: Research Approaches for Health and Sport is a compulsory course for the GYR qualifications. The panel suggests that the coordinator for this course considers including Māori research methodologies.

HLTH463: Whānau and Community Health is also a compulsory course for these Master's level qualifications. The programme coordinators are aware that HLTH463 is unpopular and are considering providing an alternative compulsory 30-point, level 9 course for non-nursing students. HLTH463 received a poor student course survey evaluation in 2019 and

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has not been surveyed since. It is unclear to the GYR panel why students were dissatisfied with the course. The evidence provided to the panel suggests that the aims and assessment for the course are well-considered. Moreover, HLTH463 contributes to students' understanding of Māori healthcare issues and Māori health perspectives - understanding of both is essential to achieve the vision of pae ora and address Maori health inequities (as outlined in Whakamaua the Māori Heath Action Plan 2020-2025). The panel suggests that the course is reviewed, perhaps by someone with expertise in teaching and learning.

The course moderation since 2017 for the endorsements under review, have all been by academics within UC and Ara. The panel suggests that some consideration is given to forming a relationship with other institutions that offer health science qualifications at this level to enable both institutions to benefit from external moderation of courses.

There is no external moderation of grades for the Nursing and Health and Community endorsements. Although all evidence suggests that assessment is carried out to a high standard, UC policy states that "8.1 Good practice… ensures comparability with assessment of similar learning outcomes at the same level in other institutions across the sector". This requires cooperation between institutions.

As noted, four of these qualifications have very low enrolment numbers: MHealScProfPr (unendorsed); MHealScProfPr (Health and Community); MHealSc (Nursing); and MHealSc (Health and Community). The PGDipHealSc (Health and Community) is more successful, but the MHealScProfPr (Nursing) makes up the majority of the enrolments. Given that the MHealScProfPr (Nursing) is capping enrolments at 40, this will limit future growth in enrolments. UC and Ara cannot control whether the University of Otago competes for placements within the Canterbury Health System. However, through the exciting collaborative relationship that exists between the CDHB Nursing workforce team and UC, the panel suggests ongoing alternatives for additional clinical placement capacity continue to be explored.

The panel recommend that there is increased publicity of this suite of qualifications aimed at both potential students and potential employers in the health industry. Two of the panel members were not aware of the existence of some of these degrees. The Health and Community endorsement seems particularly relevant in light of the current COVID-19 situation.

The programme coordinators are conscious of the low enrolments in these qualifications from Māori and Pasifika. The panel was pleased to learn that the coordinators are considering ways to increase these enrolment numbers. It may be worthwhile to consider the range of graduate level or equivalent qualifications that are considered relevant if Māori and Pasifika students do not have degrees from among those currently considered eligible. The panel also suggests considering whether Māori and Pasifika students should be given priority for positions when students numbers are capped.

(e) Summary Statement

The panel conclude that the qualifications included in the GYR provide the industry-relevant, academically rigorous postgraduate qualifications they were designed to provide. The programme develops the graduate attributes and competencies that would be expected in qualifications of these kinds. The programme combines training in research, theory, practice and critical analysis. The focus on providing courses that meet the health needs of all members of the community and developing culturally responsive understanding and practices is noteworthy. Graduates from this programme have a high likelihood of entering into a career directly related to their qualifications, there is a high level of satisfaction with the programme among students and health sector employers. The way in which the postgraduate diploma and 180-point and 240-point degrees relate to each other provides a valuable range of options for students while making good use of resources. Suggestions for improvements are included in "(d) Programme evaluations".

The recommendations on moderation are well received and support the need to move from an endorsement-specific external moderation process to one overseen by the programme coordinator. The recommendations on marketing align with a recent programme review and we will continue to review our offerings and marketing with Māori and Pacific students in mind. We appreciate the panels thoughtful work. Sarah Lovell Academic Dean of Education and Health Sciences.

The Academic Administration Committee considered this Graduating Year Review on the 8th of November 2021. The Dean of Education and Health Sciences highlighted the initial purpose of this programme as a pathway into nursing. She emphasized that the recommendations on moderation were received and supported the move to allow the programme coordinator to oversee the moderation process. The AAC supported the panel recommendations. The degree is scheduled for a Programme Review in 2026.

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Graduating Year Review 2021

DETAILS	

Current Year	2021
Name of Programme	The Master of Sport Science, Postgraduate Diploma in Sport Science and Postgraduate Certificate in Sport Science (MSS/PGDipSS/PGCertSS)
Original proposal identifier (Academic Quality will provide)	01 UC/17 – MSS,PGDipSS,PGCertSS
Name of independent GYR convenor	Professor Keith Alexander, Mechanical Engineering, UC
Names of other panel members and positions held	Mel Tainui, Kaiarahi UC Professor Michael Hamlin, Tourism, Sport & Society, Lincoln University

1. PROGRAMME STATEMENT

(a) Description

The Master of Sport Science, Postgraduate Diploma in Sport Science and Postgraduate Certificate in Sport Science (MSS/PGDipSS/PGCertSS) were developed in 2016-2017 in response to requests from Bachelor of Sport Coaching and Bachelor of Science students at UC and elsewhere for the opportunity to study Sport Science at a postgraduate level. In addition, a Recreation Sector Survey indicated that in New Zealand up to 44,000 new staff would be required in the sector a by 2026. Further, industry partners such as the Crusaders and High Performance Sport New Zealand had expressed a desire to have postgraduate level students and graduates to support their work. The MSS program draws from the schedule of courses shown in the table below.

Building on from an appropriate bachelor's degree (with a background in science or sport), the **Master of Sport Science degree** requires a minimum of 180 points of courses from the degree schedule, of which 90 points (pts) are compulsory. Students must complete the MSS project (30 pts) or dissertation (60 pts) along with 30 pts of level 9 courses. Both **Postgraduate Diploma in Sport Science** and the **Postgraduate Certificate in Sport Science** require a minimum of 60 points of courses of which 30 points are compulsory and the remaining 30 pts are optional and selected from the courses in the MSS schedule.

While the expected growth has been significantly affected by the Covid-19 pandemic, the program has had students from the BSpC start the program each year. Recent graduates have gone on to take positions such as Head of Sport Science at the Crusaders, PhD study at UC, in studies with partners such as High Performance Sport New Zealand, New Zealand Cycling, the Cancer Society and other work in the health and physical activity sector. The Panel acknowledges there is a clearly laid out schedule of courses that has set the stage well for a postgraduate program that is responding to industry needs, and to stakeholder suggestions for improvement.

Typical Year 1			Level	Points
Compulsory	S1	HLTH464 Research approaches for Health and Sport	9	30

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			Level	Points
Compulsory	S1	SSCI403 The Competitive Edge: Innovation in Sport Science	8	30
Compulsory	Anytime start	SSCI404: Advanced Internship in Sport Science	8	30
Elective	S2	Min. 30pts from: BIOL462 Medical biochemistry BIOL481 Environmental Animal Physiology SSCI407 Strength and Conditioning SSCI408 Sport Science Independent Study	 8 8 8 8	 15 15 30 30
Typical Year 2			**Level**	**Points**
Elective	 S1 Anytime Start	30pts from: HLTH430 Motivating Behaviour Change 1 HLTH460 Epidemiology and critical appraisal HLTH463 Whānau and Community Health SSCI408 Sport Science Independent Study	8 8 9 8	30 30 30 30
And	Anytime start	SSCI680 Sport Science Research Project	9	30
OR	Anytime start	SSCI681 Sport Science Research Dissertation	9	60

Notes:
1. Elective courses not offered for the duration of the program are not included above i.e. HLTH409, SSCI405, SSCI406, SSCI409
2. Students completing the PGDipSS and PGCertSS enrol in a smaller selection of courses than MSS students

(b) Purpose

The purpose in the original proposal was: "To introduce a 180 point Master of Sport Science degree, a 120 point Postgraduate Diploma in Sport Science, a 60 point Postgraduate Certificate in Sport Science and Sport Science as a new subject". The justification given was, in summary: "…to offer existing Sport Science and other UG students the opportunity to extend their studies directly after graduating, or a pathway to PhD study". The Panel was provided with a range of evidence demonstrating that this overall goal (with its justification) has been met and is serving external stakeholders very well.

The Self Review report gave a different version of the Purpose as: "The goals of the postgraduate Sport Science pathways (MSS/PGDipSS/PGCertSS) are:

(i) To develop graduates that are bi-culturally confident and competent, sport scientists who have the knowledge and skills required for a career as a sport science professional.
(ii) To draw on sport science academic research and the experience of experts in the field from within and outside UC, to provide students with a scientifically and culturally grounded curriculum.
(iii) To retain some of our best UG students to specialize in Sport Science as their chosen career pathway
(iv) To provide a pathway to PhD study for Bachelor of Sport Coaching students, Bachelor of Science graduates at UC and similarly qualified students from other institutions"

The Panel finds these specific objectives helpful in judging the finer points and notes that for goal (i) the evidence was that commendable progress has been made with the support of the Kaiārahi, but there is room for more bicultural interweaving at the course level. For goal (ii), the evidence was that while the experts are in place, an earlier and more structured process for matching students to supervisors is required and ideally, this process would be part of a course near the beginning of the first year so that students would learn what is expected of them early. The Panel has good evidence that goals (iii) and (iv) are being met well.

(c) Changes

While no CUAP changes have been reported since the initial approval, minor changes have been made. Feedback from students and staff has pointed to a range of more significant improvements that can be made to the schedule of courses to:
a) Provide level 8 and level 9 research course options for PGDipSS students to upgrade to Master's.
b) Ensure students meet their level 9 requirements by making SSCI407 a required Level 9 course in S2.

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c) Eliminate less relevant and no-longer-offered elective courses (HLTH460, HLTH463 and HLTH409).
d) Offer students a wider selection of course options by adding EDME601, SSCI409, SSCI405 and SSCI406
e) Reduce reliance on the independent study and add taught courses better matching employment needs.
f) Change SSCI408 internship, from required to elective to better accommodate international students.

A regulation change, has been submitted in 2021 for implementation from 2022 to address these points.

The Panel has discussed these proposed changes with the course coordinator and believes them to well be justified.

2. REVIEW PROCESSES

Account of Review Processes.

The program(s) have been self-reviewed through a number of internal processes including course evaluations, feedback from a selection of recent graduates, feedback and discussions with external stakeholders, and feedback to staff. The Self-Review Report has drawn on these as well as data and evidence provided by UC Insights and Reporting and JADE student management system.

The independent GYR panel members were provided with the Self-Review Report and other requested documentation. The panel met 3 times via Zoom to discuss the Self-Review Report and questions arising. These questions were addressed by the acting Dean, admin staff, the course coordinator and an instructive student interview. The Convenor produced this report which was vetted by the panel members and updated before submission.

3. REVIEW OUTCOMES

(a) Acceptability

Regarding the <u>student perspective</u> the Panel felt that with the low student numbers, the available student feedback was not really sufficient to draw firm conclusions, so arranged to interview one further for the review. The results were in line with those in the Self-Review report. The major message was the enthusiasm students had for the course and respect for what they were learning. The opportunities identified for improvement were: (1) Supervisors must be easily available to students much earlier in the program, and a more structured way of connecting students to supervisors needs to take place. (2) Course content should be sport-focused rather than health-focused and preferably not in a block course format. (3) A more consistent interweaving of bicultural content is needed to achieve stated goals.

With regard to <u>academic and professional communities</u>, evidence provided to the Panel was that graduate destinations are in line with the program objectives and include:
- Students moving on to PhD scholarships (4 to full-time PhD fully-funded scholarships);
- Two to full-time roles within football leadership (in NZ and overseas);
- One to HoD Physical Education in school;
- One to prison service (leadership role);
- Several to roles within health service including further training for nursing;
- One to permanent sport science leadership role at Crusaders and
- Several to part-time roles with Crusaders.
- Internships with such as Crusaders, and High Performance Sport New Zealand

For considering the <u>graduate profile</u>, the Panel was provided with a chart linking the graduate attributes to the learning outcomes of the courses covered during the MSS. This demonstrated that students passing the MSS courses will be achieving the graduate profile.

(b) Assessment procedures and student performance

Assessments for the courses include a range of tasks, appropriate to the knowledge and skills being tested. They include written research assignments, and oral presentations including preparation and delivery of sport science materials.

The panel was provided with outlines of the courses offered, including the learning outcomes,

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assessment tasks and breakdown of marks for items of assessment. These assessment processes appeared well thought out.

The Self Review report noted "Moderation of assessments occurs between lecturers within each course during the course delivery and at the conclusion of the course, and across courses at the Examiners' meetings held at the end of each semester." The course coordinator added that for dissertation work there are two examiners and moderation is inherent in this process.

The Panel felt that apart from dissertation marking, it had little information on procedures for external assessment and moderation. The panel suggests that moderation is an area where improvements could be made.

(c) Data

Numbers of students in all three programs combined (MSS, PGDipSS and PGCertSS) are as follows:

Year	Enrolled Headcount	Full Time Headcount	Part Time Headcount	EFTS	New to Program	No. Completed	Program Withdrawals
2018	14	11	1	14.9	14	0	1
2019	27	17	10	13.5	16	7	1
2020	26	14	12	14.2	9	14	0

Enrolment numbers for the 3 pathways: MSS, PGDipSS and PGCertSS are approximately in the ratio 25/9/1. Between 10-15% of students entering the program identify as Māori. None of these have withdrawn from the program.

(d) Summary Statement

The Panel concluded that the MSS/PGDipSS/PGCertSS postgraduate program is progressing well, enthusing students, producing postgraduates that are being employed by the sector, and responding to industry and stakeholder needs. Improvements have been identified and are in the process of being implemented and the panel has made four recommendations:

1) An earlier and more structured process for matching students to supervisors.
2) Course content that is sport-focused rather than health-focused and preferably not in block course format.
3) A more consistent interweaving of bicultural content.
4) Clear processes for moderation.

With much appreciation to the team for the review; we have a new process for guiding students through supervision selection and have discussed plans to amend the research course to tailor teaching to sport science students. Strengthening the bicultural responsiveness of the qualification will be a focus for 2022. Sarah Lovell, Academic Dean of Education and Health Sciences.

The Academic Administration Committee considered and discussed this Graduating Year Review on the 8th of November 2021. The Dean of Education introduced the review and noted that there are lower than expected numbers of students going through the programme. The panel mentioned the need to review the process for appointing supervisors. Overall there was support to the other changes suggested for the programme. The AAC agreed with the panel observations and recommendations. The degree is scheduled for a Programme Review in 2026.

4

New committee of Academic Board

The Sustainability Committee

Terms of Reference

Membership (two-year term)

- Pro-Vice-Chancellor Sustainability (ex-officio, Chair)
- Sustainability Advisor (ex-officio)
- One representative from each Faculty nominated by the Faculty Executive Dean after an appropriate Faculty process
- Representative for Māori interests nominated by the Executive Director Māori, Pacific and Equity
- Representative for Pasifika Interests nominated by the Executive Director Māori, Pacific and Equity
- Two student representatives nominated by UCSA
- Two members elected by and from the academic staff members of the Academic Board
- Members may also be co-opted as required
- In attendance for Minutes/Secretarial Support: Sustainability Projects Coordinator

Meetings and Reporting

The Sustainability Committee shall be a Standing Committee of the Academic Board. The Sustainability Committee shall hold regular monthly meetings, from March to December, annually. It shall hold additional meetings as the Chair shall decide, to fulfil its duties. Sustainability experts and partners who are external to the University may attend a meeting on the invitation of the Chair.

Objectives

The Sustainability Committee will undertake the following:

- Lead awareness of the United Nations' 17 Sustainable Development Goals (SDGs) at the University.
- Develop and support a University-wide plan to promote the SDGs in appropriate curricula.
- Promote the Sustainability Awards in learning and teaching, and research.
- Provide advice on professional development in the SDGs for all teachers throughout their career.
- Encourage and facilitate SDG-related research at the University of Canterbury.
- Encourage collaborative research into sustainability within the University and with external partners.
- Advise the Academic Board on matters relating to sustainability within the University, reporting to the Board annually and at other times as might be appropriate.
- Regularly review, with others, the University Sustainability Policy.
- Monitor the implementation and effectiveness of the University Strategic Plan regarding ensuring that University's research contributes to resolving global sustainability challenges.
- Monitor the implementation and effectiveness of the University Strategic Plan regarding ensuring that opportunities occur for students to learn about and contribute to resolving the SDGs through UC learning and teaching.
- Support alignment with Māori sustainability principles, in particular Kaitiakitanga.
- Provide input into the new SDG-related centrally funded PhD scholarships.

TE POARI AKORANGA | ACADEMIC BOARD

REPORT TO THE COUNCIL
FROM A MEETING OF THE ACADEMIC BOARD
HELD ON FRIDAY 11 FEBRUARY 2022

BUSINESS FROM THE DEPUTY CHAIR

The Deputy Chair welcomed all new members. He asked the new Assistant Vice-Chancellor (Engagement) Brett Berquist to introduce himself. Mr Berquist spoke about his previous experience at other universities around the globe, his intentions to engage with a range of partners, to prepare an Internationalisation strategy and to mark the University's upcoming 150th anniversary.

Associate Professor Travis Horton noted a significant national award to colleague Professor Bronwyn Hayward. The Acting Chair **moved:**

That the Board formally recognise and congratulate Professor Bronwyn Hayward for receiving the Supreme Winner at the Women of Influence awards in recognition of her internationally acclaimed mahi tackling climate change.

Carried with acclamation

REPORT FROM THE VICE-CHANCELLOR

Professor Ian Wright (Acting Vice-Chancellor) took the report as read. He welcomed everyone to the new academic year and noted a number of awards including the New Zealand Civil Honours list and activities by staff over the summer period. He said that Summer School enrolments had been very strong and that applications to enrol for 2022 had reached 18,600 domestic students, an increase of 4% from 2021 however international student applications were down significantly, with many starting the year by distance, online.

A member asked about the implications for staff for the Code of Practice for Pastoral Care. Professor Wright said that from 1 January, there is a responsibility on UC to think about and demonstrate robust processes to consider and look after student welfare. A gap analysis had been undertaken in 2021 which had resulted in many measures including the appointment of a Director of Wellbeing, more staff in the student welfare team, Te Pataka the one-stop-shop Student Hub, an increase in the scope of ACE – analytics for course engagement – plus changes to the Discipline and Appeals regulations which had been received by the November meeting of the Board. Amanda Derry, Director, People and Culture added that a staff training programme is to be rolled out shortly.

Professor Wright said that the University Council had developed a Covid-19 Vaccination Policy, which had been considered and agreed by four meetings of Council and/or Council sub-committee after receiving advice on the safest way for UC to continue to operate and mitigate risks to staff and student welfare. The policy includes a case by case process for handling exemptions – the Vice-Chancellor has delegated power and will sub-delegate consideration of exemption requests to the Deputy Vice-Chancellor Academic and Executive Deans for students and to the Executive Director People and Culture for staff. Finer details of the process are still to be worked through. The policy is in line with six other New Zealand universities. As the country is presently at the red setting, government order

requires a My Vaccine Pass on campus in any case, and it seems likely that this setting will continue for several months.

PROPOSAL TO ESTABLISH A SUSTAINABILITY COMMITTEE
Professor Jan Evans-Freeman reminded members that Sustainability was a key part of the University strategy which stretched across not only campus operations such as the boiler, planting and cafes but also teaching, learning and research and raising awareness of the UN's Sustainable Development Goals. As PVC Sustainability, she saw the need for a team to help encompass this with a balance of appointed and elected members with the representatives from Faculty nominated by the relevant Executive Dean. The Executive Deans should decide how they run their process, by expression of interest or election.

Members welcomed the proposal. A member suggested that Bronwyn Hayward would be a good fit as a representative however Professor Evans-Freeman said she is already a well-embedded member of the Programme Board of Sustainability projects. Another member suggested that the Board should discuss the SDGs and that these should not be accepted without criticism. Professor Evans-Freeman suggested that the Sustainability Committee would be well-placed to have that sort of discussion however there is an international commitment to the SDGs, and it is likely UC will be required in future to report our progress to the government towards them. A member noted that New Zealand could bring a real point of difference to the table with Tikanaga Māori and the specificity of the New Zealand legal framework with Te Tiriti.

Members discussed the proposal and agreed the following amendments:
  - The membership should increase to two members elected by the Board, from the Board;
  - The committee should have a stated ability to co-opt members;
  - The nomination by the Executive Dean should be made "after an appropriate Faculty process"

PROPOSED RESTRUCTURING OF THE LEARNING AND TEACHING COMMITTEE
Professor Moran, the DVC Academic outlined the drivers behind the proposal – the introduction of Faculties which would require a re-think of membership, the large size of the current committee including fewer active teaching staff than originally intended, the need to move away from transactional business to more strategic thinking and the Academic Board's desire to have more direct representation on its committees. She had taken the proposal to the existing committee and received some feedback, in particular around the intention to no longer have the role of University Librarian as a standing member, a proposal that there should be wider student representation to include both undergraduate postgraduate students and that tutors should also be part of the membership. She was currently seeking more feedback from the Board.

Members expressed broad support with the following suggestions:
  - Adding "or nominee" to "the Chair of each Faculty Learning or Teaching Committee";
  - Including at meetings a more junior member of the library team who is at the coalface of teaching;
  - Re-invigorating a sub-committee on teaching quality and teaching development;
  - Research only appears once in the terms of reference; assessment does not appear at all – these should be mentioned explicitly in paragraph 1.4

Professor Moran said she was happy to receive any further feedback and would bring a final proposal to a future meeting.