COUNCIL
Public Meeting Agenda

Te Kaunihera o Te Whare Wānanga o Waitaha

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

EMBARGOED UNTIL 10AM WEDNESDAY 4 May 2022

Agenda

DATE   Wednesday 4 May 2022
TIME   11:00am
VENUE   Council Chamber, Matariki

Refer to
Page No.

1. <u>KARAKIA</u> (opening meeting)

Tūtawa mai i runga	*I summon from above,*
Tūtawa mai i raro	*I summon from below,*
Tūtawa mai i roto	*I summon from within*
Tūtawa mai i waho	*and the surrounding environment,*
Kia tau ai te mauri tū,	*the universal vitality and energy to infuse*
te mauri ora ki te katoa	*and enrich all present*
Haumi e, hui e, tāiki e	*unified, connected and blessed.*

2. <u>APOLOGIES</u>

3. <u>REGISTER OF INTERESTS</u>   4-5

4. <u>CONFLICTS OF INTEREST</u>
   Every Council Member has an obligation to declare any actual, potential or perceived conflicts of interest with any University of Canterbury activities and to ensure that such conflicts of interest are noted and managed appropriately.

5. <u>MINUTES OF THE PREVIOUS MEETING</u>
   5.1.   Confirming minutes of meeting held on 6 April 2022   6-12

6. <u>MATTERS ARISING</u>

7. <u>FROM THE CHANCELLOR</u>
   7.1.   Chancellor's Meetings   13
   7.2.   Degrees Conferred in Absentia   -

8. <u>FROM THE VICE-CHANCELLOR</u>
   8.1.   Vice-Chancellor's Monthly Report   14-22

9. <u>ACADEMIC BOARD</u>
   9.1.   Academic Board Report   23-70
           (via Zoom: Professor Matthew Turnbull, Head of School, Biological Sciences)

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

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0 4.1	**Minutes of the meeting** Confirm minutes of the meeting held on 6 April 2022, held with the public excluded.	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	**Matters arising**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.0 6.1	**From the Chancellor** Council Strategy Day	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.2	Council Work Plan 2022 - Updated	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
7.0 7.1	**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)
7.2	Employment Relations 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)
8.0	**TEC Visit** Ōritetanga Learner Success Presentation	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	**[Lunch]**		
10.0 10.1	**Health, Safety & Wellbeing (HSW)** HSW Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
10.2	Health & Safety Critical Risks	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)
10.3	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)
11.0 11.1	**Facilities** Criteria and Methodology for Assessing UC Building Priorities	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	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)
13.0 13.1	**Digital Screen Campus** DSC Monthly Written Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

14.0 14.1	**Finance** Executive Committee Meeting – 12 March	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
14.2	31 March 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)
14.3	30 April 2022 Financial Statements - 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)
15.0 15.1	**Other Items** Annual Council Policy Review and Progress 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)
15.2	Use of the University's Name	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)
17.0	**Council Only Time**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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</u> – Wednesday 1 June 2022 at 11.00am

14. <u>KARAKIA</u> (closing meeting)
Ka whakairia te tapu   Restrictions are moved aside
Kia watea ai te ara   so the pathway is clear
Kia tūruki whakataha ai   To return to everyday activities
Kia tūruki whakataha ai   To return to everyday activities
Hui e, tāiki e   Enriched, unified and blessed

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
Amy ADAMS **(Chancellor)**	2021	AMDON Farms Limited	Director and Shareholder
	2021	AMDON Investments Limited	Director and Shareholder
	2022	Canterbury Museum Trust Board	Trustee
	2021	Hampton Downs Trust	Trustee and Beneficiary
	2021	Health NZ Establishment Board	Member
	2021	Melanoma NZ	Director
	2021	Montford Trust	Trustee and Beneficiary
	2021	St John	Volunteer Ambulance Officer
	2022	Tokona Te Raki (Māori Futures Academy)	Trustee
	2021	University of Canterbury	Graduate and mother of enrolled student
	2022	University of Canterbury Foundation	Trustee
Peter BALLANTYNE	2013	Canterbury District Health Board subcommittees	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	University of Canterbury Students' Association (UCSA)	President
Roger GRAY	2022	Business Leaders' Health and Safety Forum	Member
	2022	Ports of Auckland Limited	CEO
Jack HEINEMANN	2021	Tertiary Education Union	Member
	2021	University of Canterbury	Employee
Keiran HORNE	2019	AJ & MJ Horne Family Trust	Trustee and Discretionary Beneficiary
	2019	CEC Charitable Trust	Trustee and Treasurer
	2019	Conductive Education Canterbury	Treasurer
	2019	Hamilton City Council	Chair, Audit Risk Committees
	2019	Horne Wildbore Family Trust	Trustee and Discretionary Beneficiary
	2019	New Zealand Lotteries Commission	Chair Audit Risk Committee, Commissioner
	2019	Quayside Holdings Ltd	Director, Chair Audit Risk Committee
	2019	Quayside Properties Ltd	Director
	2019	Quayside Securities Ltd	Director
	2019	ScreenSouth Ltd	Chair
	2021	Son	Student at UC
	2019	Spey Downs Ltd	Shareholder
	2020	Television New Zealand Ltd	Director, Chair Audit Risk Committee
	2019	Timaru District Council	Member, Audit and Risk Committee
Warren POH	2020	Christchurch Netball Centre	Board Member
	2017	E&S Hop Holdings Limited	Director
	2021	FAN Advisory Board	Member/Independent advisor

	2018	GHD Limited	Employee
	2018	GHD Limited	Shareholder
	2017	M&W Nominees Limited	Director and Shareholder
	2021	Netsal Sports Centre Limited	Director
	2020	NOSSLO Group Limited	Director
	2017	Ofwarren Limited	Director and Shareholder
	2018	Olsson Fire and Risk New Zealand Ltd	Director and Shareholder
	2020	University of Canterbury	Husband of enrolled student
Cheryl de la REY (Vice-Chancellor)	2021	Academic Quality Assurance Board	Board Member
	2020	Association of Commonwealth Universities	Council Member
	2020	New Zealand Qualifications Authority	Board Member
	2019	Universities New Zealand	Member
	2019	University of Canterbury Foundation	Trustee (Ex-officio)
	2019	University of Canterbury Trust Funds	Vice-Chancellor
Gillian SIMPSON	2019	Anglican Schools Board	Board member
	2019	Canterbury Rugby Football Union	Independent Director
	2019	Christ's College Canterbury	Board member
	2019	Ministry of Education Statutory Services Provider	Independent contractor
	2019	New Zealand Education Scholarship Trust	Trustee
Shayne TE AIKA (Pro-Chancellor)	2022	GHD Limited	Employee
	2020	Rannerdale Home Care Limited	Director
	2020	Rannerdale War Veterans Home Ltd	Director
	2020	The Karshay Group Ltd	Director and Shareholder
Adela KARDOS (General Counsel/Registrar)	2020	University of Canterbury	Employee

COUNCIL
Public Meeting Minutes

Te Kaunihera o Te Whare Wānanga o Waitaha

DATE	Wednesday 6 April 2022
TIME	11:00am
VENUE	Council Chamber, Level 6, Matariki
PRESENT	Ms Amy Adams (Chancellor), Mr Shayne Te Aika (Pro-Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Mr Pierce Crowley, Mr Roger Gray, Professor Jack Heinemann, Ms Keiran Horne - via Zoom, Mr Warren Poh, Ms Gillian Simpson.
IN ATTENDANCE	Mr Brett Berquist (Assistant Vice-Chancellor (Engagement)) – via Zoom Ms Adela Kardos (General Counsel/Registrar & Council Secretary) Mr Keith Longden (Executive Director Planning, Finance & ITS) Professor Catherine Moran (Deputy Vice-Chancellor (Academic)) - via Zoom Ms Robyn Nuttall, Director Strategy & Planning Ms Maria Gracie (Governance Co-ordinator) Mr Grantley Judge (Governance and Compliance Manager)
APOLOGIES	No apologies were received.
REGISTER OF INTEREST	The Chair requested that the Registrar be advised of any changes to the register of interests. Mr Roger Gray advised that he was now a member of the Business Leaders Health and Safety Forum.
CONFLICTS OF INTEREST	No new conflicts of interest were reported.
MINUTES	Moved: *That the minutes of the meeting held on 2 March 2022 be accepted as a true and correct record.* Carried
MATTERS ARISING	There were no matters arising.

FROM THE CHANCELLOR

Chancellor's Meetings

The Chancellor advised of her list of meetings attended since the last meeting.

Moved:
That Council note the report of meetings attended by the Chancellor.
Carried

Degrees Conferred in Absentia

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

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

FROM THE VICE-CHANCELLOR

Vice-Chancellor's Monthly Report

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

- The headline had been Omicron for much of the semester and it was gratifying to report that the number of Omicron cases in the Halls was currently very low. An increasing number of staff living in households with young people, particularly those of school-age, were having to self-isolate. Staff had readily volunteered to undertake tasks at the Halls such as completing welfare checks and delivering welfare packs and meals. A considerable number of packages were delivered, including on-line orders that students had placed while in self-isolation. The UCSA had worked diligently to assist in delivering packages to students in the Halls and to those residing in the community.
- The year thus far had presented challenges and staff had worked admirably. The University had suggested that staff take the three work days between Easter and Anzac Day off as annual leave.
- Student Success was a continuing focus across the University sector and UC remained at the forefront of student innovation whereby it invested its own funds into Student Success. TEC had used the University as an example of commitment to students. The Chancellor enquired into how the University assessed the Student Success Programme to gauge the benefits it provided to students. Professor Moran responded that the priority is students who performed poorly in the first intake and working with them and that their GPA is tracked. The University would continue to monitor the programme's impact, including GPA improvements and successful course completion.
- In 2019, EQUIS assessed the business school for the first time and had accredited the University for a three-year period. Renewal of the accreditation required the University to demonstrate how it had addressed EQUIS' recommendations.

UC had received positive feedback during the visit, however, the final report would be received only after the EQUIS Board meeting in June.

- The University and the Western Institute of Technology Taranaki had signed a memorandum of understanding which would help widen the University's partner network.
- The Vice-Chancellor recently met with the new Vice-Chancellor at Lincoln University. Further engagement and collaboration with Lincoln was anticipated.
- Large gatherings of students had occurred on Ilam Fields recently. Disturbance to neighbours was actively being addressed by the University in partnership with UCSA and the Police.
- Orientation went very well considering Covid-19 was an undesirable feature at the time.
- The University was still seeking to build a new Recreation Centre. A project team was revisiting the expenditure component with the aim of scaling back to be more affordable build. This project would come to Council in due course.

Congratulations was conveyed to the Vice-Chancellor on her appointment as Deputy Chair of Universities New Zealand.

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

Carried

The Chancellor proceeded to thank the University and the UCSA for their efforts providing additional help to students who were self-isolating.

ACADEMIC BOARD

Academic Board Report

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

The following was noted:
- Approval was requested for an update to the member composition of the Academic Board. The proposed amendments were procedural and related, in part, to the formation of the new faculties. The amended constitution increased the proportion of elected members to the Board.
- Council queried the proposed decrease in student representatives selected by UCSA and the increase in Māori student representation. UCSA's view was that student representation had always been very good and that it was important to consider representation of roles that would increase Māori student numbers. Feedback received by UCSA showed that students appreciated being on Boards but felt a little overwhelmed at times. UCSA was committed to supporting these students.
- The Academic Board was in support of the proposed changes to the Learning and Teaching Committee terms of reference which reflected the focus of lifelong learning and the University's vision and strategy.

- Council requested that when any paper was presented to Council, which proposed changes to terms of reference, policies or any other existing documents, that a marked-up version also be included so it was clear what was current and what was being proposed.

Moved:
That Council:
1. *Approve the updated composition for the Academic Board;*
2. *Note the revised terms of reference for the Learning and Teaching Committee; and*
3. *Note the report of the Academic Board.*

Professor Turnbull left the meeting.

Changes to Special Consideration Regulations

Dr Ross James joined the meeting via Zoom and spoke to the report.

The following was noted:
- A review of the regulations was completed by Dr Janet Carter in 2016. Changes were delayed in part due to Covid which had postponed the roll out in policy.
- Notable changes were around the policy and procedure section of the regulations to amend for clarity. The intent of special considerations had not changed. A considerable amount of consultation had occurred including with the medical centre, academic staff, and general staff who worked with these situations.
- It was clarified that the Chair of the Special Consideration Panel was not part of the panel, and that the panel's decision was independent of the Chair. When a special consideration was submitted, two members of the panel were assigned to the case. If in agreement, the decision went to the relevant School. If the panel did not agree, an arbitrator was appointed. If there was an appeal it then progressed to the Chair. The current wording in the regulations was not clear on how the process worked and suggested changes to the wording were proposed to ensure clarity.

Moved:
That Council approve the Special Consideration Regulations.

Carried

Dr James left the meeting.

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 2 March 2022, held with the public excluded.	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	**Matters arising**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.0 6.1 6.2 6.3	**From the Chancellor** Council Strategy Day Council Only Time Council Work Plan 2022 - Updated	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i) 7(h)
7.0 7.1	**From the Vice-Chancellor** 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)
8.0 8.1	**Arbitration Matter** Executive Committee Meeting – 9 March	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	Arbitration Matter Update	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.0 9.1	**Health, Safety & Wellbeing (HSW)** Executive Committee Meetings – 4 & 28 March	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	**Digital Screen Campus** Independent Quality Assurance – Verbal Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i) 7(h)
10.2	DSC Package 1 Business Case	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	**From the Audit & Risk Committee** Audit & Risk Committee Meeting 28 March 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. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i) 7(h)
11.2	Pūtaiao Koiora Building 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)
12.0 12.1	**Annual Report 2021** Annual Report 2021	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
12.2	Student Service Levy Statement 2021	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
12.3	Introduction & Statement of Service Performance	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
12.4	Audit Opinion	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)
12.5	Representation Letter	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	**Finance** 31 March 2022 Financial Statements – 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)
14.0 14.1	**Other Items** Executive Committee Meeting – 12 March	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
14.2	Trust Amalgamation – 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)
15.0	**General Business**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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

Carried

RETURN TO PUBLIC MEETING Council returned to the public meeting at 3:59pm.

GENERAL BUSINESS

1. The Council is entitled to appoint one person to be a member of the Canterbury Museum Trust Board and that the established practise has been that the Chancellor holds this role. The former Chancellor, Ms Sue McCormack, has previously held this role but the change in Chancellors necessitates updating this appointment.

   Moved:
   That the new Chancellor be appointed as the Council representative to the Canterbury Museum Trust Board and that the Museum be sent notification of this.

   Carried

2. Professor Heinemann raised a suggestion as to whether the Council should do more to integrate with the University community, as a group. Professor Heinemann would discuss this matter further with the Vice-Chancellor.

NEXT MEETING The next meeting is scheduled for 11:00am on Wednesday 4 May 2022.

MEETING CLOSED The public meeting closed at 4:02pm.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

Memorandum

Chancellor's Office

Email: chancellor@canterbury.ac.nz
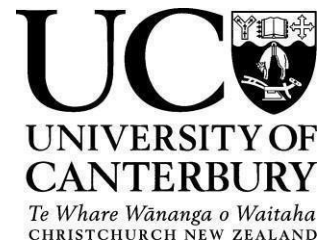
To:	Members of Council
From:	Amy Adams, Chancellor
Date:	29 April 2022
Subject:	**CHANCELLOR'S ATTENDANCE AT MEETINGS**

I outline for you the key meetings I have attended on behalf of the University of Canterbury since the last Council meeting:

Regular meetings with the General Counsel / Registrar

Regular meetings with the Vice-Chancellor

Photos with students graduating in absentia

Chaired Executive Committee meeting   12 April

Met with Julia Innocente-Jones, UCSA Chief Executive   27 April

Met with Ben van der Kolk, Pro Chancellor, Massey University   28 April
and Adela Kardos, General Counsel / Registrar, University of Canterbury
(via Zoom)

Amy Adams
Chancellor

Vice-Chancellor's Report to Council

April 2022

Introduction

April signalled the end of Term 1, bringing a well-deserved break for many students and staff. It was good to be able to mark the end of term and the Easter/Anzac break by offering staff buns and chocolate in acknowledgement of their efforts during Term 1.

As the April graduation ceremonies had to be cancelled due to COVID-19, UC looked for creative ways for graduates to mark the occasion with their whānau. So, during the week when graduation had been scheduled, graduates had the opportunity to hire regalia and have professional photos taken with the Chancellor, Vice-Chancellor or one of the Deputy Vice-Chancellors. Activations around campus also gave the graduates more informal opportunities to take photos.

On a very positive note, the Times Higher Education (THE) have released the 2022 THE Impact Rankings with UC improving to a global ranking of 150th from last year's ranking of 201 – 300. The Impact Ranking assesses university research, policies and operations that advance any four or more of the United Nations Sustainable Development Goals (SDG). UC submitted for seven SDG's with the four best being 'Responsible Consumption and Production', 'Climate Action', 'Life on Land', and 'Peace, Justice and Strong Institutions'. Of particular note was UC being ranked first internationally for 'Responsible Consumption and Production' and 11th for 'Climate Action'.

Engagement

The Centre for Freshwater Management celebrated World Water Day with a video and a poster exhibition in Te Puna Mātauraka o Te Whare Wānanga o Waitaha | James Hight Library. A group of the Centre's postgraduate students had developed the display, based on their research, to celebrate water and reflect on its vulnerability.

The Art of Science, a national competition run by the Faculties of Science and Arts, is now open. The competition invites school students from years 5 to 13 to submit entries in formats such as video, music, poetry and illustrations. The competition runs until the end of July. Entries are shared on social media channels and displayed at the WORD Christchurch Festival schools event held at UC.

In the past month, UC staff have featured in media and public events in a wide range of contexts.

Dr Mahdis Azarmandi, School of Educational Studies and Leadership, spoke on human rights issues in a Plains FM radio interview on *Speak Up – Kōrerotia*. She also contributed to an episode of the Māori Television documentary series *Giants*. This legacy whakapapa and heritage programme explores the perspectives of different migrant communities in Waitaha Canterbury and Aotearoa New Zealand.

Professor Bronwyn Hayward presented a public lecture on livestream, "What does the new Intergovernmental Panel on Climate Change (IPCC) climate report mean for our cities?".

Māori health researcher Dr Annabel Ahuriri-Driscoll presented a deeply personal public lecture on "Who should be caring for our tamariki?". She spoke on the closed adoption of Māori children, highlighting the thinking that led to the Adoption Act 1955 and its amendments, as well as the outcomes for adoptees and their whānau.

Professor Deirdre Hart and Dr Shane Orchard spoke at the Australasian Coasts and Ports Conference about understanding tides and predicting tidal heights in an extreme environment. They also discussed natural disaster recovery and resilience-building. Deirdre co-chaired the conference with Dr Tom Shand from Tonkin & Taylor.

MBA Director Elsamari Botha recently presented to members of the Institute of Directors on why companies do not need 'digital strategies', based on five years of research, a survey of over 600 Australasian companies and a review of how global retailers apply artificial intelligence technologies. In presenting her findings, Elsamari showed that rather than focusing on a separate digital strategy, organisations should have a clear strategy that is enabled by technology and puts people at the centre. The opportunity for her presentation arose from the partnership the UC Business School has with the Institute of Directors, where academics from the School can report on their research in up to six Directors' Deep Dive presentations to directors from top Aotearoa New Zealand organisations.

Dr Sarah Whitcombe-Dobbs, a child and family psychologist and senior lecturer in the Faculty of Health, recently wrote an opinion piece reflecting on how effective our current mental health system really is. Her specific focus was on how our children and young people are under-served by a system that spends more resources on adults.

Faculty of Health Lecturer Piet van Hasselt has achieved international success as coach of the national 3x3 basketball teams, who were unbeaten at the qualifiers in Doha. Both the men's (Tall Blacks) and women's (Tall Ferns) teams are now heading to the world 3x3 basketball championships in Belgium in June.

Faculty of Health Senior Lecturer Dr Matthew Hobbs, in collaboration with Spatial Data Science Lecturer Dr Lukas Marek, has developed the Healthy Location Index, a new tool that breaks down the healthy and unhealthy elements of cities across Aotearoa New Zealand. It helps inform how our cities can be planned and modified to increase people's physical activity levels and tackle important issues such as obesity and mental health.

Associate Professor Kathryn MacCallum, School of Educational Studies and Leadership, is the newly appointed President of the International Association for Mobile Learning. This organisation has a long history of supporting research on mobile and contextual learning.

UC information evenings kick off on 10 May. The series of evenings will consist of 10 in-person events in other regions of Aotearoa New Zealand and two in Ōtautahi Christchurch, plus one virtual event. Engineering, Product Design and Forestry will feature presentations at all or some of these events, with additional school visits planned alongside these where possible. New video content is also being created for the virtual event.

ChristchurchNZ and the UC Centre for Entrepreneurship are collaborating to present the 2022 Food, Fibre and Agritech Supernode Challenge, with the backing of KiwiNet and the Canterbury Mayoral

Forum. The Challenge supports participating industry representatives, researchers and students to bring to life and commercialise their innovative ideas in Waitaha Canterbury. The top 24 ventures have now been selected to move into the Accelerator programme. Participants are developing ideas that will solve problems in the food, fibre and agritech sector, making a positive contribution to the future of Aotearoa New Zealand as they support a cleaner and greener environment, more efficient production and the sustainable prosperity of the region.

Four Professors of Practice were introduced at a special event for Ōtautahi Christchurch business leaders that drew over 60 attendees. The event was also livestreamed via the UC Business School's Facebook page. Guest speaker Carl Davidson (ResearchFirst) presented on how Aotearoa New Zealand has entered a period of social change that is unprecedented in our history, meaning we all need to update our ideas about what is possible. I am pleased to welcome Lee Parkinson, Melissa Davies, Louisa Taylor and Alan Win as Professors of Practice within the Executive Education team.

Education – Accessible, Flexible, Future Focused

Over the seven weeks of the first term, the students were well and truly immersed in their courses and had a flurry of assessments toward the term's end. During the very busy enrolment period in the first few weeks of semester, kaitoko | first-year student advisors saw over 800 students. The Library also supported orientation activities, during which over 60 students completed the "Puna passport" challenge and 120 participated in online quizzes on library competencies. The number of students accessing support via Te Pātaka remained steady throughout the term. Feedback from students and staff is very positive, endorsing both its location and its range of services. Attention is now on making enhancements for Semester 2 and preparing for the return of international students.

Other student support programmes also had a successful launch despite the challenges of Omicron. For instance, under the excellent guidance of Daniel van der Walt, the ENGMe! programme has run as planned this term. Most of the 50 or so weekly sessions have occurred both face to face and online.

Term 1 was challenging for many work placements, as Faculty of Education students and staff in initial teacher education can testify. In navigating COVID-19, they have needed to be highly adaptable. By the end of the term, the bachelor's year 3 students had completed six-week placements, totalling 186 students in the primary cohort and 35 students in the early childhood cohort. Among graduate students, the primary and secondary cohorts (200 students) had begun a seven-week placement in schools and the early childhood cohort (29 students) had begun an eight-week placement in early childhood centres across the country. As work placements become more integrated across all degrees, UC has begun to connect with Work Integrated Learning (WIL) practitioners through the establishment of the WIL Community of Practice and a monthly newsletter called *Ako ā-mahi* (learning through working).

Innovative curricula that combine scholarship and practice are evident in new degrees. The Faculties of Arts and Engineering have been working hard behind the scenes to develop two proposed new majors to exist within the new (provisionally named) Bachelor of Screen Production. This new and exciting opportunity arose due to the shortage of new graduates going into the New Zealand games industry as programmers or 2/3D visual artists. In late March, an event in the Alternative Lab and Studio Delivery Options (ALSDO) project introduced the use of remote technology to develop tools

and quizzes that can help students understand basic health and safety requirements in laboratories. Design Engineer Dr Jonathan Davidson showed examples from two departments where remote learning can reduce pressure on laboratory time and space, reduce travel time to the campus and also present simulations of events that are too risky to show in physical situations. The new tools will be embedded in Learn when complete.

Finally, as students across all year levels become settled into the academic year, it is important to hear from them about their experiences. The annual UC Student Experience survey, the UCount, was launched in April. This year's uptake of the survey has been slow, likely a result of increased callouts to students around COVID-19 welfare; however, the results provide important information from students and, since an extension to the deadline, participation has improved. UCount results are expected to be widely available next month.

Research – Impact on a Changing World

The Public Based Research Framework (PBRF) Sector Reference Group, which the Tertiary Education Commission convened to advise on the operational design of the 2025 PBRF Quality Evaluation, is currently consulting widely on a range of topics. Consultation on the design of evidence portfolios, as well as on the roles and person specifications for the Moderation Team, is underway.

PhD students who began their studies from overseas have recently been nominated as part of the third and fourth border exemption cohorts. Some of these students have been conducting their research from their home country for nearly two years. They will now start the process of applying to come to Aotearoa New Zealand, with the aim of gaining approval and arriving in UC by July. Approximately 40 PhD students will remain in their home country until 'regular' visa processing resumes.

The first of three 2022 doctoral supervision workshops for new or new-to-UC supervisors was completed during March. Twenty-four academic staff, representing all UC faculties, participated in this delivery. Following some revisions to the kaupapa, future workshops will incorporate a bicultural contextual model with a focus on pedagogy and principles of effective supervision, in conjunction with the policies and practices associated with roles and responsibilities of supervisors and students.

A programme of postgraduate research student workshops is being implemented this year, with both on-campus and overseas students engaging with available offerings. A noticeable trend is that many students who completed UC's doctoral orientation programme are attending – suggesting that the early approach to engagement is having flow-on effects. Recent workshops include "Preparing for confirmation" and "Research ethics". A series of wellbeing-focused workshops to be presented by leading UC academics is in development and expected to begin mid-year.

The Centre for World University Rankings (CWUR) has recently announced 2022–2023 global institutional rankings, ranking UC 3rd in Aotearoa New Zealand, 25th in Oceania (including Australia) and in the top 2.8% of nearly 20,000 universities globally. CWUR rankings are founded on publicly available objective metrics, rather than on academic opinion surveys or institutional submissions. The four pillars of the metrics are education, employability, faculty and research.

Associate Professor Kathryn MacCallum, School of Educational Studies and Leadership, has begun a longitudinal research project, in partnership with the Greater Christchurch Schools' Network, on "Bridging the digital divide". This research includes a survey of students and parents on their digital experiences. The data will be used to engage with schools in exploring how to better support students

to develop digital capabilities and outcomes. Adjunct Professor Niki Davis is also working on this research.

Associate Professor Wolfgang Rack from Gateway Antarctica is one of 30 co-authors of a paper just published in the *Bulletin of the American Meteorological Society* advocating a new structure of the sea ice Essential Climate Variable (ECV). Only one of the 54 ECVs within the UN Global Climate Observing System (GCOS) is currently 'sea ice', and within it are four sea ice parameters (concentration, extent, thickness, drift). The authors argue for an expansion to seven ECVs related to sea ice – concentration, thickness, snow depth on sea ice, surface albedo, surface temperature, ice age and ice drift – in the next implementation phase of GCOS.

Professor Jack Heinemann contributed to the IPCC Sixth Assessment Report, the most recent report in the assessment cycle. His contribution focused on the future of sustainable farming in chapter 5 of the report.

School of Earth and Environment Lecturer Tom Robinson has been appointed to the newly created Aotearoa Earthquake Science Advisory Panel (AESAP) as the Co-Lead of the Risk Science group. The National Emergency Management Agency (NZ) (NEMA) created the AESAP to coordinate the delivery of science advice and post-event science following an earthquake. The chair is Professor Thomas Wilson in his role as Chief Science Advisor to NEMA.

The Library has joined the Council of Australian University Librarians Open Educational Resources Collective: https://canterbury.libguides.com/opentextbooks. As a member of the collective, UC will have access to guides, communities of practice and grants, as well as the PressBooks platform, which enables UC to publish two open-access textbooks each year.

The Library has completed and acted on its reviews of two policies. First, it has updated the Information Resources Policy to increase the emphasis on a kaitiakitanga approach to the management of collections and resources. Second, it has rescinded the Digitisation Policy, as digitisation is now a regular part of everyday library work.

People – Nurturing Staff, Thriving Students

The focus this month has again been on ensuring that students and staff are well supported during this period of response to COVID-19.

With recent changes in government directives, guidelines and rules, many aspects of the response have become more business-as-usual in nature. The number of COVID-19 cases in our residential halls has declined markedly – only 34 at the time of writing, out of a total of 830 to date – but cases in flats and other private accommodation settings remain steady. The grocery deliveries and other forms of practical support via the joint efforts of UC and the University of Canterbury Students' Association have been very well received. Approximately 2,800 care packages have been delivered to students.

By the end of the first teaching term on 8 April, UC had delivered approximately 25,000 learning events. It is a tribute to all our staff and students that the University was able to achieve our objective of continuing with face-to-face teaching and research safely and effectively throughout that period and over so many lectures and tutorials. By working together to implement safe practices – for

example, mask wearing in lectures and tutorials – our community has been able to stay connected and engaged.

The annual influenza vaccination, paid for by UC, is currently being made available to all students and staff, starting with higher-risk groups. Alongside this service is an ongoing education programme, focused in large part on students, about the value of all vaccinations.

Term 2, starting on 2 May, goes for five weeks. We have retained the same programme of preventative measures in teaching and research spaces, including mask wearing by all.

UniLodge, our new Accommodation Services partner, has welcomed several new staff to its Ōtautahi Christchurch operations. UC has been involved in their orientation programme, to ensure that they are familiar with the various services UC provides to students.

It has been a pleasure to welcome Professor John Page, Executive Dean of the Faculty of Law, to UC. John started in his new role at the beginning of April. Additionally, we were delighted to announced that Professor Kevin Watson has been appointed as the new Executive Dean of the Faculty of Arts. Kevin will start in his role in May.

On 27 April UC celebrated Administrative Professionals Day to acknowledge the pivotal contribution of our colleagues who have a range of administrative roles essential for the well-functioning of the University.

Internationalisation – Locally Engaged, Globally Networked

Work continues towards receiving offshore students in the fourth border exemption cohort from mid-2022. UC has been allocated 116 places within this cohort.

UC has already welcomed 34 Malaysian students back with the recent third cohort.

The Ministry of Business, Innovation and Employment has finalised its consultation on changes to international student policy, which Cabinet is expected to discuss in May. The international team is preparing a paper on a recovery/reset for UC's international experience. Additionally, consultation is underway for the UC internationalisation strategy.

Meetings with alumni are scheduled in San Francisco and New York in May. UC will also participate in the Aotearoa New Zealand contingent at the NAFSA Annual Conference and Expo in Denver in late May. The event is the largest international education conference and trade fair in the world and will be the first significant offshore venture for New Zealand Inc. since the start of the pandemic. The Prime Minister is expected to travel to the United States in the week preceding the conference and to attend it along with Minister of Education the Hon Chris Hipkins.

Organisational Efficacy – of a sustainable scale by 2030

Recently, UC appointed a Risk and Insurance Advisor to support the Risk and Insurance Manager. and so the team can now focus on reviewing all business processes in both the risk and insurance portfolios to check that they are fit for purpose and meet the key objectives of the organisational efficacy theme. Early priorities are to use technology to more efficiently measure and report enterprise-wide risks, and to develop guidance on insurance requirements for contracts. The recent comprehensive reviews and updates of both the Risk Management Framework and Risk Appetite statement will continue to inform all advice and decision-making.

Work to protect UC people, assets and data continues with the development of a new cybersecurity strategy for UC. It will be delivered through a supporting programme to lift UC's cyber resilience significantly over the next three years. This programme will not only invest in technologies to protect UC but develop cyberculture awareness in our people. As part of that programme, the roll-out of multi-factor authentication (MFA) for Microsoft services to staff continues, with all faculties and service departments now enrolled. Implementation of MFA for all students is envisaged for 17 May 2022, which will be a crucial step in protecting UC.

Another focus of the UC cyber programme is to keep secure all remote methods that UC staff and students use to access non-Microsoft services. The Digital Services team is currently engaging with different faculties to leverage virtual desktops and labs (both Microsoft and Linux) as an alternative option for accessing physical labs and workrooms. This initiative will enable students and staff to use more modern capabilities in the future, avoiding the need to remote desktop onto on-premise physical machines, providing more flexibility and better experiences, while also strengthening UC's cybersecurity.

Another key project this year to improve communication and collaboration is the launch of the new UC Intranet. In March, Digital Services launched its new example of a departmental intranet site on Sharepoint Online while its team is busy working across UC engaging with content administrators to prepare for the build of the new Intranet. Digital Services supports a lot of projects and changes so this site is a great informational resource and is regularly receiving more content.

Environmentally Sustainable

The Sustainability Office ran a waste engagement programme through social media during Term 1, which has proved popular and helped further identify areas of our waste system that students find confusing.

The Biodiversity Projects Coordinator has been recruited and is working on a range of projects already, including identifying a suitable target for UC's tree canopy cover, and monitoring and trapping predators (in tandem with EnviroSoc and Predator Free Riccarton). Upcoming biodiversity events include an online panel discussion entitled "Riccarton Community: Working together to improve biodiversity" as part of the Ako Ōtautahi / Learning Days festival (9 May) and a campus biodiversity tour (23 May) to celebrate World Biodiversity Day (Sunday 22 May).

Work is continuing on waterways restoration. This includes planning for sediment removal from the Waiutuutu-Okeover Stream, daylighting the box drain along Ilam Fields and improving the water quality monitoring systems currently in use.

The twice-yearly count of bike stand use was undertaken in March. As expected, use was low at 31%. This count is conducted both for the University's information and for the CCC as a condition of a resource consent. The CCC has now indicated that, for future counts, it will no longer ask for our reports, suggesting it is happy with the validity of our data. However, the Sustainability Office will continue to explore why the rate is lower than it planned for.

The new Sustainability Hub website is now live. It includes options for studying sustainability and also links into research news with a sustainability theme. This is a site where new courses and degrees are added as they develop.

VC Activities

Events for April 2022	
5 April 2022	Meeting with Joanna Newman from Association of Commonwealth Universities (ACU) via Zoom
7 and 8 April 2022	Universities New Zealand meeting in Wellington
12 April 2022	Attending a Regulatory Masterclass for Board members via Microsoft Teams
20 April 2022	Meeting with John Holt, founder of All Things Considered
26 April 2022	Chairing an ACU Executive Board Meeting via Zoom
27 April 2022	Speaker at the Administrative Professionals Day celebration
27 April 2022	Hosting a visit by Hon Dr Megan Woods regarding the Digital Screen Campus
27 April 2022	Meeting with Paul Fell, Chief Operating Officer at Cedar Pacific
28 April 2022	New Zealand Qualifications Authority Board meeting in Wellington

Memorandum/Pukapuka

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

To:	Ki:	University Council
From:	**Nā:**	Professor Cheryl de la Rey, Vice-Chancellor
Date:	**Rā:**	20 April 2022
Subject:	**Kaupapa:**	**Academic Board report**

Recommendations:

1.   that the Council notes the attached new curricula developments which have been endorsed by the Academic Board and approved by the Vice-Chancellor under delegated authority and forwarded to CUAP and TEC for approval.

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

Executive Summary:

The Board discussed and endorsed the new curricula developments, received a Financial forecast from the Executive Director of Planning, Finance and Digital Services and an update from the Dean of Postgraduate Research on the proposed Graduate School Development.

Attachments:
-   **CUAP proposals**
-   **Report from the business of the Board**

Full papers commence overleaf.

Paper Progress:

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

TE POARI AKORANGA | ACADEMIC BOARD

REPORT TO THE COUNCIL
FROM A MEETING OF THE ACADEMIC BOARD
HELD ON FRIDAY 8 APRIL 2022

REPORT FROM THE VICE-CHANCELLOR

The Vice-Chancellor took her report as read. She thanked members for their huge efforts in Term 1 which had been challenging but successful, a view reinforced by positive feedback received from students and family members. She acknowledged staff who had delivered packages, phone call and academic support to students who were isolating. She encouraged members to take advantage of the free flu jabs becoming available at the University Health Centre shortly.

FINANCIAL UPDATE FROM KEITH LONGDEN, EXECUTIVE DIRECTOR OF PLANNING, FINANCE AND DIGITAL SERVICES

Keith Longden gave a presentation on UC's current and future financial projections. He noted that the figures were yet to be signed off by Council, which would happen in the following week, due to delays in the auditors completing their work because of Covid- related issues.

He summarised that in 2021, UC was in relatively good shape, particularly in comparison with other New Zealand universities. He was also cautiously optimistic in the University's ten-year outlook.

CUAP PROPOSALS

The following proposals (attached) were approved:

From Te Kaupeka Toi Tangata | Faculty of Arts

1.1 To introduce a Bachelor of Digital Screen (Honours), Bachelor of Digital Screen and a Certificate in Indigenous Narrative

1.2 To introduce a Postgraduate Certificate and Postgraduate Diploma in Translation and Interpreting; to introduce consequential changes to the Master of Applied Translation and Interpreting; and to discontinue the subject Translating and Interpreting from the Postgraduate Certificate in Arts and the Postgraduate Diploma in Arts

1.3 To introduce a Diploma in Arts

From Te Kaupeka Ako | Faculty of Education

1.4 To update endorsements in the Master of Education (180 points) and the Postgraduate Diploma in Education; and to revise the Postgraduate Certificate in Tertiary Teaching

From Te Kaupeka Pūhanga | Faculty of Engineering

1.5 To change the name of the CAPE Energy Minor from 'Minor in Energy Processing Technologies' to 'Minor in Sustainable Energy Engineering' for the Bachelor of Engineering with Honours

From Te Kaupeka Pūtaiao | Faculty of Science
1.6 To introduce a Diploma in Science

From Te Kura Umanga | UC Business School
1.7 To introduce a Diploma in Commerce

GRADUATE SCHOOL UPDATE
The Dean of Postgraduate Research gave an update on the Graduate School project and encouraged members to participate in upcoming events.

SUSTAINABLITY COMMITTEE
Revised terms of reference for the Sustainability Committee were approved which now incorporate feedback from Council.
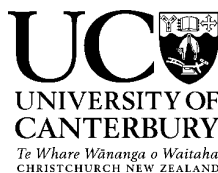
Bachelor of Digital Screen (Honours) (BDigiScreen (Hons)),
Bachelor of Digital Screen (BDigiScreen),
and Certificate in Indigenous Narrative (CertIndigNarr)

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

The following are among UC's Strategic goals, as described in the *UC Strategic Vision 2020 to 2030 – Tangata Tū, Tangata Ora*:

- UC will be recognised as the leading Aotearoa New Zealand University in research informed teaching and learning
- Grow and diversify revenue to become an economically sustainable university
- UC will be of a sustainable scale by 2030
- Improve national and international research profile, reputation and ranking of the University
- UC will purposefully support the development, growth and success of our city and region

In September 2020, the University Council participated in a workshop to discuss possible ways to achieve these goals. Among these was a discussion of developing UC's digital and technological capabilities in teaching and research, in connection to possible developments of the Dovedale campus. One area explored was the enhancement of UC's capabilities in the area of digital screen production. The digital screen sector includes a wide range of economic activity from the cinema, streaming and broadcasting industries, the video game industry, and even the augmented and virtual reality industry. The content ranges from highly entertaining to highly educational, and the sector as a whole is undergoing considerable expansion world-wide. For example, in 2020, the video game industry grew 27% to $56.9 billion in revenue in the US alone, and over $175.8 billion worldwide. Film, too, has continued to expand, and the global film and video market reached a value of nearly $234.9 billion in 2020. Alongside the considerable growth in these industries, we are now seeing new connections being made and intersections forming across the digital screen disciplines, in areas such as virtual production, 3D storytelling, virtual and augmented reality, and more. The convergences of content, technology and platform are key drivers in these new spaces, and they present considerable educational and research opportunities across arts, science, communication, education, and more. Story remains the locus, but all aspects of storytelling technologies, techniques, and forms are evolving, converging and growing.

In the analysis of possible areas of expansion for UC that would help achieve the strategic goals outlined above, the digital screen sector was shown to be very likely to succeed, since expansion in this area would (a) build on existing strengths and facilities, (b) meet a vocational need and feed the academic pipeline through higher level degrees, (c) increase domestic student numbers and domestic market share, (d) be attractive to international students, and (e) be financially viable. There are also considerable research opportunities.

Following the Council workshop in September 2020, the initial broad educational vision for a move into this space was shaped via discussion at four open workshops, and from conversations with many academic staff and industry experts. This is in addition to feasibility testing and market research with prospective students and other stakeholders.

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This proposal is for the Bachelor of Digital Screen (Honours) (BDigiScreen (Hons), with a three year exit point into the BDigiScreen). This four-year degree has a strong foundation of required courses in first year, to give all students broad experience across the industries that make up the digital screen sector, and access to a shared vocabulary with which to collaborate across boundaries. A core component across the levels of the degree is a focus on storytelling, addressing questions such as: How do we tell stories? How are stories told with words, with still and moving images, and with sound? How do we build believable and relatable characters, scenarios and worlds? How is storytelling similar and different in films compared to games and other interactive media? Whose stories do we tell and why? How is storytelling shaped by different world views? How are audience expectations challenged and surprised in meaningful, ethical, and culturally appropriate ways?

There are 6 majors in the degree: Cinematic Arts, Screen Writing, Screen Sound, Game Arts, Game Development and Animation. All majors will have yearly and culminating projects which involve the design and production of relevant creative content, including collaboration with on-campus and off-campus industry partners. This will result in an educational experience that is portfolio-driven with an eye toward festivals and other exhibition and distribution venues, enhancing the employability of students when entering related professional fields.

In addition to the majors, there is a minor in Indigenous Narrative available in the BDigiScreen (Hons), which can be studied alongside any major in the degree. The aim of the minor is to give students a grounding in Māori, Pacific and other Indigenous Narrative precepts and forms as well as an understanding of the differences in representations of Indigenous peoples by Indigenous and non-Indigenous content creators in the digital screen sector. The minor in Indigenous Narrative will also be available as a standalone 60 point Certificate in Indigenous Narrative. Feedback from industry informed us of a considerable need and demand for professional development across the digital screen sector in the indigenous narrative space. The Certificate in Indigenous Narrative is intended to meet that demand.

A key part of the educational vision of the BDigiScreen (Hons) is to embed opportunities for work integrated learning and cooperative education into the qualification. This would be achieved by having students work directly with industry collaborators in campus spaces. This is made possible by the proposed development of the Digital Screen Campus. The UC Council has endorsed the vision for an expansion of education and research in digital screen production, and supported (in principle and in stages) an independently quality assured business case for the development of the Dovedale campus into a new facility called the Digital Screen Campus. The Digital Screen Campus will emulate a creative science park where education, research and industry will come together in a cooperative ecosystem. The campus will include a set of shared facilities that provide workspaces, stages, laboratories, and more, to establish exceptional international quality spaces and resources for teaching and research activities. Some key proposed features of the campus development plan are: Sound stages meeting a wide variety of requirements, a multipurpose theatre capable of digital screening, performance, live streaming, large ensemble sound recording, film mix, pre-mix and prep studios, colour grading suite, animation and game development computer labs, motion capture, and acoustically treated edit suites.

In line with the educational vision, a key feature of the campus is space to make possible the regular collaboration between academic staff, students, and external partners from industry (from small start-ups to more established organisations), who would be working on campus. The combination of industry and globally known academics builds a strong foundation for becoming New Zealand's pre-eminent digital screen campus and University.

This also provides considerable possibilities and opportunities for our students. Supported through co-locating elements of industry activity alongside academic programs, a network of incubators and accelerators will be developed that work together in a kind of 'layered' fashion to provide scaffolded support for individuals and groups bringing new products to market. Students will have the opportunity to create commercial products, for example, in conjunction with their capstone projects, and get mentorship from co-located studios and industry

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experts. These small studios in turn will be able to engage with the resources of the university to help them scale and grow, with potential research and development partnerships, affordable space and services, internships, and more. These models have been used in the United States and elsewhere to help industry expand in concert with academic research and curriculum, and to economically develop various regions and fields. Together, these elements work to form an innovation hub, with a constant buzz of exciting new product ideas, start-ups, and opportunities to scale.

The Bachelor of Digital Screen (Honours) and the Certificate in Indigenous Narrative will be the qualifications connected to the Digital Screen Campus, but it is also part of a wider ecosystem of new and existing qualifications which will grow over the next few years, as UC establishes itself as a world leader in the digital screen sector.

Market research has been undertaken involving focus groups with students from 10 schools across Auckland, Wellington, Tauranga, Queenstown, Dunedin, Kapiti Coast and Christchurch, and interviews with influencers including parents and representatives from each school. Support for the proposal was strong. Students were strongly in favour of a four-year degree, and saw clear value in the professional portfolio offered by the year-on-year project work. Students from around the country indicated they would travel to Christchurch for this degree.

The independently quality assured business model for the degree has a conservative baseline estimate of 60 new-to-UC students in the degree in the first year, with the degree reaching a steady state of 150 students a year over the next few years. Market research indicates this is achievable.

Consultation has been wide and varied. The programme has been designed by a cross-Faculty developing group, with input from members of a wider reference group (over 75 academics across the University of Canterbury). In addition, updates on the academic development have been circulated to Executive Deans and Heads of School by email (e.g. 5 Nov 2021, 21 Jan 2022, 25-30 March 2022). Papers on the academic plan were presented to Academic Board on 10 Nov 2021 and 11 Feb 2022. Feedback suggests there is wide support for the academic plan across UC. A key characteristic that is positively often commented upon is the focus on storytelling through the degree. Professor Te Maire Tau (Ngāi Tahu Research Centre) gave the following feedback: "I support the draft proposal. It sounds like the future for industry collaboration; providing students the experience required to succeed. What has been proposed summarises the feedback delivered, highlighting putting creativity at the heart of the degree.". There is also support from UC Students Association. One point of discussion with students has been around the name of the qualification. Name suggestions from market research were inconclusive, and did not really capture the breadth of the degree. Conversations with the UCSA indicate that "Digital Screen" is a good name because it is broad, and captures the idea that the industries are converging.". It also clearly connections the degree to UC's digital screen vision. The Digital Screen vision has been approved by the UC Council (27 October 2021).

The proposal has been discussed with Māori and Pacific colleagues, including the Pacific Academic Lead and Kaiārahi Māori ("Concepts from the Rautaki, BICC, and UC's treaty partnership are well woven throughout and I'm excited about Te Whare Pūrākau. The minor/cert. in Indigenous Narrative is also exciting"). Feedback has been provided about further enhancing the bicultural content in the courses, as they roll out with the degree over the first four years, and this will be actioned during the full course codesign process.

Consultation with industry experts has included discussion with both the film and game sectors. Daniel Bernardi (Professor of Cinema at San Francisco State University, founder and President of El Dorado Films) has advised on the development of the programme. Maui Studios are supportive of the programme, and had suggestions for how to support Māori and Pacific students in the digital screen sector. Janine Morrell-Gunn (Whitebait Media) is also supportive, and confirmed the importance of industry experience and the portfolio of creative outputs. Discussion with Weta Workshop confirmed the increasing convergence of traditional film and television with game development, and spoke of the urgent need for a programme in this digital screen space. Discussion around the programme/digital screen vision, including possible future connections to industry, has also taken

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place with, for example, Runaway Play, Epic Games, PikPok, Whistling Wizard, Unity, Greenman Gaming, and The Granary. Leanne Ross (Executive Director of NZ Game Developers Association) commended the storytelling focus of the degree, the possibility for students to follow other interests in electives/minors, the fact that project work starts early and isn't left until the final year, and that the degree is 4 years because this will "allow for some truly impressive final year projects".

From the feedback received to date, the proposal meet international standards and industry expectations for a digital screen degree, and is of considerable interest to students.

Programme Overview

As well as the structure of required courses, the BDigiScreen (Hons) has 6 majors (which can also be taken as minors in the degree). These are 1) *Cinematic Arts*, 2) *Screen Writing*, 3) *Screen Sound*, 4) *Game Arts*, 5) *Game Development*, and 6) *Animation*. A minor in *Indigenous Narrative* will be available alongside all majors.

Cinematic Arts

Cinematic Arts is the filmmaking major. Through conceptual, theoretical and practical courses, students learn why filmmakers use certain cinematic effects, and also how to achieve them. After the strong foundation in storytelling and other skills in the digital screen, Cinematic Arts begins with a practical course focusing on light, lens and sound in film production. Important for this practical work is an understanding of the historical development of technology in film production, how it has changed what filmmakers can do, and how filmmakers have continually innovated. Students also learn about screen writing and will produce a short screen play right at the start of year two as a way for them to begin to learn their craft. The second half of the year focuses on post-production, and students have the opportunity to develop more advanced skills in cinematography, picture editing or sound design in the second year project course, which connects back to the screen play created in semester 1. The third year of the Cinematic Arts major is focused on documentary making in semester 1 (from practical and sociohistorical/theoretical perspectives), followed by a required course focusing on indigenous storytelling in the digital space. Like all majors, the third year of the Cinematic Arts major culminates in a capstone project, where students will produce a creative output in collaboration with students from other majors. (The degree structure and course prescriptions included in the Cinematic Arts major are outlined in full proposal)

Screen writing

Along with storytelling, screenwriting is at the heart of the digital screen. Before any film, game, or other digital screen media can be produced, we need a story. The screen writing major teaches the skills needed for effective storytelling for screen. Students will learn how to write short scripts, feature length screen plays and episodes, and how a range of different media are adapted for screen. In year 2, students begin by learning how stories are created, structured, and developed. In Semester 1 they will develop the first act of a screenplay, in a highly scaffolded way, before developing it further into a more fully fledged creative piece in a Semester 2 project. In year 3 students focus on episodic screen writing, adapting different genres to screen, and the revision and doctoring process. Year 3 culminates in a creative project, in collaboration with students from other majors. (The degree structure and course prescriptions included in the Screenwriting major are outlined in full proposal)

Screen Sound

The Screen Sound major prepares students for a career in the world of sound for film, games, and interactive media. Students receive hands-on instruction using industry standard equipment, including state of the art studio and location recording hardware and Avid systems. Students will also acquire fundamental theoretical knowledge of acoustics and psychoacoustics, digital audio, microphones, and signal processing. The Sound major connects to the other disciplines taught in the degree through a series of guided collaborative projects with

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student directors, game designers, and developers, allowing for the development of critical professional and communication skills. (The degree structure and course prescriptions included in the Screen Sound major are outlined in the full proposal.)

Game Arts

Students following the Game Arts major begin in the second-year by studying games in their social context, covering topics such as minority representation in games with specific focus on Māori themes and culture in games, the impacts of violence in games, what causes video game addiction, and designing applied/serious games which serve purposes beyond simply entertainment. Game Arts students also study the human form and character development from the perspective of gaming, as well as learn about designing worlds in which their characters will live, including aspects such as the physical and cultural characteristics of these places. In the third year of the degree, students learn about extending their art to cinematics and using visual effects, explore the future directions of tools and techniques for art creation, and gain a deeper understanding of the technology which renders their art so as to best realise their creative vision. In the second semester of the second year, a 30-point project studio course is shared with the Game Development students and, in the third year, a 30-point project studio course is shared with students from all majors. In these courses, students will use knowledge and skills they have obtained to produce a game project, while collaborating with industry partners. (The degree structure and course prescriptions in the Game Arts major are outlined in the full proposal.)

Game Development

As in the Games Arts major, students following the Game Development major begin in the second-year by studying games in their social context, covering topics such as minority representation in games with specific focus on Māori themes and culture in games, the impacts of violence in games, what causes video game addiction, and designing applied/serious games which serve purposes beyond simply entertainment. Game Development students also learn the mathematical underpinnings which make 2D graphics and physics simulation possible, and learn about the latest immersive technologies such as virtual and augmented reality. In the second semester of the second year, students undertake a project in collaboration with Game Arts students to design and prototype two six-week games, the first based on a brief from an industry partner, and the second from their own brief. In the third year of the degree, game development students learn about the technologies which make high quality graphics possible for games, how to optimise their games to balance performance and quality, and how to create animations which bring their characters to life. They also learn about the various components of game engines, and how these components are utilised to provide amazing interactive experiences. Finally, students take the 30 point project paper DISC380 *Third year capstone project* in conjunction with Game Arts students and students from other majors, where they work for 15 weeks on a single brief, taking it from an concept through to a completely playable prototype, with all the design decisions they have made along the way well considered and articulated.

The Game Development major has a slightly more prescribed structure than other majors, as there is a need for a base level of computer programming knowledge and experience required before students are able to start developing games. In the Game Development program, this is covered by the two entry-level Computer Science Papers, COSC121 and COSC122, which students can either take within the two elective slots, or alternately over the summer if they want to complete a minor (this would require over pointing, which the regulations will allow should a student wish to do so). In addition, students must take the Software Engineering paper SENG201, which focuses on team-based software development, which is the typical situation in game development studios.

Note that the major Applied Immersive Game Design (AIGD) exists in the Bachelor of Product Design. The major-specific courses are the same in AIGD as they are in this proposal for the Game Development, but have different structural course requirements in Product Design compared to BDigiScreen (Hons). Discussion is underway in the Faculty of Engineering about changing the Product Design major, and having Game Development only as part of

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the BDigiScreen (Hons). (The degree structure and course prescriptions included in the Game Development major are outlined in the full proposal.)

Animation

Modern day animated movies typically follow many of the practises used in the live action film industry, but replace live actors and real sets with characters and environments created by visual artists. Recently, many mainstream animated movies are created on computers, using the same tools and techniques as is often found in the game arts disciplines. For this reason, the Animation major features courses from both the Cinematic Arts major and the Game Arts majors, with the specific context related to Animated movies provided by two Animation specific courses.

Animation students start their second year with DISC251 *Foundations of Animation*, where they learn the history and cultural influences of animation, and practise their drawing skills while learning animation concepts such as structure, motion, physics and timing. Through courses from the Game Arts, Animation students study the human form and character development and learn about designing worlds in which their characters will live, and Cinematic Arts courses will teach them about film post-production including cinematography and picture editing. This year is finished off with DISC240 Animation Project I, a 15-point project course where Animation students work in groups to produce a complete scene from their own Animation, either using traditional hand drawn or modern-day computer graphic techniques.

In the third year, Animation students learn about the computer graphics aspects of cinematics and visual effectives, the future directions of tools and techniques for art creation and gain a deeper understanding of the technology which renders their art. At the end of the third year, animation students do a 30-point project, where they will work with students from outside their discipline to produce a complete short animated film. (The degree structure and course prescriptions included in the Animation major are outlined in the full proposal.)

Second year and third year project courses

The second and third years of the degree include project courses in the second semesters. In these courses, student with work with academic supervisors, independently and also in teams, and with input from industry partners, to produce a creative output. In the second year, when this work will be tightly scaffolded, students work within their own major area to produce a major-specific project (i.e. Cinematic Arts do a film project in a film course, Screen sound do a sound project in a sound course). In the third year, all students are enrolled in the same course (DISC380) and will work together in small teams to produce their creative outputs. The work students produce in DISC380 will be related to their major subject. This third-year project will be a considerable addition to each student's portfolio, and will be provide excellent training for the 90 point project in year four of the degree.

Minors

Each major can also be taken as a minor, alongside another major in the degree (e.g. a major in film and a minor in screen writing, or a major in Game Arts and a minor in Screen Sound). A key feature of the degree is that the BDigiScreen (Hons) can also include minors from other degrees at UC, such as the Bachelor of Arts or the Bachelor of Science. This is an important feature because it is likely students will want to follow their interests into the digital screen industry. For example, a student may be interested in historical fiction or documentary making, or developing historically themed games, and so could take the BDigiScreen (Hons) major in Cinematic Arts or Game Arts with a minor in History or Classics (from the BA). Alternately, a student may be interested in a deeper understanding of computer science while undertaking a BDigiScreen (Hons) major in Game Development, and so could add a minor in Computer Science (from the BSc).

Indigenous Narrative minor

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Indigenous Narrative will be available as a minor in the BDigiScreen (Hons). The aim of the minor is to give students a grounding in Māori and Indigenous Narrative precepts and forms as well as an understanding of the differences in representations of Indigenous peoples by Indigenous and non-Indigenous writers and film-makers, and the digital screen industries more broadly. This minor can be added to any major. (The courses in the minor are outlined in the full proposal.)

Te Whare Pūrākau

Te Whare Pūrākau, an academy programme at UC, is envisioned to be a significant contribution to Māori, Pasifika and Indigenous storytelling in film and gaming. It aims to develop the skills of students with confidence and mana as they pursue a major in the Digital Screen degree. We will be annually recruiting up to 15 Māori and Pasifika students to be part of Te Whare Pūrākau. Admission to Te Whare Pūrākau academy programme will come with a scholarship.

Te Whare Pūrākau itself comprises two 15 point courses, one at 100 level and one at 300 level. Entry to these courses will be limited to Māori and Pasifika students who are awarded and accept a Te Whare Pūrākau scholarship. We expect to recruit up to 5 students in the first year, and anticipate this growing to 15 students per annum. We expect most students will be Māori or Pasifika but entry will also be available to students with other Indigenous identities.

The two courses (outlined in the full proposal) will be delivered as block-course wānanga. The design of the wānanga is to allow students to connect with skilled Māori and Pasifika practitioners and creatives through delivery of master-classes. It also affords the space to strengthen their connection as a cohort, and provides them with the knowledge they need to successfully navigate the wider Digital Screen Arts industry.

Proposed new regulations

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The Degree of Bachelor of Digital Screen with Honours (BDigiScreen (Hons) – 480 points)
These regulations must be read in conjunction with the General Regulations for the University.

  1. **Version**
     (a) These Regulations came into force on 1 January 2023.
     (b) This degree was first offered in 2023.

2. Variations

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

3. The structure of the qualification
To qualify for the Degree of Bachelor of Digital Screen with Honours a student must be credited with courses having a minimum total value of 480 points.

     (a) Of these 480 points:
     i. at least 390 points must be from courses listed in Schedule V to these Regulations, including the courses from Schedule C to these Regulations;
     ii. the remaining 90 points may be from courses from any undergraduate degree of the University.
     (b) In addition to these requirements, a student must be credited with courses to the value of:
     i. at least 345 points above 100-level, including
     ii. at least 90 points at 300-level.
     iii. at least 120 points at 400-level

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

(d) A student can optionally take a minor in this degree. Minors for the Bachelor of Digital Screen with Honours degree are those listed in Schedule S or those minors provided for in the General Conditions for Credit Regulations.

4. Admission to the qualification

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

5. Subjects

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

(a) A student must meet the requirements for each major or minor as listed in Schedule S.
(b) All majors and minors must be in separate subject areas as listed in Schedule S, or for minors, those provided for in the General Conditions for Credit Regulations.
(c) Any given course may contribute to only one major or minor.
(d) A course fulfilling the Schedule C requirement cannot also contribute to the requirement for a major or minor.

6. Time limits

The qualification adheres to the General Regulations of the University.

7. Transfers of credit, substitutions and cross-credits

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

8. Progression

This qualification adheres to the General Regulations for the University, with the following stipulation(s):
(a) A student, prior to enrolling in any 400-level courses, must have completed 360 points of course work at 100, 200 and 300-level, including all courses for Schedule C at 100, 200 and 300 level, and the requirements for one major, as specified in Schedule S; and
(b) Have achieved a B average in 300 level courses in their major subject

9. Honours, Distinction and Merit

This qualification adheres to the General Regulations for the University and may be awarded with Honours, with the following stipulations:
(a) The BDigiScreen (Hons) may be awarded with First, Second, or Third Class Honours. Second Class Honours will be listed as Division I or Division II.
(b) Honours are calculated on the basis of achievement in the 400-level courses for the degree. Only the grade for the first attempt at a course will be considered in the calculation.
(c) To be eligible for Honours a student must:
    i. complete all courses for the BDigiScreen (Hons) in no more than 10 years of study; and
    ii. complete the 300 and 400-level courses for the BDigiScreen (Hons) within four years of their first enrolment in any 300-level course for the degree.

10. Exit and Upgrade Pathways to other Qualifications

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

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(b) The Amo Matua, Toi Tangata| Executive Dean of Arts or delegate may permit a student to graduate with the Bachelor of Digital Screen under any of the following circumstances:

     i. The student is not eligible to enrol in 400-level courses, or

     ii. The student exceeds the time limit, or

     iii. The student is unable to complete the Honours degree due to extenuating circumstances.

(c) A student who has not met the requirements for the BDigiScreen (Hons), or who wishes to transfer to any of the undergraduate certificates, diplomas or degrees at the University, may apply to the appropriate Amo Matua | Executive Dean or delegate for admission, provided they meet the requirements for entry to that qualification.

Schedule C Compulsory courses for the degree of Bachelor of Digital Screen (Honours)

	Title	Pts	2023	Location	
DISC101	Storytelling for the digital screen	15	S1	C	
PROD110	Design Principles	15	S1	C	
PROD142	2D and 3D art for film and games	15	S1	C	
PROD121	The Game Development Process	15	S2	C	
DISC102	Principles of screen production	15	S2	C	
MUSA125	Music Technologies	15	S2	C	
DISC201	Storytelling in action	15	S1	C	P: DISC101
DISC301	Conception, development, budgets	15	S1	C	P: DISC201
DISC380	Year 3 capstone project	30	S2	C	P: PROD222; or DISC210; or DISC220; or DISC230; or DISC240
DISC401	Conception, development, budgets	15	S1	C	P: 360 points from BDigiScreen
DISC403	Digital Screen Project	90	W	C	P: 360 points from BDigiScreen
DISC402	Exhibition and distribution	15	S2	C	P: 360 points from BDigiScreen

Schedule S: Subjects for the Degree of Bachelor of Digital Screen (Honours)

Cinematic Arts
Major
A student intending to complete the BDigiScreen (Hons) with a major in Cinematic Arts must be credited with 120 points, which must include the following:
200-level
- Required: DISC211, DISC212, DISC213, DISC210, TITO202

300-level
- Required: DISC311, CINE302

Minor
A student intending to complete the BDigiScreen (Hons) with a minor in Cinematic Arts must be credited with at least 75 points, from the following courses:
- DISC102, DISC211, DISC212, DISC213, DISC210, TITO202, DISC311, CINE302

Screenwriting

Major

A student intending to complete the BDigiScreen (Hons) with a major in Screen Writing must be credited with 120 points, which must include the following:

200-level
- Required: DISC212, DISC222, DISC223, DISC220

300-level
- Required: DISC321, DISC322, DISC333

Minor

A student intending to complete the BDigiScreen (Hons) with a minor in Screenwriting must be credited with at least 75 points, from the following courses:
- DISC101, DISC212, DISC222, DISC223, DISC220, DISC321, DISC322, DISC333

Screen sound

Major

A student intending to complete the BDigiScreen (Hons) with a major in Screen Sound must be credited with 120 points, which must include the following:

200-level
- Required: DISC231, DISC232, DISC233, DISC230, MUSA229

300-level
- Required: DISC331, DISC332

Minor

A student intending to complete the BDigiScreen (Hons) with a minor in Screen Sound must be credited with at least 75 points, from the following courses:

- MUSA125, DISC231, DISC232, DISC233, DISC230, MUSA229, DISC331, DISC332

Game Arts

Major

A student intending to complete the BDigiScreen (Hons) with a major in Game Arts must be credited with 120 points, which must include the following:

200-level
- Required: PROD221, PROD241, PROD243, PROD222

300-level
- Required: PROD341, PROD342, PROD343

Minor

A student intending to complete the BDigiScreen (Hons) with a minor in Game Arts must be credited with at least 75 points, from the following courses:

- PROD142, PROD221, PROD241, PROD243, PROD222, PROD341, PROD342, PROD343

Game Development

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Major

A student intending to complete the BDigiScreen (Hons) with a major in Game Development must be credited with 165 points, which must include the following:

100-level

- Required: COSC121, COSC122

200-level

- Required: PROD221, PROD224, SENG201, PROD223, PROD222

300-level

- Required: PROD321, PROD323, PROD225

400-level

The 400 level courses for this degree as listed in Schedule C.

Minor

A student intending to complete the BDigiScreen (Hons) with a minor in Game Development must be credited with at least 75 points, from the following courses:

- PROD121, PROD221, PROD224, PROD223, PROD222, PROD225, PROD321, PROD323

Animation

Major

A student intending to complete the BDigiScreen (Hons) with a major in Animation must be credited with 120 points, which must include the following:

200-level

- Required: DISC251, PROD241, PROD243, DISC213, DISC240

300-level

- Required: PROD341, PROD342, PROD343

400-level

The 400 level courses for this degree as listed in Schedule C.

Minor

A student intending to complete the BDigiScreen (Hons) with a minor in Animation must be credited with at least 75 points, from the following courses:

- PROD142, DISC251, PROD241, PROD243, DISC213, DISC240, PROD341, PROD342, PROD343

Indigenous Narrative

Minor

A student intending to complete the BDigiScreen (Hons) with a minor in Indigenous Narrative must be credited with at least 75 points, of which 45 points must be above 100 level, and which must include the following:

Required: TITO101, TITO201, TITO202, and 30 points from either:
   (a) TITO301, DISC101, ENGL118, MAOR107, DISC212, or
   (b) TAKI101, TAKI301 (TAKI courses only available to students receiving a Te Whare Pūrākau Scholarship.

Schedule V for the degree of Bachelor of Digital Screen (Honours)

[In draft. Note for information, not for the regs: only 100 level courses will run in 2023. 200 level will run in 2024, 300 level in 2025, 400 level in 2026]

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	Title	Pts	2023	Location	
TITO101	Maori writing in English	15	S2	C	
COSC121	Introduction to computer programming	15	S1 S2	C,D C,D	R: COSC131
COSC122	Introduction to computer science	15	S2 SU	C,D	P: COSC121 or COSC131
DISC211	Lights, lens, and mics	15	S1	C	P: DISC102
DISC212	Screenwriting: research and story development	15	S1	C	P: DISC101 or 60 points at 100 level from any degree
DISC213	Editing and postproduction	15	S2	C	P: DISC102
DISC210	Film project 1	30	S2	C	P: DISC102 and DISC211
DISC222	Feature Screenwriting: the first act	15	S1	C	P: DISC101 or 60 points at 100 level from any degree
DISC223	Creating story worlds	15	S2	C	P: DISC212
DISC220	Feature screen writing project 1	30	S2	C	P: DISC101 and DISC212
DISC231	Sound capture	15	S1	C	P: MUSA125
DISC232	Sound editing	15	S1	C	P: MUSA125
DISC233	Critical listening	15		C	P: MUSA125
DISC230	Screen sound project 1	15	S2	C	P: MUSA125 and DISC232
DISC241	Foundations of Animation	15	S1	C	P: DISC102 and PROD142
DISC240	Animation project 1	15	S2	C	P: DISC241
MUSA229	Introduction to game audio	15	S2	C	R: PROD229
PROD221	Game Design in Context	15	S1	C	P: COSC101 or PROD121 or DIGI101
PROD223	Immersive game design	15	S2	C	P: PROD121 or COSC121 or COSC131
PROD224	Gaming computation	15	S1	C	P: PROD121
PROD241	Character Design	15	S1	C	P: PROD142
PROD243	World Building	15	S2	C	P: PROD142
PROD222	Game project studio 1	30	S2	C	1) either PROD101 or SENG201; and 2) either PROD121 or PROD223
PROD225	Game development in Unreal and C++	15	S2	C	1) either COSC121 or COSC131 and COSC122
PROD321	Interactive computer graphics and animation	15	S1	C	PROD223
PROD323	Game engines and artificial Intelligence	15	S1	C	PROD223
PROD341	Cinematics and visual effects	15	S1	C	P: PROD243
PROD342	Digital Sculpting	15	S1	C	P: PROD241
PROD343	Rendering and lighting	15	S2	C	P: PROD341
SENG201	Software engineering	15		C	P: (1) COSC121 or COSC131; (2) COSC122;
TITO201	Indigilit: Indigenous Literature in Aotearoa and beyond	15	S2	C	P: 60 points at 100 level any subject

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TITO202	Kiriata: Māori Film and Media	15	S2	C	P: Any 15 points at 100 level from CINE, MAOR, TITO, TREO, or any 60 points at 100 level from the Schedule V of the BA. R: MAOR268, CINE213
CINE302	Documentary: from the margins to the mainstream	30	S2	C	P: Any 30 points at 200 level from CINE or CULT, or any 60 points at 200 level from the Schedule V of the BA. R: CULT322
DISC311	Preproduction and Production for Documentary	15	S2	C	P: DISC311
DISC321	Episodic Screenwriting	15	S1	C	P: DISC212
DISC322	Adaptation	15	S1	C	P: DISC212
DISC333	Screenwriting revision and doctoring	15	S2	C	P: DISC212
DISC331	Creative Sound Studio	30	S1	C	P: DISC232
DISC332	Sound mixing for film and games	15	S2	C	P: MUSA229
TITO301	Indigenous Stories, digital realms	15	S2	C	P: TITO201 or TITO202
TAKI101	Te Whare Purakau 1	15	S1	C	P: HoS approval
TAKI301	Te Whare Purakau 1	15	S1	C	P: HoS approval

The Degree of Bachelor of Digital Screen ((BDigiScreen) – 360 points)

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

1. Version

   (a) These Regulations came into force on 1 January 2023.

   (b) This degree was first offered in 2023.

2. Variations

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

3. The structure of the qualification

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

   (a) Of these 360 points:

   i. at least 270 points must be from courses listed in Schedule V to these Regulations, including those courses in Schedule C to these Regulations.

   ii. the remaining 90 points may be from courses from any undergraduate degree of the University.

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

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

   ii. at least 90 points at 300-level.

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

i. a major, or

ii. a major and a minor

(d) Minors for the Bachelor of Digital Screen degree are those listed in Schedule S or those minors provided for in the General Conditions for Credit Regulations.

4. Admission to the qualification

This is an exit qualification only, from the Bachelor of Digital Screen (Honours).

5. Subjects

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

(a) A student must meet the requirements for each major or minor as listed in Schedule S.

(b) All majors and minors must be in separate subject areas as listed in Schedule S, or for minors, those provided for in the General Conditions for Credit Regulations.

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

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

6. Time limits

The qualification adheres to the General Regulations of the University.

7. Transfers of credit, substitutions and cross-credits

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

8. Progression

This qualification adheres to the General Regulations for the University.

9. Honours, Distinction and Merit

There is no award of Honours, Distinction or Merit for this qualification.

10. Exit and Upgrade Pathways to other Qualifications

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

(b) A student who has not met the requirements for the BDigiScreen, or who wishes to transfer to any of the undergraduate certificates, diplomas or degrees at the University, may apply to the appropriate Amo Matua | Executive Dean or delegate for admission, provided they meet the requirements for entry to that qualification.

Schedule C Compulsory courses for the degree of Bachelor of Digital Screen

	Title	Pts	2023	Location	
DISC101	Storytelling for the digital screen	15	S1	C	
PROD110	Design Principles	15	S1	C	
PROD142	2D and 3D art for film and games	15	S1	C	
PROD121	The Game Development Process	15	S2	C	
DISC102	Principles of screen production	15	S2	C	
MUSA125	Music Technologies	15	S2	C	

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DISC201	Storytelling in action	15	S1	C	P: DISC101
DISC301	Conception, development, budgets	15	S1	C	P: DISC201
DISC380	Year 3 capstone project	30	S2	C	P: PROD222; or DISC210; or DISC220; or DISC230; or DISC240

Schedule S: Subjects for the Degree of Bachelor of Digital Screen

Cinematic Arts
Major
A student intending to complete the BDigiScreen with a major in Cinematic Arts must be credited with 120 points, which must include the following:
200-level
- Required: DISC211, DISC212, DISC213, DISC210, TITO202
300-level
- Required: DISC311, CINE302

Minor
A student intending to complete the BDigiScreen with a minor in Cinematic Arts must be credited with at least 75 points, from the following courses:
- DISC102, DISC211, DISC212, DISC213, DISC210, TITO202, DISC311, CINE302

Screenwriting
Major
A student intending to complete the BDigiScreen with a major in Screen Writing must be credited with 120 points, which must include the following:
200-level
- Required: DISC212, DISC222, DISC223, DISC220
300-level
- Required: DISC321, DISC322, DISC333

Minor
A student intending to complete the BDigiScreen with a minor in Screenwriting must be credited with at least 75 points, from the following courses:
- DISC101, DISC212, DISC222, DISC223, DISC220, DISC321, DISC322, DISC333

Screen sound

Major
A student intending to complete the BDigiScreen with a major in Screen Sound must be credited with 120 points, which must include the following:
200-level
- Required: DISC231, DISC232, DISC233, DISC230, MUSA229
300-level
- Required: DISC331, DISC332

Minor

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A student intending to complete the BDigiScreen with a minor in Screen Sound must be credited with at least 75 points, from the following courses:

- MUSA125, DISC231, DISC232, DISC233, DISC230, MUSA229, DISC331, DISC332

Game Arts

Major

A student intending to complete the BDigiScreen with a major in Game Arts must be credited with 120 points, which must include the following:

200-level

- Required: PROD221, PROD241, PROD243, PROD222

300-level

- Required: PROD341, PROD342, PROD343

Minor

A student intending to complete the BDigiScreen with a minor in Game Arts must be credited with at least 75 points, from the following courses:

- PROD142, PROD121, PROD221, PROD241, PROD243, PROD222, PROD341, PROD342, PROD343

Game Development

Major

A student intending to complete the BDigiScreen with a major in Game Development must be credited with 165 points, which must include the following:

100-level

- Required: COSC121, COSC122

200-level

- Required: PROD221, PROD224, SENG201, PROD223, PROD222

300-level

- Required: PROD321, PROD323, PROD225

Minor

A student intending to complete the BDigiScreen with a minor in Game Development must be credited with at least 75 points, from the following courses:

- PROD121, PROD221, PROD224, PROD223, PROD222, PROD225, PROD321, PROD323

Animation

Major

A student intending to complete the BDigiScreen with a major in Animation must be credited with 120 points, which must include the following:

200-level

- Required: DISC251, PROD241, PROD243, DISC213, DISC240

300-level

- Required: PROD341, PROD342, PROD343

Minor

A student intending to complete the BDigiScreen with a minor in Animation must be credited with at least 75 points, from the following courses:

- PROD142, DISC251, PROD241, PROD243, DISC213, DISC240, PROD341, PROD342, PROD343

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Indigenous Narrative

Minor

A student intending to complete the BDigiScreen with a minor in Indigenous Narrative must be credited with at least 75 points, of which 45 points must be above 100 level, and which must include the following:

Required: TITO101, TITO201, TITO202, and 30 points from either:
- (a) TITO301, DISC101, ENGL118, MAOR107, DISC212, or
- (b) TAKI101, TAKI301 (TAKI courses only available to students receiving a Te Whare Pūrākau Scholarship.)

Certificate in Indigenous Narrative (CertIndigNarr - 60 points)

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Certificate in Indigenous Narrative
(entry to appear between Certificate in Arts and Certificate in Languages)

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Certificate in Indigenous Narrative (CertIndigNarr - 60 points)
(entry to appear between Certificate in Arts and Certificate in Languages)

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Certificate in Indigenous Narrative (CertIndigNarr - 60 points)
These regulations must be read in conjunction with the General Regulations for the University.

1. Version

(a) These Regulations came into force on 1 January 2023.

(b) This certificate was first offered in 2023.

2. Variations

In exceptional circumstances the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate may approve a personal programme of study that does not conform to these Regulations.

3. The structure of the qualification

To qualify for the Certificate in Indigenous Narrative a student must pass 60 points. The programme of study requires:

(a) TITO101, TITO201 and TITO202;

(b) One of: DISC101, DISC212, MAOR107, ENGL118 or TITO301.

4. Admission to the qualification

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

5. Time limits

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

6. Transfer and credit for study for other qualifications

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

7. Progression

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

8. Honours, Distinction and Merit

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

9. Pathways to Other Qualifications

(a) A student who has graduated with the Certificate in Indigenous Narrative from the University of Canterbury, may apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted to another undergraduate Arts qualification and to have their Certificate in Indigenous Narrative subsumed as per the General Regulations to the University.

Consequential changes

2022 Calendar page 39

Add BDigiScreen(Hons) to 4(a). Everything else remains unchanged.

4. Minors

(a) A student for the BA, BCom, BDataSci, BDigiScreen(Hons), BHSc, BSpC or BYCL degrees may complete a minor in a subject area from any of these degrees unless otherwise specified in the degree regulations. The student must pass courses specified for a minor in that subject area as listed in the relevant degree regulations.
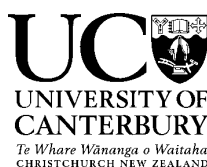
18

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to CUAP-Introduction of a selected qualification where there are established programmes.

(CUAP criterion 6.2.1 The introduction of a postgraduate diploma, postgraduate certificate when the university already has an established master's programme in the subject and the new qualifications draw on existing courses)

Department or School	School of Languages, Social and Political Sciences		
Faculty	Arts		
Contact person	Dr Antonio Viselli	**Phone number**	94540

1. Name of Qualification

Postgraduate Certificate and Postgraduate Diploma in Translation and Interpreting

2. Purpose of the proposal

To introduce 1) a Postgraduate Certificate in Translation and Interpreting and 2) a Postgraduate Diploma in Translation and Interpreting to complement the existing Master of Applied Translation and Interpreting.

3. Details of the proposal

The PG Cert Translation and Interpreting will offer a qualification for translators and interpreters with options for either an academic or a professional pathway, and options to focus on translation (LANC401 + either 403 or LANC404) or interpreting (LANC401 + LANC404). This degree is open to those aspiring to work as a translator or interpreter (entry-level) as well as individuals working professionally in Translation and Interpreting and who require certification. It will introduce students to the theories, methodologies and practice of translating and interpreting in Aotearoa New Zealand.

The PG Dip Translation and Interpreting will offer a pathway for those students who wish to progress their studies, but are not able to commit to a full Masters degree programme. Additionally, this will be an exit pathway from the MATI if required.

We intend to offer these qualifications in a hybrid form to accommodate distance learners.

4. Outcome statement

Graduates will gain knowledge of theoretical approaches to translation and interpreting and will develop general skills of translating and/or interpreting from and into their second language. Graduates choosing to specialise in computer-assisted translation will have developed critical thinking for the use of computer-assisted translation tools, including captioning and translation memory. Graduates specialising in community translation will have acquired knowledge and skills necessary to translate and interpret for the culturally and ethnically diverse communities of Aotearoa New Zealand as well as the ability to make informed ethical decisions in their professional

practice, including in crisis scenarios. Upon completing these degrees, students will have the level equivalent to provisional interpreter or certified translator, according to the NAATI framework.

5. Calendar change

2022 UC Calendar, page 174, insert:

Postgraduate Certificate in Translation and Interpreting (PGCertT&I – 60 points)
These regulations must be read in conjunction with the General Regulations for the University.

1. Version
(a) These Regulations came into force on 1 January 2023.
(b) This Certificate was first offered in 2023.

2. Variations
In exceptional circumstances the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate may approve a personal programme of study that does not conform to these Regulations.

3. The structure of the qualification
To qualify for the Postgraduate Certificate in Translation and Interpreting a student must pass LANC401, and either LANC403 or LANC404.

4. Admission to the qualification
To be admitted to the Postgraduate Certificate in Translation and Interpreting a student must:
    (a) have satisfied the Admission Regulations for admission to the University; and
    (b) either:
        i. have qualified for a bachelor's degree with at least 60 points of language courses at 300-level in one of the following languages: Chinese, French, German, Japanese, Russian, Spanish or Te Reo Māori with a grade of at least a B+ average; or have demonstrated equivalent competence in one those languages; or
        ii. have qualified for a bachelor's degree and provided evidence to the satisfaction of the Amo Toi Tangata | Executive Dean of Arts and Tumuaki Tari | Head of Department of relevant professional or other work experience; and demonstrated equivalent competence in another language for which the Tumuaki Tari | Head of Department confirms supervision is available; or
        iii. provided evidence to the satisfaction of the Amo Toi Tangata | Executive Dean of Arts and Tumuaki Tari | Head of Department of qualification for entry to the Certificate through extensive practical, professional, or scholarly experience of an appropriate kind; and demonstrated equivalent competence in another language for which the Tumuaki Tari | Head of Department confirms supervision is available; or
        iv. have been admitted with Academic Equivalent Standing as fulfilling these requirements; and
    (c) speak English as their first language or must provide evidence of their English language ability with the equivalent of IELTS (Academic) overall of 7, with no section less than 6.5.
    (d) have been approved as a student for the degree by the Tumuaki Tari | Head of Department and the Amo Toi Tangata | Executive Dean of Arts.

5. Subjects
The subject for qualification is Translation and Interpreting.

6. Time limits
The time limit for this qualification is 12 months.

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

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

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

9. Honours, Distinction and Merit
This qualification adheres to the General Regulations for the University.

10. Pathways to other qualifications
(a) A student who has completed the requirements for the Postgraduate Certificate in Translation and Interpreting, with at least a B Grade Point Average across both courses, but has not yet graduated, may apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted to the Postgraduate Diploma in Translation and Interpreting or the Master of Applied Translation and Interpreting and have the credits transferred.

(b) A student who has graduated with the Postgraduate Certificate in Translation and Interpreting, with at least a B Grade Point Average across both courses, may apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted to the Postgraduate Diploma in Translation and Interpreting or the Master of Applied Translation and Interpreting and have their certificate subsumed, according to the General Regulations of the University.

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

2022 UC Calendar, page 175, insert:

Postgraduate Diploma in Translation and Interpreting (PGDipT&I – 120 points)
These regulations must be read in conjunction with the General Regulations for the University.

1. Version
(a) These Regulations came into force on 1 January 2023.
(b) This Diploma was first offered in 2023.

2. Variations
In exceptional circumstances the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate may approve a personal programme of study that does not conform to these Regulations.

3. The structure of the qualification
To qualify for the Postgraduate Diploma in Translation and Interpreting a student must pass:
  i.   LANC401; and
  ii.   either LANC403 or LANC404; and
  iii.   60 points from the Master of Applied Translation and Interpreting Schedules C or E as approved by the Tumuaki Tari | Head of Department.

4. Admission to the qualification
To be admitted to the Postgraduate Diploma in Translation and Interpreting a student must:
  (a) have satisfied the Admission Regulations for admission to the University; and
  (b) either:
     i. have qualified for a bachelor's degree with at least 60 points of language courses at 300-level in one of the following languages: Chinese, French, German, Japanese, Russian, Spanish or Te Reo

       Māori with a grade of at least a B+ average; or have demonstrated equivalent competence in one those languages; or

    ii. have qualified for a bachelor's degree and provided evidence to the satisfaction of the Amo Toi Tangata | Executive Dean of Arts and Tumuaki Tari | Head of Department of relevant professional or other work experience; and demonstrated equivalent competence in another language for which the Tumuaki Tari | Head of Department confirms supervision is available; or

    iii. provided evidence to the satisfaction of the Amo Toi Tangata | Executive Dean of Arts and Tumuaki Tari | Head of Department of qualification for entry to the Certificate through extensive practical, professional, or scholarly experience of an appropriate kind; and demonstrated equivalent competence in another language for which the Tumuaki Tari | Head of Department confirms supervision is available; or

    iv. have qualified for the Postgraduate Certificate in Translation and Interpreting with a B average grade or better, or

    v. have been admitted with Academic Equivalent Standing as fulfilling these requirements; and

  (c) speak English as their first language or must provide evidence of their English language ability with the equivalent of IELTS (Academic) overall of 7, with no section less than 6.5.

  (d) have been approved as a student for the degree by the Tumuaki Tari | Head of Department and the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate.

5. Subjects
The subject for qualification is Translation and Interpreting.

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

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

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

9. Honours, Distinction and Merit
This qualification adheres to the General Regulations for the University and can be awarded with Merit or Distinction.

10. Pathways to other qualifications
 (a) A student who has completed the requirements for the Postgraduate Diploma in Translation and Interpreting, with at least a B Grade Point Average across all courses, but has not yet graduated, may apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted to the Master of Applied Translation and Interpreting and have the credits transferred.

 (b) A student who has graduated with the Postgraduate Diploma in Translation and Interpreting, with at least a B Grade Point Average across all courses, may apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted to the Master of Applied Translation and Interpreting and have their certificate subsumed, according to the General Regulations of the University.

 (c) A student who has not met the requirements for the Postgraduate Diploma in Translation and Interpreting and who wishes to transfer to the Postgraduate Certificate in Translation and Interpreting may, provided they meet the requirements for entry, apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted and to have courses passed credited to the Certificate.
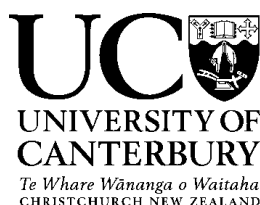
Master of Applied Translation and Interpreting
Page 180, 22 UC Calendar
academic-regulations-arts-MATI.pdf (canterbury.ac.nz)
(CUAP criterion 6.1.6 Substantial changes to an existing qualification)

EXECUTIVE SUMMARY

After two years of delivering MATI, there have been several changes to the Translation and Interpreting space in Aotearoa NZ, namely the requirement for all interpreters working in the public sector to be certified. Furthermore, the singularities of student cohorts have demonstrated the need for practical changes that we had not anticipated. Therefore, the establishment of the Postgraduate Certificate and the Postgraduate Diploma in Translation and Interpreting, and the consequences changes for the MATI. Students who successfully complete either a Postgraduate Certificate and the Postgraduate Diploma in Translation and Interpreting will now be eligible to take MATI. Furthermore, in all of our qualifications in Translation and Interpreting, we are proposing to expand beyond the current languages on offer at UC, to better accommodate students in a language-neutral environment. Finally, we have noticed that several students are proficient in several languages that we teach at UC. We therefore propose these changes to accommodate students who wish to advance their linguistic proficiency in more than one language other than English.

Purpose of the proposal

To amend the regulations of the Master of Applied Translation and Interpreting degree 1) consequent on the introduction of the Postgraduate Certificate and the Postgraduate Diploma in Translation and Interpreting, and 2) to reflect a wider range of courses and languages that are now available to students:

Justification

The proposed changes speak to our local engagement and global connections, to creating more accessible and future-focused content and opportunities for students in the disciplines of Translation and Interpreting. Several students in our initial cohorts have demonstrated aptitudes in more than one language other than English; we therefore propose to modify our regulations in order to accommodate students wishing to further their proficiency in more than one language taught at UC. For languages not taught at UC, we are also proposing a significant change: we wish to welcome students working in languages other than Chinese, French, German, Japanese, Russian, Spanish and Te Reo Māori, by contracting suitable examiners and supervisors for these assessments. This comes at a time when MBIE is offering funding for interpreters who require certification by mid-2024 for any public sector work they may undertake, and the reality is that several languages are currently under-represented in the tertiary sector. We are establishing a PG Cert and PG Dip Translation and Interpreting and a PG Dip Translation and Interpreting for both entry-level students and current professionals in Translation and Interpreting wishing to be certified (via an external NAATI examination); we intend these pathways to feed into MATI as well.

Programme Overview

The programme overview for the MATI remains largely the same under this proposal, with the key difference being the opportunity for students to acquire translation and interpreting skills in a wider range of languages:

MATI will be offered in two distinct pathways: applied (terminal) and research (with the option to continue to the PhD). Depending on the availability of a suitable overseas exchange partner, both these pathways will allow students to study either entirely at UC or to combine study at UC with a 60-point advanced language acquisition and specialised translation module of study abroad. The study abroad option is the preferred one for the degree, and all students will be encouraged to make use of the opportunity to take advanced language and specialised translation courses at overseas partner institutions. The study abroad courses at the partner institutions will be selected in consultation and with approval of MATI programme coordinator and will depend on the student's level of language proficiency.

The core courses will include LANC401 *In Other Words What? Theory and Practice of Translation* and either LANC404 *Translating and Interpreting for the Community* or LANC403 *Translating in the Digital Era: Tools and Practices*. These courses will be offered in the first semester of any given academic year. The second semester of the programme is dedicated to the acquisition of specialised translation and interpreting skills in individual language pairs (the language other than English paired with English). This can be done either at UC or overseas through an existing exchange arrangement with a partner institution. International students coming to UC for the degree as well as those domestic students who need to improve their knowledge of English structures and global varieties of English will be able to complete LING400 or LING615; there will also be the option for improving English professional writing skills through WRIT402. In Semester 3 students opting for the applied pathway will be placed for a professional internship PACE495 while also working on their translation portfolios LANC405. Those opting for the research pathway will work on a 60-point research project LANC406.

PACE495 would normally be completed in S3, but depending on the placement, the internship may be undertaken at any time during the course of the degree.

The UC pathway and UC plus Study Abroad pathways remain the same, noting that Study Abroad opportunities are limited due to border closures and other COVID measures in New Zealand and internationally.

Prescriptions for courses

Course prescriptions remain the same as for the original proposal, with the addition of the following new language course now made available to this degree:

FREN422 French Translation
FREN422 will explore the application of translation theories in a French-language context. Students will examine translations to and from French and English via multiple genres, techniques and methodologies, from literary to technical translations.

SPAN405 Translation Studies: Focus on Spanish
This is a language specific translation course whose aim is to provide students with a solid understanding of the main issues involved in Translation Studies. This course will have both theoretical and practical components, with an emphasis on the connections between translation theory and practice. It will introduce students to the main grammatical and translation-related concepts and strategies necessary to achieve equivalence effects between source and target language. This will be achieved by concentrating on those areas in the relationship between English and Spanish which are characterized by non-equivalence.

Proposed new regulations

2022 Add to UC Calendar: p. 180

Master of Applied Translation and Interpreting

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

1. Version

   (a) These Regulations came into force on 1 January 2023.
   (b) This degree was first offered in 2020.

2. Variations

In exceptional circumstances the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate may approve a personal programme of study that does not conform to these Regulations.

3. The Structure of the Qualification

To qualify for the Master of Applied Translation and Interpreting a student must be credited with a minimum of 180 points towards the qualification; including
   (a) All courses in Schedule C Group 1; and
   (b) 30 points from Schedule C Group 2; and
   (c) 60 points from Schedule C Group 3, and
   (d) LANC404; or 30 points from Schedule E Group 1, and 30 points from Schedule E Group 2

4. Admission to the Qualification

To be admitted to the Master of Applied Translation and Interpreting a student must:

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

(b) either:
   i.   have qualified for a bachelor's degree with at least 60 points of language courses at 300-level in one of the following languages: Chinese, French, German, Japanese, Russian, Spanish or Te Reo Māori with a grade of at least a B+ average; or have demonstrated equivalent competence in one those languages; or
   ii.   have qualified for a bachelor's degree and provided evidence to the satisfaction of the Amo Matua, Toi Tangata | Executive Dean of Arts and Tumuaki Tari | Head of Department of relevant professional or other work experience; and demonstrated equivalent competence in another language for which the Tumuaki Tari | Head of Department confirms supervision is available; or
   iii. provided evidence to the satisfaction of the Amo Matua, Toi Tangata | Executive Dean of Arts and Tumuaki Tari | Head of Department of qualification for entry to the Certificate through extensive practical, professional, or scholarly experience of an appropriate kind; and demonstrated equivalent competence in another language for which the Tumuaki Tari | Head of Department confirms supervision is available; or
   iv.   have qualified for the Postgraduate Certificate in Translation and Interpreting or the Postgraduate Diploma in Translation and Interpreting with a B average grade or better, or
   v.   have been admitted with Academic Equivalent Standing as fulfilling these requirements; and

(c) speak English as their first language or must provide evidence of their English language ability with the equivalent of IELTS (Academic) overall of 7, with no section less than 6.5; and

(d) have been approved as a candidate for the degree by the Tumuaki Tari | Head of Department and the Amo Matua, Toi Tangata | Executive Dean of Arts.

5. Subjects

The subject for this qualification is Translation and Interpreting. There are no majors or minors for this qualification.

6. Time Limits

The time limits for this qualification are:
(a)   The time limit for full-time enrolment is:
         i.   A minimum of 12 months
         ii.   A maximum of 18 months.
(b)   The time limit for part-time enrolment is:
         i.   A minimum of 24 months
         ii.   A maximum of 36 months.

7.   Transfers of Credit, Substitutions and Cross-Credits
This qualification adheres to the General Conditions for Credit and Transfer Regulations, with no additional stipulations.

8.   Progression
   (a)   If a student fails up to 30 points for the Master of Applied Translation and Interpreting degree, they may, with the permission of the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate, repeat that course or courses, or substitute another course or courses of equal weight.
   (b)   A student who fails more than 30 points will be withdrawn from the qualification.

9.   Honours, Distinction and Merit
This qualification adheres to the General Regulations for the University and may be awarded with distinction and merit.

10.   Pathways to Other Qualifications
   (a) There are advancing qualifications for this degree.
   (b)   A student who has completed the requirements for the Postgraduate Certificate or Postgraduate Diploma in Translation and Interpreting with a B average grade or better, but has not yet graduated, may apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted to the Master of Applied Translation and Interpreting and have credits transferred. They must complete such courses as are determined by the Tumuaki Tari | Head of Department and Amo Matua, Toi Tangata | Executive Dean of Arts or delegate.
   (c) A student who has graduated with the Postgraduate Certificate or Postgraduate Diploma in Translation and Interpreting, and achieved a B average grade or better, may apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted to the Master of Applied Translation and Interpreting and have their qualification subsumed in accordance with the General Regulations to the University. They must complete such courses as are determined by the Tumuaki Tari | Head of Department and Amo Matua, Toi Tangata | Executive Dean of Arts or delegate.
   (d)   A student who has not completed the requirements for the Master of Applied Translation and Interpreting may apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted to the Postgraduate Certificate or the Postgraduate Diploma in Translation and Interpreting and have their credits transferred to that qualification.

Schedule C Group 1: Compulsory Courses for the Degree of Master of Applied Translation and Interpreting

For full course information, go to www.canterbury.ac.nz/study/qualifications-and-courses

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
LANC401	In Other Words What? Theory and Practice of Translation	30	S1	P: Eligibility for the Honours programme in one of the six languages taught in the School. Subject to the approval of the Head of Department

Schedule C Group 2: Compulsory Courses for the Degree of Master of Applied Translation and Interpreting

Students take 30 points from:

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
LANC404	Translating and Interpreting for the Community	30	S1	P: Subject to the approval of the Head of Department
LANC403	Translating in the Digital Era: Tools and Practices	30	S1	P: Subject to the approval of the Head of Department

Schedule C Group 3: Compulsory Courses for the Degree of Master of Applied Translation and Interpreting
Students take 60 points from:

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
LANC405	Translation Portfolio	30	S1	LANC401, and LANC404 or LANC403, and Subject

			S2	to the approval of the Head of Department
LANC406	Translation Research Project	60	S1 S2	LANC401, and LANC404 or LANC403, and Subject to the approval of the Head of Department.
PACE495	Professional and Community Engagement Internship	30	A (C) A (D) S1 (C) S2 (C) W (C)	Special application and interview, and permission of the Internship Director.

Schedule E Group 1: Elective Courses for the Degree of Master of Applied Translation and Interpreting

Students take LANC407 or 30 points from:

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
CHIN401	Advanced Chinese Language Acquisition	30	S2	Subject to approval of the Programme Director.
CHIN415	Specialised Chinese Translation	30	S2	Subject to the approval of the Head of Department. Entry into this course is limited to native and near-native speakers of Mandarin Chinese. Students for whom Chinese is not their first language must have completed at least 60 points of Chinese language at 400-level, with a grade of at least a B+ average or have demonstrated equivalent competence in the language; or provided evidence of their Chinese language ability as follows: HSK (Hanyu Shuiping Kaoshi Chinese Proficiency Test) Level 4; or provided evidence of their Chinese language ability as follows: TOCFL (Test of Chinese as a Foreign Language) Level 4.
FREN401	Language	30	S2	Subject to approval of the Programme Director.
FREN422	French Translation	30	S2	Subject to approval of the Programme Director.
GRMN401	German Language	30	S2	Subject to approval of the Programme Director.
JAPA414	Advanced Japanese Language A	15	S1	JAPA305 or JAPA315 or JAPA326 with at least a B pass, or CPIT course JAPN704 with at least a B pass, or equivalent subject to approval of the Programme Director.
JAPA415	Advanced Japanese Language B	15	S2	JAPA414 OR subject to the approval of the Programme Director
LANC407	Advanced Language and Specialised Translation/ Interpreting Study Abroad	60	S2	Subject to the approval of the Head of Department
RUSS409	Russian Language	30	S2	Subject to approval of the Programme Director.
SPAN405	Translation Studies: Focus on Spanish		S2	Subject to approval of the Programme Director.
SPAN412	Advanced Spanish Language	30	S2	Subject to approval of the Programme Director. Note: Advanced knowledge of the Spanish language is required.
TREO401	Te Reo: Te Kohure	30	S2	Subject to approval of the Head of School.

Schedule E Group 2: Elective Courses for the Degree of Master of Applied Translation and Interpreting

Students who have not taken LANC 407 take 30 points from:

Course Code	Course Title	Pts	2020	P/C/R/RP/EQ
LING400	English Structures	30	SU2	Subject to the approval of the Programme Director
LING615	World Englishes	30	S1	Subject to approval of the Head of Department.
TREO401	Te Reo: Te Kohure	30	S2	Subject to the approval of the Head of School.
TREO406	Special Topic: Nga Tuhinga Tuaiho: Manuscripts in Maori	30	S2	Subject to the approval of the Head of School.
TREO407	Waka Huia	30	S1	Subject to the approval of the Head of School.
WRIT402	Professional Writing	30	S2	Entry is subject to approval of the Head of Department. RP: A Bachelor's degree (with at least a B average in 300-level courses) in any subject in which writing comprises a significant part of the assessment

UNIVERSITY OF CANTERBURY
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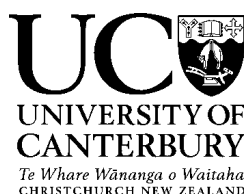
Report to CUAP-Discontinuations only

(CUAP criterion 6.2.4 Deletion of entire qualifications, major subjects, minor subjects if no established major, or endorsements)

Department or School	Faculty of Arts		
Faculty	Faculty of Arts		
Contact person	Kevin Watson	Phone number	

1.   Name of Qualification(s)
  Postgraduate Certificate in Arts
  Postgraduate Diploma in Arts

2.   CUAP Unique Identifier 6 UC/22 PGCertArts, PGDipArts

3.   Rationale

Translating and Interpreting was originally added as a subject for the Postgraduate Certificate and Diploma in Arts to provide an exit qualification for students not continuing with the Master's degree in Applied Translating and Interpreting. A Postgraduate Certificate and a Postgraduate Diploma in Translating and Interpreting are now being introduced as upgrade or exit qualification pathways for the Masters in Applied Translating and Interpreting, and as such Translating and Interpreting is no longer required as a subject for in the Postgraduate Certificate or Diploma.

4.   Impact on Tertiary Sector

No impact, as students will be able to complete under the Postgraduate Certificate and Postgraduate Diploma in Translating and Interpreting

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

The subject will be available through other qualifications at UC (see comment above).

6.   Calendar changes

2022 UC Calendar page 169

Amend regulations 3 and 5 for the Postgraduate Certificate in Arts to read:

3 The structure of the qualification

To qualify for the Postgraduate Certificate in Arts:

(a) A student must pass 60 points at 400-level in a subject listed in:

      i.   Schedule S to the regulations for the Bachelor of Arts with Honours; or

      ii.   Schedule C to the regulations of the Master of Social Work (Applied).

(b) A student may substitute PACE 495 or DIGI 403 for 30 points in the Certificate, providing they have the approval of the Tumuaki Tari | Head of Departments and the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate.

5 Subjects

The Postgraduate Certificate in Arts may be awarded in:

(a) Subjects listed in Schedule S to the Bachelor of Arts with Honours; and

(b) Social Work (available only to students exiting from the Master of Social Work (Applied)).

2022 UC Calendar page 174

Amend regulations 3 and 5 for the Postgraduate Diploma in Arts to read:

3 The structure of the qualification

To qualify for the Postgraduate Diploma in Arts:

(b) A student must pass 120 points at 400-level in a subject listed in:

      i.   Schedule S to the regulations for the Bachelor of Arts with Honours; or

      ii.   Schedule S to the regulations for the Master of Arts (MA – 180 points); or

      iii.   Schedule C to the regulations of the Master of Social Work (Applied).

(b) A student may substitute PACE 495 or DIGI 403 for 30 points in the Diploma, providing they have the approval of the Tumuaki Tari | Head of Departments and the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate.

5 Subjects

The Postgraduate Diploma in Arts may be awarded in:

(a) Subjects listed in Schedule S to the Bachelor of Arts with Honours; and

(b) Subjects listed in Schedule S to the Master of Arts (MA – 180 points); and

(c) Social Work (available only to students exiting from the Master of Social Work (Applied)).

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Report to CUAP-Introduction of a selected qualification where there are established programmes.

(CUAP criterion 6.2.2 The Introduction of an undergraduate diploma or a certificate when the university already has an established bachelor's degree in the subject and the new qualification draws on existing courses)

Department or School	Faculty of Arts		
Faculty	Faculty of Arts		
Contact person	Kevin Watson	**Phone number**	

1. **Name of Qualification**

   Diploma in Arts

2. **Purpose of the proposal**

   To introduce a 120-point Diploma in Arts.

3. **Details of the proposal**

   The introduction of a Diploma in Arts will attract several different types of students:
   1) those for whom starting a 3-year degree is too daunting and therefore a one-year diploma is a more manageable qualification.
   2) Students who are looking to enrol in a qualification while offshore from which they may take the credits to a bachelor's degree at UC or another university.
   3) those who have started an Arts degree, and for whatever reason, are unable to complete the degree.

   This proposal complements the introduction of the Diploma in Commerce and the Diploma in Science in providing Diploma pathways into, or exiting from, UCs three main general undergraduate degrees.

4. **Outcome statement**

   Students who complete the Diploma in Arts will obtain base knowledge in one or more areas of Arts (the Humanities and Social Sciences), which will lay the foundation for further study in Arts.

5. **Calendar change**

Diploma in Arts (DipArts – 120 points)

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

1. Version

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

2. Variations
In exceptional circumstances the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate may approve a personal programme of study which does not conform to these regulations.

3. The structure of the qualification
To qualify for the Diploma in Arts a student must pass a minimum of 120 points from courses as specified in Schedule V to the Regulations for the Degree of Bachelor of Arts, including at least 15 points from Schedule C to the Bachelor of Arts degree.

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

5. Subjects
The subjects for this Diploma are those listed in Schedule S to the Bachelor of Arts regulations. There are no majors or minors for this qualification.

6. Time limits
The time limit adheres to the General Conditions for Credit Regulations for the University with a time limit of 6 years.

7. Transfers of credit, substitutions and cross-credits
This qualification adheres to the Credit Recognition and Transfer Regulations for the University, with the following stipulation:
(a) transfers of credit from other institutions will be limited to a maximum of 30 points and will be at the discretion of the Dean.

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

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

10. Exit and Upgrade Pathways to other Qualifications
(a) A student who has completed the requirements for the Diploma in Arts but has not yet graduated may be admitted to the Bachelor of Arts and have their credits transferred.
(b) A student who has graduated with the Diploma in Arts from Te Whare Wānanga o Waitaha University of Canterbury, may apply to the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate to be admitted to the Bachelor of Arts and have their Diploma in Arts subsumed, and their credits transferred, according to the General Regulations to the University.
(c) A student who has not met the requirements for the Diploma in Arts may, with the permission of the Amo Matua, Toi Tangata | Executive Dean of Arts or delegate, transfer to the Certificate in Arts or the Certificate in Languages.

![University of Canterbury logo - UC, UNIVERSITY OF CANTERBURY, Te Whare Wānanga o Waitaha, CHRISTCHURCH NEW ZEALAND]
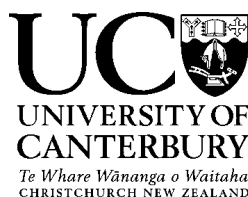
Master of Education (MED – 180 points)
Page 332 2022 Calendar
academic-regulations-education-MEd.pdf (canterbury.ac.nz)
Postgraduate Diploma in Education (PGDipEd)
Page 322 2022 Calendar
academic-regulations-ehhd-PGDipEd.pdf (canterbury.ac.nz)
Postgraduate Certificate in Tertiary teaching (PGCertTertTchg)
Page 321 2022 Calendar
academic-regulations-education-PGCertTertTchg.pdf (canterbury.ac.nz)

(CUAP criterion 6.1.4 Introduction of an endorsement, 6.1.6 Substantial changes to existing qualifications)

EXECUTIVE SUMMARY
Following on from previous reviews of the MEd (180pts) there are continued changes to improve the sustainability and provision of the qualification. This proposal is for the following changes: New endorsement: - Addition of a new endorsement (Tertiary Teaching) into the PGDipEd and MEd, with new courses (HEDN611, HEDN612, HEDN613 and HEDN614).   Changes to existing endorsements: - Change in title for the e-Learning endorsement to become Digital Education Futures for both the PGDipEd and MEd qualifications   - Change of EDEM653 in the Literacy endorsement from Level 8 to Level 9 – progressing through internal UC processes   Changes to an existing qualification: - The redevelopment of the core courses in the PGCertTertTchg and the subsequent entry pathway into the PGDipEd or MEd – both with the endorsement of Tertiary Teaching.

Justification

Internal reviews of the 180-point Master of Education have led to ongoing revisions to update the offerings to ensure they are sustainable, support students with accessible entry and exit pathways, and address contemporary and future-focussed educational issues of national and global concern.

The **Tertiary Teaching** change is the result of consultation and discussion across a wide range of people including past and current students from within the University of Canterbury and at Lincoln University. The current version of the PGCertTertTchg is a terminal degree, meaning that there are no further avenues for those taking the PGCertTertTchg to extend their scholarship in this area. This addition of Tertiary Teaching as an endorsement in the MEd and the PGDipEd provides a pathway for further studies in tertiary teaching

that advances scholarship and provides an pathway for educators interested in pursuing the scholarship of teaching and learning in a tertiary context. The opportunity has been taken to revise the suite of HDEN courses that make up the PGCertTertTchg to more closely reflect pedagogies and diversity in tertiary teaching.

The **Digital Education Futures** endorsement name change aligns with the recent name change of the e-learning Lab in the Faculty of Education to the Digital Education Futures Lab. "elearning" and "Digital Technologies" have a specific meaning in the compulsory school sector curriculum. In contrast we wish to draw participants from a wider range of sectors who wish to expand their knowledge and understanding of Digital Education as a more contemporary area of study. Our students are drawn from schools, higher education, training organisations and corporations and we wish to emphasise the emerging influence of technology in education generally, which the old name does not capture.

Additional changes include a change to EDEM653 from Level 8 to Level 9. This course is part of the suite of courses for the Literacy endorsement, a well subscribed area of study, and one critical to national educational concerns. To upgrade to an MEd, students in this endorsement pathway will be able to add the research methods and an additional Level 9 course, which could include the Level 9 EDME602 Directed Study course which was established in 2021 and is being delivered this year for the first time. This change to the level 9 status for EDEM653 will provide a pathway to later doctoral studies if students wish. This also resolves an inadvertent issue that arose with the addition of a compulsory research methods course at Level 8 in the M.Ed., as those students enrolled in the PGDipEd for RTLit training (subsidised by the Ministry of Education) would need to over-point by 30 points to meet the Level 9 requirement.

Programme Overview

The MEd programme is open to students who have completed a bachelor's degree in a relevant field, hold teacher registration or other relevant professional experience and standing, and who meet the general prerequisites for masters programmes at the University of Canterbury. Students may also enter this programme by completing, and then subsuming the PGDipEd or a PGCertEd, or the PGCertTertTchg. Students in the MEd programme will apply a professional learning focus to their assignments in all their courses. The programme is usually completed in eighteen months, although part-time study is possible. Most courses are offered as distance courses, and some are also offered as campus. The programme of study enables students to complete a course of study from anywhere in the world, as long as they have met the entry requirements.

The programme consists of 180 points of study gained from coursework only, or a combination of coursework and thesis. All students must complete 30 points of research methods as part of their study in the qualification. Students completing the PGDipEd are encouraged to complete the EDME601 research methods course, especially if they are considering upgrading to the MEd.

Students may complete the qualification unendorsed, or in one of the endorsements listed below:
- Curriculum and Pedagogy (not open to new enrolments in 2023)
- Leadership
- Inclusive and Special Education
- Hōaka Pounamu
- Literacy
- Digital Education Futures (change in title from e-Learning and Digital Technologies)
- Teaching and Learning Languages

- Positive Behaviour Support (not open to new enrolments in 2023)
- Tertiary Teaching (proposed)

All endorsements have the research methods course, EDME601 as a requirement. When taking the coursework pathway students must also select three courses from the core course list for each endorsement. They can select any two other courses from the schedules to complete the qualification. EDME602 Directed Study is one course students may select if they don't wish to complete a thesis, but may want to try small scale research. When taking the thesis pathway students must also select two courses from the endorsement and complete the 90pt thesis.

The PGDipEd consists of 120pts of study gained from coursework only. When taking an endorsement course of study they must select three courses from the core list for each endorsement. Students are able to select a fourth course from the MEd schedules to complete the qualification.

The PGCertTertTchg consists of 60 points of study comprising the four core courses, which are each 15 points.

Prescriptions for courses

PGCertTertTchg new courses – which will also be offered in the PGDipEd and MEd (Tertiary Teaching endorsement)

HEDN611 Teaching and Learning in Aotearoa – Semester 1 (campus or distance) or Anytime start
The course will focus on what it means to be an educator in the tertiary sector in Aotearoa New Zealand. We position Te Tiriti as central to our roles and responsibilities as educators. Working from a student-centred approach we unpack key learning and teaching theories from the perspective of culturally responsive pedagogies and look at how this contributes to success and wellbeing of learners. We explore the contemporary global context in which we are situated and the current issues and debates influencing tertiary education. Working from a student-centred approach we will explore key learning and teaching theories and examine how these contribute to success and wellbeing of contemporary learners.

HEDN612 Learning Environments – Semester 2 (campus or distance) or Anytime start
In this course we grapple with literature and practice around what it means to be a tertiary teacher in a bi-cultural Aotearoa. Drawing on the varied disciplinary and teaching contexts of participants we explore educators identity, philosophy, and practice. The course covers kaupapa that have been influential on and underpin current approaches to tertiary and/or vocational education. Formative feedback and the class community are integral in informing your thinking and learning in this course.

HEDN613 Teaching in Practice – Semester 1 (campus or distance) or Anytime start
Drawing on the cultural competency of Tangata Whenuatanga, we explore how to develop culturally responsive learning environments that provide a context for learning where the language, identity and culture of Māori learners are affirmed. We analyse and explore a range of learning environments encountered in tertiary teaching e.g. lectures, tutorials, workplace-based learning and fieldtrips, specifically considering the role of hybrid/blended learning in supporting these. We examine the influence of learning environments on our teaching practice and students' learning. The course offers an optional field trip to explore the concept of place-based learning. Suggestions for self-directed field experiences and virtual options are provided for distance students.

HEDN614 Course Design and Development – Semester 2 (campus or distance) or Anytime start

This course examines contemporary national and global research on learning designs and assessment in tertiary teaching and explores current research and practices on the design and facilitation of face-to-face, blended, and online environments which enhance student success. Modelling co-design and design thinking approaches, the course aims to help you rethink how you can move to more flexible and inclusive course design and assessment.

Proposed new regulations

1. Postgraduate Certificate in Tertiary Teaching – 2022 UC Calendar page 322

Amend section 10 to read:

10. Exit and Upgrade Pathways to other Qualifications

(a) A student who has completed the requirements for the Postgraduate Certificate in Tertiary Teaching but has not yet graduated, may apply to the Amo Matua, Ako | Executive Dean of Education or delegate to be admitted to the Postgraduate Diploma in Education or the Master of Education and have credits transferred.

(b) A student who has graduated with the Postgraduate Certificate in Tertiary Teaching may apply to the Amo Matua, Ako | Executive Dean of Education or delegate to be admitted to the Postgraduate Diploma in Education or the Master of Education and have their Certificate subsumed according to the General Regulations to the University.

Schedule C: Compulsory Courses for the Postgraduate Certificate in Tertiary Teaching – 2022 UC Calendar page 322

Replace existing Schedule with those shown below:

New enrolments in 2023

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
HEDN611	Teaching and learning in Aotearoa	15	S1 A	Campus and Distance	P: Subject to approval of the Head of School R: HEDN601, HEDN602
HEDN612	Learning environments	15	S2 A	Campus and Distance	P: Subject to approval of the Head of School
HEDN613	Teaching in practice	15	S1 A	Campus and Distance	P: Subject to approval of the Head of School R: HEDN601
HEDN614	Course design and development	15	S2 A	Campus and Distance	P: Subject to approval of the Head of School R: HEDN603

Returning students only (pre-2023 students)

Course Code	Course Title	Pts	2023	Location	P/C/R/RP/EQ
HEDN601	Introduction to Tertiary Teaching	15	X A	Campus and Distance	P: Subject to approval of the Programme Coordinator R: HEDN501, HEDN502
HEDN602	Tertiary Teaching Methods	15	X A	Campus and Distance	P: Subject to approval of the Programme Coordinator R: HEDN501, HEDN502

| HEDN603 | *Learning Design and Assessment in Tertiary Teaching* | *15* | *X* *A* | *Campus and Distance* | *P: Subject to approval of the Programme Coordinator* *R: HEDN501, HEDN502* |
| HEDN604 | *Research in Tertiary Teaching and Learning* | *15* | *X* *A* | *Campus and Distance* | *P: Subject to approval of the Programme Coordinator* *R: HEDN501, HEDN502* |

2. Postgraduate Diploma in Education – 2022 UC Calendar page 323

10. Exit and Upgrade Pathways to other Qualifications

Replace (c) with:

(c) A student for the Postgraduate Diploma in Education who has not met the requirements for the Diploma but who has satisfied all requirements for the Postgraduate Certificate in Education or the Postgraduate Certificate in Tertiary Teaching, may apply to the Amo Matua, Ako | Executive Dean of Education or delegate to withdraw from the Diploma and be awarded the relevant Certificate.

Schedule S: Subject Courses for the Postgraduate Diploma in Education – page 323-324

Replace existing schedule with the schedule below:

Endorsed option	Requirements
Digital Education Futures	90 points from EDEM626, EDEM628, EDEM630, EDEM633, EDEM682, EDEM665 30 points from the Master of Education Schedule V
Hōaka Pounamu: Te reo Bilingual and Immersion Teaching	EDEM649, EDEM656, EDEM657 and EDEM658
Inclusive and Special Education	EDEM620 60 points from EDEM618, EDEM622, EDEM624, EDEM685 30 points from the Master of Education Schedule V
Leadership	90 points from EDEM637, EDEM638, EDEM641, EDEM668, EDEM669, EDEM670 30 points from the Master of Education Schedule V
Literacy	EDEM607 60 points from EDEM617, EDEM618, EDEM653 30 points from the Master of Education Schedule V
Positive Behaviour Support *(not open to new enrolments in 2023)*	EDEM666, EDEM667 and CFPY603 30 points from the Master of Education Schedule V
Teaching and Learning Languages	EDEM631 and EDMM632 30 points from EDEM633, EDEM615 30 points from the Master of Education Schedule V
Tertiary Teaching	HEDN611, HEDN612, HEDN613, HEDN614 30 points from EDEM628, EDEM630, EDEM633, EDEM614 30 points from the Master of Education Schedule V

3. Master of Education – 2022 UC Calendar page 333

10. Exit and Upgrade Pathways to other Qualifications

Replace (a) with:

    (a) A student for the Master of Education who has not met the requirements but who has satisfied all requirements for the Postgraduate Diploma in Education, Postgraduate Certificate in Education, or Postgraduate Certificate in Tertiary Teaching may apply to the Amo Matua, Ako | Executive Dean of

Education or delegate to withdraw from the Master of Education and be awarded the Diploma or Certificate.

Schedule S: Subject Courses for the Degree of Master of Education – pages 333 to 334

Replace existing schedule with schedule below:

Endorsed option	Requirements
Curriculum and Pedagogy *Not open to new enrolments in 2023*	For completion by coursework: 90 points from EDEM614, EDEM650, EDEM651, EDEM679, EDEM685 60 points from the Master of Education Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1 _____ For completion by thesis: 60 points from EDEM614, EDEM650, EDEM651, EDEM679, EDEM685 EDEM690 thesis (90 points) in the area of endorsement
Digital Education Futures	For completion by coursework: 90 points from EDEM626, EDEM628, EDEM630, EDEM633, EDEM682, EDEM665 60 points from the Master of Education Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1 _____ For completion by thesis: 60 points from EDEM626, EDEM628, EDEM630, EDEM633, EDEM682, EDEM665 EDEM690 thesis (90 points) in the area of endorsement
Hōaka Pounamu: Te reo Bilingual and Immersion Teaching	For completion by coursework: EDEM649, EDEM656, EDEM657 and EDEM658 60 points from Schedule E: Group 1 _____ Any students wishing to undertake a thesis would be required to enrol in a 120 point MEd following completion of the 120 point Postgraduate Diploma in Education (Hōka Pounamu). This endorsement cannot be completed by thesis under the 180 point pathway.
Inclusive and Special Education	For completion by coursework: EDEM620 60 points from EDEM618, EDEM622, EDEM624, EDEM685 60 points from the Master of Education Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1 _____ For completion by thesis: EDEM620 30 points from EDEM618, EDEM622, EDEM624, EDEM685 EDEM690 thesis (90 points) in the area of endorsement
Leadership	For completion by coursework: 90 points from EDEM637, EDEM638, EDEM641, EDEM668, EDEM669, EDEM670 60 points from the Master of Education Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1 _____

	For completion by thesis: 60 points from EDEM637, EDEM638, EDEM641, EDEM668, EDEM669, EDEM670 EDEM690 thesis (90 points) in the area of endorsement
Literacy	For completion by coursework: EDEM607 60 points from EDEM617, EDEM618, EDEM653 60 points from the Master of Education Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1 _____ For completion by thesis: EDEM607 30 points from EDEM617, EDEM618, EDEM653 EDEM690 thesis (90 points) in the area of endorsement
Positive Behaviour Support *Not open to new enrolments in 2023*	For completion by coursework: EDEM666, EDEM667, CFPY603 60 points from Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1 _____ For completion by thesis: EDEM666 and EDEM667 EDEM690 thesis (90 points) in the area of endorsement
Teaching and Learning Languages	For completion by coursework: EDEM631 and EDMM632 30 points from EDEM633, EDEM615 60 points from the Master of Education Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1 _____ For completion by thesis: EDEM631 and EDMM632 EDEM690 thesis (90 points) in the area of endorsement
Tertiary Teaching	For completion by coursework: HEDN611, HEDN612, HEDN613, HEDN614 30 points from EDEM628, EDEM630, EDEM633 or EDEM614 60 points from the Master of Education Schedule V – note: this programme of study must include two courses from those listed in Schedule E: Group 1 _____ For completion by thesis: HEDN611, HEDN612, HEDN613, HEDN614 EDEM690 thesis (90 points) in the area of endorsement

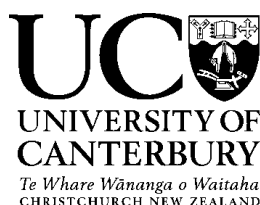**Schedule E: Elective Courses for the Degree of Master of Education** – page 335

Group 1: Level 9 courses

Add EDEM653 course details into the table of Level 9 courses

Schedule V: Valid Courses for the Degree of Master of Education – page 336

Add HEDN611, HEDN612, HEDN613 and HEDN614 course details to Schedule V.

Bachelor of Engineering (Hons)

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

(CUAP criterion 6.1.8 A Change in the name of a qualification or subject)

EXECUTIVE SUMMARY

To change the CAPE Energy Minor from its current name "Minor in Energy Processing Technologies" to "**Minor in Sustainable Energy Engineering**".

The department feels that the current name (Minor in Energy Processing Technologies) gives the impression of being limited to energy production, which does not fully capture the focus of the Minor curriculum. The curriculum of the CAPE Energy Minor includes global energy demand, the associated carbon emission issues, and their implications in the New Zealand context. Therefore, the content covers more than just energy production, and this was always the intention of the Minor.

The proposed new title "**Minor in Sustainable Energy Engineering**" will better reflect its current content and will attract broader interest from students interested in emerging energy technologies relevant to sustainability. This proposal for a name change also aligns with the University's commitment to incorporating sustainability concepts in teaching.

Justification

While the CAPE Energy Minor will continue to focus on energy processing from chemical engineering perspectives, the proposed new title "Minor in Sustainable Energy Engineering" will attract broader interest from students interested in emerging energy technologies relevant to sustainability. The new title aligns with the existing content in the Minor that focuses on renewable energy efficiency. We ran a survey with the 3rd and 4th-year classes about the name change in early September. The students also chose the proposed new title as a preferred one out of the four options given.

Programme Overview

- Entrance into 2nd year Engineering in Chemical & Process Engineering

- Pass ENCH392* – Thermodynamics and Chemical Reaction Engineering (15 pt required course) in year 3

- Pass ENGR404^ – Emerging Energy Technologies and Management (15 pt elective course) in year 3

- Pass ENCH483# – Advanced Energy Processing Technologies and Systems (15 pt elective course) in year 4

- Pass ENCH494† – Process Engineering Design 3 in year 4 (30 pt required course) with an approved project that focuses on sustainable energy engineering **OR** Pass ENCH 495† – Research Project in

year 4 (30 pt required course) with an approved project that focuses on sustainable energy engineering.

Note:

1. To qualify for the Minor in Sustainable Energy Engineering, students must complete a total of 75 points as stated above.

2. ENGR 404 and ENCH483 represent two of the three 15 point technical electives permitted as part of the degree requirements for Chemical & Process Engineering. The Minor will only be awarded upon completing all other standard requirements of BE(Hons) Chemical and Process Engineering.

*ENCH392: Explains current developments in chemical reactors in sustainable energy technologies, including optimization and scale-up methodologies.

^ENGR404: Discusses innovative energy systems, including concentrated solar energy, carbon storage, hydrogen technologies, biomass energy, energy storage, energy efficiency, etc., and how they can contribute to sustainability.

#ENCH483: Building on ENGR404, this course extends the knowledge in sustainable energy engineering to chemical looping, energy-saving materials, advanced batteries, green chemistry, manufacturing intensification, CO_2 capture and utilization, and emission control.

†ENCH494/495: Students will complete either a design project (ENCH494) or a research project (ENCH495) in sustainable energy technologies and specifically aim to assess the sustainability impact of their process design or research.

Proposed new regulations

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5. Subjects

..

(b) The degree may also be completed with a Minor that denotes sub-specialisation within an engineering discipline

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Chemical and Process Engineering

17. Minor in Sustainable Energy Engineering

(a)   ENCH392 Thermodynamics and Chemical Reaction Engineering

(b)   ENGR404 Emerging Energy Technologies and Management

(c)   ENCH483 Advanced Energy Processing Technologies and Systems

(d)   ENCH494 Process Engineering Design 3** OR ENCH495 Research Project**

Note: ENCH494 Process Engineering Design 3 OR ENCH495 Research Project must be taken with an approved **sustainable energy engineering focus as approved by the Director of Studies. The Minor will only be awarded upon completing all other standard requirements of BE(Hons) Chemical and Process Engineering.

Report to CUAP-Introduction of a selected qualification where there are established programmes.

(CUAP criterion 6.2.2 The Introduction of an undergraduate diploma or a certificate when the university already has an established bachelor's degree in the subject and the new qualification draws on existing courses)

Department or School	Faculty of Science		
College	Faculty of Science		
Contact person	Richard Hartshorn	**Phone number**	95157

1. **Name of Qualification**

   Diploma in Science (DipSc)

2. **Purpose of the proposal**

   To introduce a 120-point Diploma in Science

3. **Details of the proposal**

   The introduction of a Diploma in Science will attract several different types of students:

   1) those for whom starting a 3-year degree is too daunting and therefore a one-year diploma is a more manageable qualification.
   2) Students who are looking to enrol in a qualification offshore from which they may take the credits to a bachelor's degree at UC or another university.
   3) those who have started a Science degree or the first year of an Engineering degree, and for whatever reason, are unable to complete the degree.

4. **Outcome statement**

   Students who complete the Diploma in Science will have obtained base knowledge in one or more areas of Science which will lay the foundation for further study in Science.

5. **Calendar change**

Diploma in Science (DipSc – 120 points)

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

1. Version

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

(b) This Diploma was first offered in 2022.

2. Variations

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

1

3. The structure of the qualification

To qualify for the Diploma in Science a student must:

(a) be credited with a minimum of 120 points towards the qualification; and

(b) be credited with the course listed in Schedule C to these regulations, unless waived by the Amo Matua, Pūtaiao | Executive Dean of Science or delegate; and

(c) be credited with the remaining points from courses as specified in Schedule V to the Regulations for the Degree of Bachelor of Science.

4. Admission to the qualification

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

5. Subjects

There are no majors or minors for this qualification.

6. Time limits

The time limits for this qualification are as specified in the General Conditions for Credit Regulations for the University.

7. Transfers of credit, substitutions and cross-credits

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

(a) transfers of credit from other institutions will be limited to a maximum of 30 points and will be at the discretion of the Executive Dean.

8. Progression

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

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

(a) A student who has completed the requirements for the Diploma in Science but has not yet graduated may be admitted to the Bachelor of Science and have credits transferred.

(b) A student who has graduated with the Diploma in Science from Te Whare Wānanga o Waitaha University of Canterbury, may apply to the Amo Matua, Pūtaiao | Executive Dean of Science or delegate to be admitted to the Bachelor of Science and have their Diploma in Science subsumed according to the General Regulations to the University.

(c) A student who has not met the requirements for the Diploma in Science may, with the permission of the Amo Matua, Pūtaiao | Executive Dean of Science or delegate, transfer to the Certificate in Science.

Schedule C: Compulsory courses for the Diploma in Science

Course Code	Course Title	Pts	2022	Location	R/C/RP/EQ
SCIE101	Science, Society and Me	15	S2	Campus	
			S2	Distance Learning	

2

Report to CUAP-Introduction of a selected qualification where there are established programmes.

(CUAP criterion 6.2.2 The Introduction of an undergraduate diploma or a certificate when the university already has an established bachelor's degree in the subject and the new qualification draws on existing courses)

Department or School	UC Business School		
College	UC Business School		
Contact person	Paul Ballantine	**Phone number**	93738

1. **Name of Qualification**

   Diploma in Commerce

2. **Purpose of the proposal**

   To introduce a 120-point Diploma in Commerce

3. **Details of the proposal**

   The introduction of a Diploma in Commerce will attract several different types of students:

   1) those for whom starting a 3-year degree is too daunting and therefore a one-year diploma is a more manageable qualification.
   2) those who are looking to enrol in a qualification offshore from which they may take the credits to a bachelor's degree at UC or another university.
   3) those who have started a commerce degree, and for whatever reason, are unable to complete the degree.

4. **Outcome statement**

   Students who complete the Diploma in Commerce will obtain theoretical knowledge and skills within one or more specific areas of Commerce, which will lay the foundation for further study in Commerce.

5. **Calendar change**

Diploma in Commerce (DipCom – 120 points)

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

1. Version

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

(b) This Diploma was first offered in 2022.

2. Variations

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

1

3. The structure of the qualification

To qualify for the Diploma in Commerce a student must pass a minimum of 120 points from courses as specified in Schedule V to the Regulations for the Degree of Bachelor of Commerce.

4. Admission to the qualification

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

5. Subjects

There are no majors or minors for this qualification.

6. Time limits

The time limits for this qualification are as specified in the in the General Conditions for Credit Regulations for the University.

7. Transfers of credit, substitutions and cross-credits

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

(a) transfers of credit from other institutions will be limited to a maximum of 30 points and will be at the discretion of the Dean.

8. Progression

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

9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

(a) A student who has completed the requirements for the Diploma in Commerce but has not yet graduated may be admitted to the Bachelor of Commerce and have their credits transferred.

(b) A student who has graduated with the Diploma in Commerce from Te Whare Wānanga o Waitaha University of Canterbury, may apply to the Amo Matua, Umanga | Executive Dean of Business or delegate to be admitted to the Bachelor of Commerce and have their Diploma in Commerce subsumed, and their credits transferred, according to the General Regulations to the University.

(c) A student who has not met the requirements for the Diploma in Commerce may, with the permission of the Amo Matua, Umanga | Executive Dean of Business or delegate, transfer to the Certificate in Commerce.

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

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

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0 4.1	**Minutes of the meeting** Confirm minutes of the meeting held on 6 April 2022, held with the public excluded.	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	**Matters arising**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.0 6.1	**From the Chancellor** Council Strategy Day	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.2	Council Work Plan 2022 - Updated	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
7.0 7.1	**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)
7.2	Employment Relations 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)
8.0	**TEC Visit** Ōritetanga Learner Success Presentation	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	**[Lunch]**		
10.0 10.1	**Health, Safety & Wellbeing (HSW)** HSW Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
10.2	Health & Safety Critical Risks	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)
10.3	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)
11.0 11.1	**Facilities** Criteria and Methodology for Assessing UC Building Priorities	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	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)
13.0 13.1	**Digital Screen Campus** DSC Monthly Written Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

14.0 14.1	**Finance** Executive Committee Meeting – 12 March	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
14.2	31 March 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)
14.3	30 April 2022 Financial Statements - 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)
15.0 15.1	**Other Items** Annual Council Policy Review and Progress 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)
15.2	Use of the University's Name	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)
17.0	**Council Only Time**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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.