COUNCIL
Public Meeting Agenda

Te Kaunihera o Te Whare Wānanga o Waitaha

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Agenda

DATE Wednesday 8 February 2023

TIME 11.00am

VENUE Council Chamber, Matariki

Refer to Page No.

KARAKIA (opening meeting)

Kia hora te marino	*May peace be widespread*
Kia whakapapa pounamu te moana	*May the sea be like greenstone*
Hei huarahi mā tātou i te rangi nei	*A pathway for us all this day*
Aroha atu, aroha mai	*Let us show respect for each other,*
Tātou i a tātou katoa	*for one another*
Hui e! Tāiki e!	*Bind us all together!*

1. APOLOGIES

2. REGISTER OF INTERESTS 5-7

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

4. MINUTES
4.1. Confirming minutes of meeting held on 2 November 2022 8-14

5. MATTERS ARISING

6. FROM THE CHANCELLOR
6.1. Degrees Conferred in Absentia -

7. FROM THE VICE-CHANCELLOR
7.1. Vice-Chancellor's Monthly Report 15-24

8. ACADEMIC BOARD
8.1. Academic Board Report 25-65
(Professor Matthew Turnbull, Deputy Chair of Academic Board)

9. PUBLIC EXCLUDED MEETING 66-68

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** Confirm minutes of the meeting held on 2 November 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** Committee Attendance	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	Honours & Appointments Committee	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.2.1	Honorary Doctorate Nominations - Recommendation	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)
6.2.2	Reappointment of Council Members – Recommendation	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)
6.2.3	Council Member Succession Planning	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)
6.2.4	Trust Amalgamation Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
6.3	Executive Committee Decisions	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i) 7(h)
6.4	Council Workplan 2023	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.5	Notification of Pro-Chancellor Election on 8 March 2023	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.0 7.1	**From the Vice-Chancellor** Vice-Chancellor's Monthly Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

7.2	Upcoming UC Events, including 150th Anniversary	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.3	Academic Board Minutes – 14 October 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.4	Emeritus Professor Nomination	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8 8.1	**Legal Matters** Arbitration and Related Matters Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
9 9.1	**Delegations of Authority** Delegations of Authority – Policy & Delegations Schedule Review – For discussion	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 (DSC)** Monthly Report0	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.0	7(h) 7(f)(i)\
11.0 11.1	**People, Culture and Campus Life** Health Safety & Wellbeing 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)
12.0 12.1	**Finance and IT** 31 January 2023 Financial Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
12.2	31 December 2022 – University Actuals vs Budget Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
12.3	Digital Transformation Quarterly Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
12.4	Major Investment Plan Quarterly Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.0 13.1	**Other** UC Plans 2023 – Plans Council can expect to see during 2023	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)

13.2	Governance Policies and Review Dates – Annual 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 free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i) 7(f)(i)
14.0	**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)
15.0	**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.

10. REPORT FROM THE PUBLIC EXCLUDED SESSION

11. GENERAL BUSINESS

12. NEXT MEETING
    - Council Meeting - Wednesday 8 March 2023 at 11.00am

KARAKIA (closing meeting)

Kua mutu tātou i te mahi tahi o te rā	*We have come to the end of our collaborative work for the day.*
Kia tau tou rangimārie kei mātou	*May peace be with us all*
Hui e Tāiki e	*Let it be done*

UC COUNCIL

Register of Interests

8 February 2023

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
Amy ADAMS (Chancellor)	2021	AMDON Farms Limited	Director and Shareholder
	2021	AMDON Investments Limited	Director and Shareholder
	2022	Canterbury Museum Trust Board	Trustee
	2021	Hampton Downs Trust	Trustee and Beneficiary
	2021	Te Whatu Ora - Health New Zealand	Director
	2021	Melanoma NZ	Director
	2021	Montford Trust	Trustee and Beneficiary
	2021	St John	Volunteer Ambulance Officer
	2022	Tokona Te Raki (Māori Futures Academy)	Board Member
	2021	University of Canterbury	Graduate and mother of enrolled student
	2022	University of Canterbury Foundation	Trustee
Peter BALLANTYNE	2021	Canterbury Education and Research Trust for the Health of Older Persons	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
	2022	Working Group for the UC Graduate School	Member
Pierce CROWLEY	2022	University of Canterbury	Student
	2022	University of Canterbury Students' Association (UCSA)	President
Cheryl DE LA REY (Vice-Chancellor)	2020	Association of Commonwealth Universities	Council Member and Chairperson
	2020	New Zealand Qualifications Authority	Board Member
	2022	Tokona Te Raki (Māori Futures Academy)	Board Member
	2019	Universities New Zealand	Member
	2019	University of Canterbury Foundation	Trustee (Ex-officio)
	2019	University of Canterbury Trust Funds	Vice-Chancellor

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
Roger GRAY	2022	Business Leaders' Health and Safety Forum	Member
	2022	North Tugz	Director
	2022	Ports of Auckland Limited	CEO
Jack HEINEMANN	2022	Academic Freedom Aotearoa (TEU)	Member
	2021	Tertiary Education Union	Member
	2021	University of Canterbury	Employee
	2022	Working Group for the UC Graduate School	Member
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
	2022	Fire Research Group Limited	Consulting contract
	2022	Fireshield Limited	Consulting contract
	2022	First Principles Constructors Limited	Consulting contract
	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
	2022	Rubix Limited	Consulting contract
	2020	University of Canterbury	Husband of enrolled student

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
Rachel ROBILLIARD	2022	Canterbury Aoraki Conservation Board	Board member / Te Rūnanga o Ngāi Tahu appointee
	2022	Chapman Tripp	Employee
	2022	Mahaanui Kurataiao Ltd	Kaitaiki representative for Te Taumutu Rūnanga
	2022	Te Taumutu Rūnanga	Kaitiakitanga portfolio member
	2022	Te Taura Tāngata Trust	Trustee
	2022	University of Canterbury	Aunty is Amokapua Pākākano Tuarua, Deputy Assistant Vice-Chancellor Māori
Gillian SIMPSON	2019	Christ's College Canterbury	Board member
	2019	Ministry of Education Statutory Services Provider	Independent contractor
	2019	New Zealand Education Scholarship Trust	Trustee
	2022	Sport New Zealand Governance Services	Independent Consultant
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

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

DATE	Wednesday 2 November 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, Professor Jack Heinemann, Ms Keiran Horne, Mr Warren Poh, Ms Rachel Robilliard, Ms Gillian Simpson
IN ATTENDANCE	Mr Keith Longden, (Executive Director Planning, Finance & Digital Services) Professor Catherine Moran (Deputy Vice-Chancellor (Academic)) Professor Ian Wright (Deputy Vice-Chancellor (Research)) Ms Maria Gracie (Governance Co-ordinator) Mr Grantley Judge (Governance and Compliance Manager)
APOLOGIES	Mr Roger Gray

Sudden death of a UC Student

The Vice-Chancellor notified Council of the death of a student the previous day following an incident at a private residence. The student was taken to hospital where he later died. The University would offer its full support to the student's family and friends, and University staff. The Chancellor and Council expressed their appreciation to the Student Care team.

Moved:
That Council records its sorrow and condolences at the passing of one of the University's students.

Carried

REGISTER OF INTERESTS

The Chair requested that the Registrar be advised of any amendments to the Register of Interests.

Ms Liz Bond and Professor Jack Heinemann each advised they were a member on one of the working groups for the UC Graduate School.

CONFLICTS OF INTEREST

No conflicts of interest were advised.

MINUTES OF THE PREVIOUS MEETING

Confirming the Minutes of the meeting held on 5 October 2022

Moved:
That the minutes of the meeting held on 5 October 2022 be accepted as a true and correct record.

Carried

MATTERS ARISING

There were no matters arising.

FROM THE CHANCELLOR

Degrees Conferred in Absentia

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

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

Carried

Delegation of Authority to the Council Executive Committee (3 November 2022 to 7 February 2023)

Reported
Members of the Council's Executive Committee were the Chancellor, Pro-Chancellor, Vice-Chancellor, and Mr Peter Ballantyne. A Council member would be asked to substitute if a member was unavailable during the stipulated period. Council would be kept informed of any decisions made by the Committee during the holiday recess.

Moved:
That Council delegates authority to the Council Executive Committee to make decisions, on behalf of Council, during the holiday recess. This delegation of authority would apply from 3 November 2022 to 7 February 2023 inclusive.

Carried

Delegation of Authority to Chancellor and Chair ARC to Approve the Audit Engagement Letter

Reported
The Audit Engagement Letter from Audit NZ was not yet available.

Moved:
That Council delegates authority to the Chancellor and Chair of the Audit and Risk Committee, to approve the Audit New Zealand Audit 2022 Engagement and Fee Letter, and for the Chancellor to then sign the Fee Letter.

Carried

UC Council Meeting Schedule 2023

The Chancellor requested Council members advise Mr Grantley Judge if they were attending December Graduation Ceremonies.

Moved:
That Council notes the meeting schedule for 2023.

Carried

FROM THE VICE-CHANCELLOR

Vice-Chancellor's Monthly Report

The Vice-Chancellor highlighted the following items:

- It had been a time of several events on campus which included the UCSA Staff Awards.
- The year had been eventful in view of circumstances that were to arise with the implementation of the Covid traffic light system and management of the Vaccination Policy.
- UC fluctuated in global rankings and the UC 2023 work plan would be examined to ensure strategies were aspirational and timely. It was noted that Quacquarelli Symonds and Times Higher Education may change their methodologies for the 2024 world university rankings.
- The number of applications from secondary school students for UC's 150th anniversary scholarships had exceeded expectations. A sustainability showcase had been held on campus in partnership with the Christchurch City Council (CCC). The CCC had thanked UC for joining with it on the initiative and looked forward to connecting with UC on future events.

Noted in discussion

- The Vice-Chancellor had participated as a panellist in several international conferences to discuss important challenges facing universities across the world.
- Students' expectations of universities were becoming multi-faceted and staff were working with students to better understand their needs with a view to providing solutions and workable options.
- The Chancellor and Council thanked and commended the Vice-Chancellor, her Senior Leadership Team and University staff for their excellent work during 2022.
- The Vice-Chancellor, on behalf of management, thanked members of the Council for their guidance and support to Management and the University community.

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

Carried

ACADEMIC BOARD

Academic Board Report

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

Reported
The Academic Board had:

- discussed the proposal to establish a UC Graduate School.
- discussed and approved the recommendation of a singular title for Emeritus Professors. Colleagues had raised the option of having a te reo Māori title which may be discussed further with the Office of Treaty Partnership.

Noted in discussion

- There had been a move by several universities to adopt gender-neutral terminology.
- There were a few issues initially in regard to internships connected to the Criminal Justice programme which were resolved through staff appointments. The Vice-Chancellor acknowledged the leadership of Professor John Page, Executive Dean of Law.

Moved:
That Council:

1. *notes the report of the Academic Board;*
2. *notes the graduating year review reports which have been endorsed by the Academic Board and will be reported to CUAP;*
3. *approves the Academic Board's recommendation to establish Te Kura Tāura | UC Graduate School; and*
4. *approves the Academic Board's recommendation that the title of Professor Emeritus be adopted for all appointments of this kind whilst also requesting further consideration be given to adopting a te reo Māori title and gender-neutral terms across UC.*

Carried

Professor Turnbull 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 4.1	**Minutes of the meeting** Confirm minutes of the meeting held on 5 October 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	**UC 150th Anniversary Update** UC 150th Anniversary Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)

7.0	**Council Only Time #1**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.0 8.1	**From the Chancellor** Committee Attendance	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	Council Work Plan 2022 and 2023 - Updated	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
8.3	December Graduation Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
8.4	Warren Poh – Recommended Extension of Term	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)
8.5	Committee Member Elections	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8.6	Strategy Day 24 August 2022 – Resultant Notes & Actions	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	**From the Vice-Chancellor** Vice-Chancellor's Monthly Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.2	Academic Board Minutes for 9 September 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.3	Emeritus Professor Nomination	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
9.4	Canterbury Museum Trust Board – Reappointment of Chancellor	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
10.0 10.1	**Academic** Testamur Design Approval	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
11.0 11.1	**Budget** Final Budget 2023	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
12.0 12.1	**Strategy & Planning** UC KPIs 2023	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

13.0 13.1	**Digital Screen Campus (DSC)** Monthly Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.2	DSC Establishment Board Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.3	PwC Report on DSC Business Case	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.4	DSC Package One – For Approval	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
14.0 14.1	**People, Culture and Campus Life** Health Safety & Wellbeing 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)
15.0 15.1	**Finance and IT** UC Trust Funds Portfolio Recommendation	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
15.2	31 October 2022 Financial Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
15.3	30 September 2022 – University Actuals vs Budget Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
15.4	30 September 2022 – Summary Consolidated Financial Accounts	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
16.0 16.1	**From the Audit & Risk Committee** Audit & Risk Committee meeting held 17 October 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

16.2	Internal Audit Plan 2023-2024	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)
16.3	Revised Protected Disclosures Policy	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
17.0	**General Business**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
18.0	**Council Only Time #2**	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

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

Carried

GENERAL BUSINESS No matters of general business were raised.

NEXT MEETING The next meeting will be held on Wednesday 8 February 2023 at 11.00am in the Council Chamber.

MEETING CLOSED The public meeting closed at 3.42pm.

SIGNED AS A CORRECT RECORD: _____

DATE: _____

UNIVERSITY COUNCIL MEETING
Action List from the meeting held
Wednesday 2 November 2022

	Topic	**By Whom**	**Action required / Date**
1.	Update the Register of Interests with Ms Bond and Professor Heinemann's membership on a Working Group for the UC Graduate School.	Registrar	ASAP

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Vice-Chancellor's Report to Council

January 2023

Introduction

By the end of January, most staff will be back on campus after a well-deserved break. 2023 is an exciting year for UC, featuring several special events to mark our 150th year. Applications to enrol at UC are tracking well and we expect the number of enrolments in our anniversary year to reach a historic high.

This report covers a few events in the quiet month of January, outlines work in progress and takes a look at plans for the year ahead.

Engagement

Engagement activities have begun for a busy year that marks the 150th anniversary of the University. The main fundraising appeal this year is for the Te Kakau a Māui scholarship, which has been well received and is contributing to the positive picture for Semester 1 enrolments. This scholarship covers tuition fees for 300 students from South Island decile 1–7 schools. The first intake of 150 scholarship recipients is in progress for Semester 1 this year, while an intake of another 150 is planned for next year. One major gift has already been confirmed and will be announced at the Chancellor's Gala Dinner at Te Pae on 27 April.

Twelve bronze busts of Local Heroes on granite plinths, on loan from the Canterbury Museum, have been installed across the campus. They form a sculpture trail, along which followers can use QR codes to link to text explaining the significance of each hero. Commissioned by the Local Heroes Trust, the busts had been installed outside the Arts Centre in the central city shortly before the 2010–11 earthquakes and have not been in public view since. UC – half are UC honorary doctorates. Among them, four are alumni, two have UC buildings named after them, two were donors and two were involved in designing or constructing UC buildings. One Local Hero, Sir Tipene O'Regan, is of course also our former Assistant Vice-Chancellor Māori. The Vice-Chancellor hosted a morning tea for the families of the featured Local Heroes on 27 January before they visited the installations.

The University's anniversary events will further strengthen ties with community partners. Ngāi Tūāhiriri will present a gift to the University on 8 February. The anniversary will feature in the content of the Word Festival this year. The Christchurch Symphony Orchestra will perform the world premiere of a commissioned work on 24 August in a concert focused on UC. Further work will be undertaken with our partners in Te Pae Raka Hau | the Canterbury Knowledge Commons, who – along with the Ngāi Tahu Centre – include Te Whatu Ora Health New Zealand Waitaha Canterbury, the Canterbury Police, the Canterbury Employers' Chamber of Commerce, Christchurch City Council, ChristchurchNZ and The Press.

In this vein, the Vice-Chancellor recently hosted newly elected Mayor Phil Mauger, his Principal Advisor Boyd Becker, Riccarton Ward Councillor Tyla Harrison-Hunt and ChristchurchNZ's CEO Ali Adams. The Executive

Deans of Arts, Business and Engineering, the Assistant Vice-Chancellor Engagement and UC Students' Association President Pierce Crowley also participated in hosting the delegation. The visit included a tour of the Dovedale campus and discussion about future plans for the Digital Screen Campus.

In this meeting, the Vice-Chancellor thanked Christchurch City Council for its strong collaboration on the community impact assessment undertaken by Research First and Public First. The report from this assessment is in final phases of review. It provides useful information for our anniversary planning and revisions to the University's engagement strategy.

The Faculty of Law launched the Judges' Common Room Series, where academics present their research to judges and clerks in the High Court Common Room, and judges, in turn, present guest lectures and student seminars on campus. Led by Associate Dean Research Professor Karen Scott and Assistant Dean Students Simon Dorset, the series will expand into 2023.

The Faculty also plans a 150th lecture and dinner at Te Pae in July, presented by Supreme Court Chief Justice, Dame Helen Winkelmann GZNM. In the same month, the Faculty will host two international scholarly conferences: the Australasian Property Law Teachers conference and, after that, the annual Australasian Law Academics Association meeting, which is the pre-eminent gathering of delegates from law schools in New Zealand, Australia and the Pacific.

Associate Professors Cheryl Brown and Kathryn MacCallum, Faculty of Education are preparing to host the 2023 conference of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE). The event is expected to bring 400–500 visitors to Christchurch.

The Faculty of Education has forged a community partnership with the Step Ahead Trust. Dr Myron Friesen, Associate Professor Billy O'Steen and Dr Veronica O'Toole are involved in helping those with mental illness, and are using their research expertise to assist with planning and to evaluate the effectiveness of activity programmes.

In continuing its focus on building employability skills, the UC Business School organised a number of three-week internships at the start of the semester break. The internships saw 28 international students from China, Malaysia, Vietnam, Singapore and South Korea working with eight domestic students on projects to help five local organisations develop plans for overseas expansion. The organisations involved were Gourmate Pet Treat Co, JIX Reality, Trickett's Grove Walnuts, UC Business School and Vortex Engineering.

The Faculty of Arts held two sessions to conclude 2022's "Evenings With" series of talks at the Arts Centre. The first was led by the CEO of the Christchurch Symphony Orchestra, Dr Graham Sattler and Head of School of Humanities and Creative Arts, Associate Professor Peter Field. Topics included community engagement, the place of heritage art forms in modern culture and Dr Sattler's research into effective community music leadership. The second session featured staff and interns from WORD Christchurch in conversation with Erin Harrington (English). On the panel were Steph Walker (WORD Executive Director), Kiran Dass (WORD Programme Manager) and Tessa Boraston (UC Student Programmer). The topics they covered included words in all their forms, the role of festivals in today's society, and the evolution and relevance of 'literary festivals'.

UC's Summer Science Camp was held for 60 year 12 students from around Aotearoa New Zealand. Students were involved in a range of activities including making aspirin, undertaking an astronomy challenge (mission to Mars), environmental psychology, GIS mapping, activities during a day at the Cass field station, and an evening in the central city. The five-day residential camp finished with students presenting their group projects on the future of the Cass field station to a 'Dragon's Den' of judges – Head of School of Biological Sciences Professor Matthew Turnbull; Field Station Manager Jenny Ladley; Marketing Director James Helmore; and Head of School of Earth and Environment Professor Jamie Shulmeister.

In addition, 36 Māori students from Year 10 completed a six-week science experience in water and marine health through the He Puna Pūtaiao (Research, Youth and Science) programme.

A new collaboration between the School of Earth and Environment and the School of Biological Sciences has established a project to microchip and monitor the little blue penguin colony at Pohatu/Flea Bay, along with the Pohatu penguin. The 'Penguin Paparazzi team' has already tagged more than 20 birds and recovered GPS tracking devices, and is continuing to monitor the colony.

The Teece Museum of Classical Antiquities, a significant part of UC's presence in the city, ran special summertime stories sessions on myths and deities of the ancient world. The current exhibition at the Teece is "Myths and Mortals", featuring an array of marble sculptures, elaborate vases, jewellery, armour and more. The Museum recently logged its 60,000th visitor. After alumnus David Teece visited the Museum recently, the Vice-Chancellor, Assistant Vice-Chancellor Engagement and Director Advancement hosted him and explored opportunities for additional collaboration.

In mid-January, Engineering held the annual Women in Engineering five-day, four-night residential programme (WiE CAN) supported by the Tait Foundation. Sixty young women from across Aotearoa (selected from 227 applicants) attended the programme to explore Engineering as a possible study and career path, before they begin their final year of high school. 2023 will be an important year for WiE CAN, as it celebrates the successes and graduation of our first cohort of WiE CAN attendees (from the inaugural 2019 programme) who will be completing their BE(Hons) this year.

Education – Accessible, Flexible, Future Focused

The start of the year, while quiet for many, has been busy for students and staff alike involved in Summer School. Over 2,500 students enrolled in Summer School for November 2022 and January 2023, making it the highest Summer School attendance in the past five years. The continuous growth in study outside the traditional academic year highlights the need for a broad range of educational options for students within the University.

Flexible learning options remain an important focus for 2023 as UC Online increases its offerings through microcredentials as well as larger qualifications. The new offerings reflect the University of Canterbury's commitment to enhancing access to higher education in partnership with government agencies such as New Zealand Police, the Department of Corrections, and the Ministries of Education and Health, where upskilling key staff is a vocational demand. For instance, the Faculty of Education is offering microcredentials in digital education and mentoring for pre-service teachers enrolled in 2023. In addition, the Faculty of Law, in coordination with UC Online, will launch of several of its (nationally unique) criminal justice offerings online in 2023.

In curriculum matters, this year features the launch of the Bachelor of Digital Screen with Honours. It has been pleasing to see considerable interest in the programme from students. The degree reflects the responsiveness of UC to changing needs and is an exciting opportunity for growth. While curriculum development is ongoing, I am delighted to acknowledge the success of the UC Business School's application to participate in the Chartered Financial Analyst (CFA) University Affiliation Programme (UAP) with the Master of Business (Financial Management major). This major in the MBus will join the Finance major in the BCom under the UC listing on the CFA Institute website. This achievement is an important signal to students that this degree provides good preparation for undertaking CFA exams.

Student success continues to be a major focus of 2023 as Kia Angitu leads a range of initiatives across the University. The expansion of Analytics for Course Engagement (ACE) is ongoing, with the aim of supporting more proactive responses to student needs and allowing teaching staff to interact easily with the platform. Peer Assisted Learning Support (PALS), which has proven effective in selected courses, is being rolled out more widely to become part of 12 courses across UC. These include key courses with strong numeracy and literacy requirements that contribute to successful outcomes at graduation, such as Product Design, Physics, Arts and Māori courses. PALS has been unique in supporting academic needs while building cohorts and has had strong support from teaching staff in the faculties that have been involved in the programme. For 2023, the 150th Kakau a Māui scholarship recipients will have specific enrichment support.

To support our educators to be the best in Aotearoa, this year we will focus on building blended learning, working with new and existing technologies and enhancing engagement. Workshops are being offered throughout the year and faculty Learning and Teaching committees are developing their teaching goals.

Finally, a major event in 2023 is the Academic Quality Agency's Academic Audit. This year's audit is the sixth in the audit cycle and engagement across the University community in contributing to and preparing for the audit has been excellent. We will look forward to hosting the audit panel in July.

Research – Impact on a Changing World

With the start of 2023, before Semester 1 teaching is underway, research is progressing well, and activities from 2022 are still being recognised. Professor Paul Millar (Faculty of Arts) won the prestigious Royal Society Te Apārangi Pou Aranui Award for distinguished service to humanities. It recognised his exceptional contributions to the humanities, including his commitment to growing capacity and expertise in the digital humanities in Aotearoa New Zealand. Similarly, Professor Anne Brower was the recipient of the Royal Society Te Apārangi Charles Fleming Award for Environmental Achievement for her research on the impacts of high-country pastoral land sales, which prompted a change in New Zealand legislation. Within UC, staff also continue to be recognised for their research endeavours. At the Faculty of Engineering's joint Teaching and Research Awards event late last year, Professor Aaron Marshall received the Established Researcher Award, and Dr Natalia Kabaliuk and Dr Tham Piumsomboon both received the New and Emerging Researcher Award.

Te Kura Tāura | UC Graduate School was established in December 2022 as the basis of growing the footprint and impact of UC's postgraduate research. This marks a significant transition from a primarily administrative Postgraduate Research Office to a school that provides wraparound support, in conjunction with faculties, for our research master's and doctoral students. Recruitment of student advising/support (kaitoko) and kaiārahi roles is underway, in anticipation of offering enhanced services for research students and staff over the next few months. The development of the online Graduate Education Management system is in process and tracking towards implementation in quarter 3 of 2023. Te Kura Tāura | UC Graduate School has been a long time in the making, and will be formally launched alongside UC's 150th anniversary celebrations. We anticipate that Te Kura Tāura will deepen the development of research students and enhance UC's portfolio of research that has impact locally and globally. Te Kura Tāura will build on the success of 2022, which saw 236 doctoral students start their studies at UC, 17% above the target of 201. They contributed to the total of 1,086 doctoral students undertaking study in 2022. The 212 doctoral completions were even higher, at 37% above the target of 155.

With the border restrictions easing, in 2022 UC welcomed on campus about 60 of our PhD students who had started their studies while overseas. Another 28 PhD students are still to travel to New Zealand, many of whom are set to arrive in the next few months. The final round of UC Foundation Doctoral Publication Prizes is under evaluation, with a total of 140 funding prizes expected in 2023. Publication Prizes were developed

to encourage doctoral students to publish their work in leading peer-reviewed publications, and are awarded to students who publish their research in Scopus-indexed journals.

As in previous years, UC academic staff are attracting external funding to develop new international research collaborations. Dr Joya Kemper, UC Business School is a visiting researcher at Wageningen University for five months, where she is exploring food waste initiatives in the Netherlands, with the aim of identifying best practices that can be applied to New Zealand. Her visit has drawn interest from industry associations and government agencies, locally and abroad, and her visit is funded by the Organisation of Economic Co-operation and Development's Co-operative Research Programme: Sustainable Agricultural and Food Systems. The purpose of the programme is to strengthen scientific knowledge and provide relevant scientific information and advice that will inform future policy decisions related to the sustainable use of natural resources in the areas of agriculture, food, fisheries and forests.

UC Business School Associate Professor Tyron Love (Te Atiawa, Taranaki, Ngāti Ruanui) will take up a Fulbright award at Washington State University (WSU) during the first/spring semester of 2023 to research the university work experiences of Native American faculty. Tyron will be hosted by Assistant Professor Joe Gladstone (Kainai, Piikani, Nimiipuu) and the Carson College of Business at WSU in Everett/Seattle. Elliott Hughes, master's student in Mathematics, Faculty of Engineering, is one of three New Zealand students awarded a Rhodes Scholarship at Oxford University this year.

The first three to four months of the year is the main period for developing and submitting research proposals. The Research & Innovation Office is supporting proposals for Ministry of Business, Innovation and Employment (MBIE) Endeavour Smart Ideas and Programme bids, plus Marsden Fund submissions. UC staff are winning other sources of funding as well. Associate Professor Justin DeHart (School of Music) was recently awarded $60,000 from Creative New Zealand to commission six New Zealand composers to write solo percussion works for him in 2023. Dr Ritodhi Chakraborty (School of Earth and Environment) has been awarded a Ministry for Primary Industries Sustainable Land Management and Climate Change grant (worth $250,000) for his project on maladaptation in Aotearoa New Zealand. This year-long project aims to prevent climate adaptation strategies from inadvertently exacerbating existing social-ecological vulnerabilities, by considering the multiple systemic inequalities that communities are embedded within. Academic researchers from the School of Earth and Environment, the Macmillan Brown Centre and the Faculty of Law will work together on this project, which offers a good example of UC's transdisciplinary research efforts.

In the final tranche of national Rutherford postdoctoral fellowships in late 2022, the Royal Society Te Apārangi awarded two-year Rutherford Postdoctoral Fellowships to three UC academics: Dr Daniel Gomez Isaza, Dr Ryan Ridden-Harper and Dr Katherine Yates. With these awards alongside the success of Associate Professors Michelle LaRue and Laura Revell (School of Earth and Environment) and Dr Phoebe Macrae (School of Psychology, Speech and Hearing) in winning five-year Rutherford Discovery Research Fellowships, UC has secured 33% of all Rutherford fellowships offered nationally in 2022.

Similarly, UC has had success with Health Research Council funding, which is increasingly important to support our expanding health-focused research. Tracy Clelland and Dr Fabian Gilson have won funding to research relationship and sexuality education, while Kenny Ardouin and Dr Phoebe Macrae have gained research funding to study cleft lip and palate. Others to secure funding for health-based research are: Dr Vanessa Morris for "shared equipment" investments to purchase a Pure liquid chromotography purifier system; Dr Rachael Wood for an onstage incubator for fluorescent microscopy; and Dr Heather Hendrickson for a laser confocal microscope.

Publication in prestigious journals is ongoing. In *Nature Geoscience,* Professor Jamie Shulmeister and PhD graduate Dr Nicholas Patton (School of Earth and Environment), working with international scientists, have

published research that provides new insights into the origins of K'gari (Fraser Island) – the world's largest sand island – and the iconic Great Barrier Reef in Australia, which they suggest date back to a time of climate change on Earth over 800,000 years ago. This new research has established the age of K'gari as older than the Great Barrier Reef, proposing that the reef became established only after the island protected it from the northward drift of sand.

UC's research continues to be relevant and have impact both globally and locally. Dr Kaaren Mathias (School of Health Sciences) has been looking at the rise of wellbeing apps and whether they can replace person-to-person care. The growth in 'e-mental health care' has been huge as both public and private providers have deployed the technology, but to date very little research has examined whether these apps actually improve mental wellbeing. Also in the health domain, Tracy Clelland and Dr Rachael Dixon have been studying the impact of the lack of relationship and sexuality education (RSE) in both primary and secondary schools. A nationwide survey, in collaboration with Family Planning and the New Zealand Health Education Association, sought secondary school teachers' perspectives on teaching RSE in Aotearoa New Zealand. The results of the survey showed that a lack of time and lack of subject status for RSE are significant barriers in New Zealand schools that prevent many young people from receiving the 12–15 hours of RSE recommended by the Ministry of Education and Education Review Office. The researchers also advocate for RSE in primary schools, arguing that it should begin with five-year-olds in Year 1.

With the retirement of Ms Anne Scott as the UC Librarian last year, and after an extensive recruitment process, Ms Kat Cuttriss has been appointed as the new University Librarian. Kat has moved from her role as an Associate Librarian at Massey University's Manawatū campus and, since taking up her new position on 16 January, has started a programme of induction and university introductions.

Over the summer break, the Library upgraded various search and collection management platforms in preparation for the new academic year. The most significant upcoming technological changes will be the move to a new Library Management System, the beta launch of VuFind and the roll-out of Figshare as a portal for research data management and archiving. Together these three changes will enhance the ability of academics and students to access and use collections as well as making publicly accessible their research data on a secure locally managed platform.

People – Nurturing Staff, Thriving Students

One of the major areas of focus for People and Culture in 2023 will continue to be developing our leaders, supported by the People and Culture business partner model. Part of this work involves providing modern digital tools to our leaders and staff. In January, People and Culture launched three digital initiatives to change and enhance the way leaders and staff engage with People and Culture and each other. First, staff are able to request services through the single UC Services portal, which has smart work processes for actioning those requests. Second, DevelopMe – UC's Learning Management System – enables staff to access a wide variety of learning opportunities. Third, after a successful pilot, roll-out has begun on Whaowhia tō Kete, UC's online Performance Development and Review system.

After the collective employment agreement bargaining concluded in December last year, the focus has been on implementing agreed items beyond just the across-the-board and other monetary increases. People and Culture and the unions will work together on further standardising some remuneration practices across UC, and on ways to simplify the approach to administering some elements of the collective agreement.

This year the UC Academic Staff Mentoring Programme will include mentoring for mid-career as well as early-career staff. This programme matches staff with more senior academics who are outside of the mentee's

school, department or faculty. Since the early-career mentoring programme began in 2008, it has supported almost 250 pairings. Early indications are that 25–30 pairs may be matched in this year's round.

The induction programme for new Tumuaki Kura | Academic Head of School and Tumuaki Tari | Academic Head of Department has been refreshed and relaunched. The programme has been designed to be available at any time, an important consideration because academic heads are not appointed as a cohort. The varied elements in the programme are: activities led by the relevant Amo Matua | Executive Dean (as the Head's line manager); one-to-one meetings with key people; self-directed activities and resources; peer support with optional mentoring via the Academic Heads' Teams site; and the monthly Heads' Forum. In addition, leadership and professional development opportunities are planned for launch in 2023, focused on the needs of this group. The programme is underpinned by Ngā Uara | Our Values. We aspire to enable and support Heads as critical UC leaders (Manaakitanga), as well as to encourage them to establish and reinforce connections in their new role (Whanaungatanga) and to have the skills and knowledge to undertake this role well (Tiakitanga).

The current model of Communities of Practice (CoPs) has been reviewed and refreshed. Already formally in place is a CoP for Academic Heads which is managed by People and Culture as well as the Admin Plus group, which connects administrators across campus, sponsored by People and Culture. CoPs support UC's strategic vision of kotahitanga by bringing people together to look 'horizontally' at process and practice, enabling sharing and sparking innovation. A pilot CoP for technical staff will run in 2023, for which a steering group has been formed and an initial meeting held. The People and Culture team is looking to run the first event in April or May.

The Future of Work at UC is another area of priority for People and Culture in 2023. Using the results of a review conducted in 2022, the team will lead the roll-out of policy and procedure to enable leaders and staff to access a standardised set of options for flexible working arrangements.

In 2023 the Student Wellbeing team will focus on developing and implementing a University Wellbeing Plan, in conjunction with the Wellbeing team in People and Culture. In many respects, this work is about integrating the many wellbeing initiatives that UC is already undertaking and ensuring good communication with students, staff and other stakeholders. The Student Wellbeing team will advance current programmes and projects to meet its obligations under the Pastoral Care Code. This includes its approach to continuing to give voice to students. Another focus for the team will be developing our connections with external agencies and other stakeholders. As a recent example of the team's growing connection with the community, the Director of Student Wellbeing, Gilbert Taurua, co-facilitated the national Pātikitiki Māori Frameworks Symposium on the Waitangi Treaty Grounds in late November. This hui, run by Te Rau Ora, looked at kaupapa Māori models and frameworks for healing.

Accommodation Services also has a strong focus on student wellbeing. One of its initiatives for early 2023 is to develop pastoral care messaging for students about how to access wellbeing support services.

Dr Rosie Cameron of Mathematics and Statistics was recently awarded a prestigious Higher Education Academy (HEA) Fellowship. The HEA Fellowship is an international recognition of a commitment to professionalism in teaching and learning in higher education. It demonstrates that the Fellow's practice is aligned with the UK Professional Standards Framework.

Associate Professor Daniel Stouffer from the School of Biological Sciences (SBS) has received the 2022 New Zealand Association of Scientists Hill Tinsley Medal, in recognition of his research in quantitative ecology. Professor Jack Heinemann (SBS) was selected by the Varieties of Democracy (V-Dem) Project to be a New Zealand Country Expert. V-Dem is a global effort to measure 600+ indicators on democracy from 1789 to the

present. Lecturer Dr Essie Rodgers (SBS) has been awarded a L'Oréal-UNESCO fellowship recognising her "achievements of exceptional early-career female scientists" and highlights the "critical importance of ensuring greater participation of women in science from a young age".

Internationalisation – Locally Engaged, Globally Networked

The New Zealand government announced the re-opening of our borders to the International Education (IE) market in May 2022 when Minister the Hon Chris Hipkins spoke at the largest IE conference in the world, NAFSA: Association of International Educators in Denver. This opening was one year later than Australia and even later from re-opening of the other major English-speaking destinations. Thanks to increased visibility, a new brand campaign from Education New Zealand and more senior government travel, brand New Zealand is slowly seeing an uptick in demand.

We are seeing double-digit increases in international applications. The demand for postgraduate places is nearly double that for undergraduate study, compared with the same time last year, although it was a record low base in 2022. The system is tracking ahead of forecast for international enrolments but caution is advised given arrival planning is complex. The international team continues to work closely with Universities New Zealand, Education New Zealand and Immigration New Zealand to address barriers, such as visa processing times and availability of flights, and to monitor the arrival of international students who are undertaking study on campus in Semester 1.

Deputy Vice-Chancellor Research Professor Ian Wright, Professor David Frame, Assistant Vice-Chancellor Engagement Brett Berquist and Associate Director International Monique van Veen will take part in partnership development meetings in India in February. They will also deliver a master class on sustainable cities and speak on a panel on sustainable futures at the QS India Summit in Goa. This event draws 150–200 senior leaders across Indian higher education, is sponsored with the Ministry of Education and has been deemed a sideline event for the G20 meetings.

International travel for academic staff has resumed, with UC both receiving Erskine Scholars and sending staff overseas. Associate Professor David Monger (History) completed a five-week residency as a Visiting Oxford Fellow where he supported a UC student studying on the Edward Gibbon Wakefield Scholarship and worked on his new book on World War One propaganda.

UC visibility in key markets is expected to increase this year as the Chancellor and Vice-Chancellor lead delegations to celebrate our 150th with alumni in strategic locations, which will reinforce high-level partnerships and provide opportunities for government consultation.

Organisational Efficacy – of a sustainable scale by 2030

The organisational efficacy strategy stream has another busy year of significant investment and delivery, especially in relation to Digital Services and Digital Screen Campus activities. Both these investments will enable the University to grow and diversify its revenue streams and minimise costs through process efficiency gains. The Digital Services projects should also improve the student experience and the staff work experience, in turn strengthening the retention of both groups.

In December, Digital Services upgraded a number of core systems, including Moodle and ourUC. The Moodle v4 upgrade provides students with better navigation, accessibility and responsiveness. It also provides for a consistent experience between desktop and mobile, as well as consistency on course details across all courses. The ourUC release v42 provides features that enhance the student record maintenance functionality within ourUC, advance the functionality that makes up the Assess Change of Enrolment (ACOE), and deliver

doctoral admission functionality so that Admissions staff can assess doctoral applications in ourUC. It also provides features that will enable myUC Application and Profile pages to capture student equity data.

2023 will be another year of extensive digital project deliveries in cyber security, customer relationship management (CRM), web experience, work integrated learning, higher degree and ethics management, new enterprise resource planning (ERP) for Finance and Human Resources, and UC Online.

The Digital Screen Campus programme continues. The appointment of a new Director is pending, and many new recruits will support the students enrolled in the first academic programme in this field – the Bachelor of Digital Screen with Honours. The number of applications for this programme is far greater than the business case expectation of 50 students in the first year: currently 196 students have applied. While the first year is taught on the Ilam campus, the first stage of the Orakipaoa (Dovedale) campus construction is a priority for 2023 so that teaching can take place there from the beginning of the 2024 academic year.

The Finance team is working on the final details of the draft Annual Report and preparing for Audit New Zealand to begin the annual financial audit. To complete the draft consolidated accounts, it needs the pending private equity valuations for both the University of Canterbury Trust Funds and the University of Canterbury Foundation investments. The main focus of the Finance team in 2023 will be on implementing a new Enterprise Business Capabilities (EBC) system.

One 2023 priority for the Facilities Management team is to lead and support the provision of in-flight and planned projects. Notable among these projects are the boiler and ground source heat pumps, the Digital Screen Campus programme, the Ann Ballin building refurbishment, the Recreation Centre, the Pūtaiao Koiora building, the relocation of Law to the Karl Popper building, and the Student Accommodation planning.

Environmentally Sustainable

The Beatrice Tinsley building project team has won the Southbase Construction Excellence in Sustainability Award for innovative technology that is low carbon in creating Aotearoa New Zealand's tallest post-tensioned timber laminated veneer lumber (LVL) building. The winning project team included Jasmax, Aurecon, Beca, Cosgroves Ltd, Rawlinsons Ltd, Dominion Construction, Nelson Pine Industries Ltd, Thermosash Commercial Ltd, PTL | Structural Consultants and Janus Façade.

The UC Business School has just been named one of 47 global business and management schools to be accepted into the 2023 Principles for Responsible Management Education (PRME) Champions Programme. The Programme aims to bring business schools together to work collaboratively toward addressing shared barriers and deliver value for business and society at large. As a part of this Programme, the UC Business School will work closely with fellow champions to contribute to thought and action leadership on responsible management education in the context of the United Nations Sustainable Development agenda, exemplified by the 17 Sustainable Development Goals.

UC has finalised our Sustainable Food and Drink Plan, which focuses on research and teaching options about sustainable food futures, together with practical steps the University can take to make better-quality food from sustainable sources more accessible to students and staff. A working group has been convened to oversee the implementation of this plan.

Before Christmas, we executed the contract for the main contractor for the Ilam Coal Boiler Conversion project and attained Building Consent Exemption from Christchurch City Council, marking a significant milestone in the journey to eliminating the combustion of coal at UC. Drilling for the ground source heat pump to the central campus progressed throughout December.

The biodiversity coordinator will continue to drive the implementation of the UC Biodiversity Plan, which pursues the vision for the Ilam Campus, Gardens and Fields to become a link in the ecological corridor of the north-west of the city, and act as a reservoir of biodiversity, for the benefit of all.

The FM Building Controls team, in conjunction with the Energy and Carbon Manager, has concluded the procurement of a building analytics software package supporting the smart and dynamic management of building electricity use via artificial intelligence. This will initially be implemented as a proof of concept to selected buildings in 2023, with options for future roll-out across the campus.

Memorandum/Pukapuka

To:	**Ki:**	University Council
From:	**Nā:**	Professor Cheryl de la Rey, Vice-Chancellor
Date:	**Rā:**	16 November 2022
Subject:	**Kaupapa:**	**Academic Board report**

Recommendations:

1. ***that the Council notes the attached report of the Academic Board. (attachment 1)***

2. ***that the Council receive the attached graduating year review reports which have been endorsed by the Academic Board and will be reported to CUAP:***

   Postgraduate Certificate in Te Reo Māori and Master of te reo Māori (***attachment 2)***
   Postgraduate Certificate in Digital Arts and Humanities ***(attachment 3)***
   Master of Writing ***(attachment 4)***
   Diploma in Languages, Certificate in Languages ***(attachment 5)***
   Graduate Diploma in Education and Learning ***(attachment 6)***
   Master of Disaster, Risk and Resilience, MSc subject Disaster, Risk and Resilience ***(attachment 7)***
   Bachelor of Science: Environmental Science major ***(attachment 8)***

Executive Summary:
The Board discussed and endorsed the Graduating Year Review reports, proposals around academic promotions, an update on the AQA academic audit visit in 2023 and the draft Learning and Teaching Framework.

Attachments:
- **Report from the business of the Board (attachment 1)**
- **GYR reports (attachments 2 - 8)**

Full papers commence overleaf.

Paper Progress:

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

ATTACHMENT ONE

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

TE POARI AKORANGA | ACADEMIC BOARD

REPORT TO THE COUNCIL

FROM A MEETING OF THE ACADEMIC BOARD

HELD ON FRIDAY 9 NOVEMBER 2022

REPORT FROM THE ACADEMIC ADMINISTRATION COMMITTEE (AAC)

Graduating Year Reviews

The Deputy Vice-Chancellor Academic introduced the second tranche of the annual Graduating Year Reviews (GYRs). The reviews occur as part of the CUAP process within three years of the first graduating cohort. The AAC had reviewed each of the reports. There were no substantial questions or comments.

ACADEMIC PROMOTIONS

The Vice-Chancellor welcomed Emerita Professor Jamieson back to the Board. Professor Jamieson explained that there had been substantial changes to the document since the September meeting following feedback from groups and individuals.

Professor Jamieson spoke about the composition of the central promotions panel, the importance of Professional Development and Review (PD&R) interviews and the recommendation that UC move to incorporate progressions alongside promotions in common with most other New Zealand universities. The Board gave its support to the proposals and endorsed the suggested review after two years.

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2022

DETAILS

Current Year	2022
Name of Programme	Postgraduate Certificate in Te Reo Māori Master of Te Reo Māori with endorsements
Original proposal identifier (Academic Quality will provide)	06 UC/18 PGCertTREO
Name of independent GYR convenor	Dr. Rosie Ibbotson (Art History and Theory, UC Faculty of Arts)
Name of other panel members and positions held	Unaiki Melrose (student representative) Junior Tana (external representative) Dr. Victoria Escaip (Global, Cultural, and Language Studies, UC Faculty of Arts)

1. PROGRAMME STATEMENT

(a) Description

Aotahi originally introduced a 240 point *Master of Te Reo Māori* in 2011. In response to the Graduating Year Review of that qualification in 2014 and extensive consultation within the Māori community, three changes were made to the programme of study:

1. A 60 point *Postgraduate Certificate of Te Reo Māori* was introduced which would admit suitable students without an undergraduate degree and allow them to progress on to the *Master of Te Reo Māori* upon successful completion of the Postgraduate Certificate and Postgraduate Diploma.
2. Eight endorsements were introduced to the Masters' degree in order to provide students with attractive pathways in the qualification.
3. Students who had completed *Te Panekiretanga o Te Reo* could apply to have 90 points credited to their *Masters of Te Reo Māori*.

These changes were introduced in 2018 with the aim of making the qualification more visible and responsive to Māori aspirations.

<u>Postgraduate Certificate</u>

While students with a BA in Te Reo Māori can be admitted to the Postgraduate Certificate, this qualification is mainly aimed at students without a bachelors' degree but with extensive background in te reo. Such students can be admitted with "Academic Equivalent Status" or demonstration of professional experience in the Te Reo Māori sector.

The course of study comprises two 30 point papers.

1. Students must complete either *TREO 403 (He Wānanga)* or *TREO 404 (Mahi-a-Rēhia)*. These papers are taught wānanga style in semester 1 in alternate years. The purpose of the wānanga format is to develop a cohort dynamic amongst the students and to provide an appropriate kaupapa Māori learning environment.
2. 30 points of 400 level-coursework from the Te Reo Māori section of the Schedule to the Regulations for the Degree of Bachelor of Arts with Honours. Students have several papers to choose from:
   TREO401 - Te Ngao ki Hawaiki - an advanced language acquisition course

TREO405 - Te Whakaora: Language revitalisation - taught by staff in the Faculty of Education
TREO407 - Waka Huia: transcription, translation and research of a episode in the Waka Huia documentary series
These papers are all taught in te reo Māori. Students can also choose:
ARTS401 - Arts Research and Scholarship: Introduction to Theories and Methods. A course run by the Faculty of Arts to introduce students to a range of research methods.
TREO480 - Rangahau - Research project - a 10,000 word research essay on a topic related to te reo Māori. This is usually written in te reo.

The Certificate can be completed in one semester by full time students. Part-time students will normally complete the qualification in one year. On completion of the certificate with a B average students can staircase into the Postgraduate Diploma in Te Reo Māori (which involves another 60 points of study including *TREO401* and another 30 points from the TREO400 level courses listed above). On completion of the *Postgraduate Diploma* with a B average students can be admitted to the *Master of Te Reo Māori*.

Master of Te Reo Māori.

There are three main routes of entry into this qualification:

i. BA in Te Reo Māori with at least a B average in 60 points at 300 level;
ii. completion of the *Postgraduate Diploma in Te Reo Māori* with Merit or Distinction; or
iii. admitted with Academic Equivalent Standing. This is the entry pathway that enables students who have completed *Te Panekiretanga o Te Reo Māori* to enter the programme. These students are able to have 90 points of study credited to the MTREO, restricted against *TREO401, TREO402* and *TREO408*.

The MTREO comprises 240 points comprised of papers from three sections:

i. **Core papers**: The two key wānanga papers: *TREO403* and *TREO 404* (totalling 60 points);
ii. **Endorsement:** Each endorsement has 90 points of requirements - see below; and,
iii. **Research**: 90 points of research papers, which includes the option of a creative or professional writing project. Students are expected to align the research requirements with the study in their endorsement .

Endorsed Option	Requirements
Matihiko (Digital Technologies)	*DIGI403, DIGI404, DIGI405*, and *TREO407*
Pāpāho (Media and Communication)	*COMS401, COMS408, JOUR404*, and *JOUR406*
Te Rangahau (Research)	*MAOR404* and two of: *TREO405, TREO406*, or *TREO407*
Titonga (Composition)	*MUSI471*; and 30 points of TREO courses at 400-level
Tuhinga Auaha (Creative Writing)	*WRIT401* and *WRIT403*; and 30 points of TREO courses at 400-level
Tuhinga Hautaka (Professional Writing)	*JOUR404*, *JOUR406, WRIT401*, and *WRIT402*
Whakarauora Reo (Language Revitalisation)	*TREO405, TREO408*, and *TREO407*
Whakawhiti Reo (Translation)	*LANC401, TREO406*, and *TREO407*

Note that six of the eight endorsements include courses taught in other departments in the Faculty of Arts. Under UC's Assessment in Te Reo Māori Policy students including these courses in the MTREO would submit most assignments in te reo Māori. Note that two of the endorsements, *Te Rangahau* and *Whakarauora Reo* do not involve courses from other departments in the Faculty of Arts.

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

The main issue raised during the CUAP process was around pathways for *Te Panekiretanga o Te Reo* students who have 90 points credited towards their qualification from their previous study. The issue raised was these students being able to complete an endorsement within the 150 points of study since the endorsement and research components each require 90 points of study. Indeed, the only student who has credited *Te Panekiretanga o te Reo* study towards their MTREO did not complete an endorsement.

(b) Purpose

The purpose of the *Postgraduate Certificate in Te Reo* is to provide a pathway into postgraduate study for students who do not have an undergraduate degree, but who have a high level of Te Reo preparation and ability. The overarching goal of the *Masters of Te Reo* is to support the revival of te reo Māori as a language of art, literature, commerce, political dialogue and community conversation through the programme of study in an endorsement. Discussion of the acceptability of both these qualifications and achievement of goals is addressed in section 3b.

(c) Changes

There have been no changes from the original proposal.

2. REVIEW PROCESSES

Account of Review Processes.

The self review report was written by the Head of School for Aotahi. The report includes reference to material provided by the UC Academic Services team, including the original CUAP proposal and peer review comments, data on enrolments and retention. The self-review report was submitted to a panel chaired by Dr. Rosie Ibbotson (Art History and Theory); the other panellists were Dr. Victoria Escaip (Spanish Programme, Global, Cultural, and Language Studies, UC Faculty of Arts), Unaiki Melrose (student representative), and Junior Tana (external representative).

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:

The title, and aims, for the programmes are both adequate and appropriate. The graduate outcomes for both qualifications cover five main aspects:

1. **Disciplinary competence**. Graduates will have advanced knowledge of te reo Māori, as well as advanced knowledge in their chosen field of specialty and in research skills.
2. **Employability and innovation**. Graduates will have developed a portfolio of works that enables them to claim and promote a personal track record of high quality te reo Māori outputs. Graduates will be able to communicate clearly and effectively in te reo Māori in professional contexts.
3. **Biculturally competent and confident**. Graduates will be able to draw upon skills in te reo Māori and technical disciplines to work effectively within a bicultural framework and in multicultural contexts.
4. **Community engagement**. Graduates will have the attributes and skills to advance the interests of the reo Māori speaking community and will be able to contribute the portfolio they have developed through the programme to contribute to wider aspirations for te reo Māori revitalisation and advancement.
5. **Global awareness**. Graduates will have specialised knowledge of Indigenous language revitalisation and creative works that are connected to global work on minority and Indigenous language aspirations and revitalisation.

The panel was satisfied that the titles, aims, and graduate outcomes for both the Postgraduate Certificate and the MTREO were adequate and appropriate. The panel also discussed the admissions criteria for the programmes, and their recognition of prior learning and credit for previous study. The panel noted the discontinuation of Te Panekiretanga o Te Reo, but also noted that the entry pathway to the MTREO could continue to be relevant for existing graduates of Te Panekiretanga. The panel also discussed the entry requirements for the Postgraduate Certificate, and felt that these were adequate and appropriate in the context of the grade requirements (B average) for staircasing into the Postgraduate Diploma in Te Reo Māori.

(b) Acceptability

The changes to the MTREO were introduced in order to respond to a growing community of proficient reo Māori speakers who are seeking postgraduate study opportunities.

i. Providing pathways to entry to postgraduate study via a Postgraduate Certificate. Three of the eight students who have engaged with the programme have entered via this route, including one student who has exited with the Postgraduate Certificate. Thus the certificate is meeting its stated goals of providing a pathway into postgraduate study.
ii. Allowing credit for graduates from Te Panekiretanga o te Reo. This was introduced to allow credit for prior learning that isn't already part of the mainstream tertiary system. This allows Panekiretanga graduates to incorporate that study as part of an institutionally recognised qualification. To date, only one student in the programme has used Panekiretanga study towards the MTREO. Thus this change does not appear to be achieving its stated aims.
iii. The suite of endorsements were included to open pathways for students to take technical courses from specialist programmes across the Faculty of Arts in order to contribute to higher quality creative and technical works being produced in te reo Māori. Most students who have graduated with the MTREO have not graduated with an endorsement. This is largely due to these students entering via a BA Hons pathway or crediting their *Te Panekiretanga o te Reo* status, meaning that they were able to complete the remainder of the 240 points without including papers to fulfil an endorsement. The one student who has graduated with an endorsement did so in *Whakarauora Reo,* an endorsement which does not include courses from other departments in the Faculty of Arts. This suggests that the six endorsements which include courses from other departments are not attractive to the students pursuing this qualification.

The profile of Māori language learners is rapidly changing and it is clearly difficult to construct a postgraduate qualification that will appeal to the small numbers of highly proficient speakers of the language, each of whom have their own particular specialities and expertise. Aotahi is planning to revisit the MTREO in particular to assess what changes can be made to address community needs and aspirations. The panel was broadly in agreement with the findings of the self-review as to the extent to which the aims of the 2018 changes to the MTREO are being met. In relation to 3 (b) iii., however, the panel felt that it was probably too early to conclude that the six endorsements which include courses from other departments are not attractive to the students pursuing this qualification – see further discussion below in section 3 (d). The panel also discussed the issue raised during the CUAP process around the availability of endorsements to students joining the MTREO from Te Panekiretanga o Te Reo pathway (see 1 (a)). The panel recommended further discussions around this issue with a view to making endorsements available to students joining the MTREO from Te Panekiretanga, and to fostering the ability of the endorsements to enhance the overarching goal of the MTREO to support the revival of te reo Māori as a language of art, literature, commerce, political dialogue and community conversation.

(c) Assessment procedures and student performance

In terms of internal reviews for this programme, all papers are internally assessed. Assessments for courses in Aotahi are peer reviewed internally within UC. The panel was satisfied that the methods of assessment for core courses within the Postgraduate Certificate and MTREO were appropriate – both to the aims of the programmes and their entry criteria – and noted that the assignments in the course outlines provided for TREO403 and TREO404 tested a well-balanced range of skills in their incorporation of both oral and written work. In relation to the six endorsements within the MTREO which involve courses from outside of Aotahi, the panel also discussed assessment processes for coursework/assessments undertaken as part of these endorsements and submitted in te reo Māori. The panel was satisfied that the processes in place for this were appropriate. Student achievement across TREO403 and TREO404 is consistently high, and student success can also be seen in the strong 8.17 average GPA of the students who have graduated from these programmes (see section 3d below for more information on student numbers).

(d) Data

Since 2018 when the changes to the MTREO were introduced we have had eight students enrol in the programme, indicating a steady demand for the qualifications. All students are Māori and half are female and half male. One of these students did not complete, and one, who fulfilled the requirements of a BA Hons progressed directly on to doctoral study.

Postgraduate certificate:
One graduate (2020), one student currently enrolled who will continue on to the MTREO.

Master of Te Reo Māori:
Two students are currently enrolled in the MTREO. One is enrolled in the *Whakawhiti Reo* endorsement and the other, who entered via a BA Hons route, will have completed the requirements for the *Rangahau* endorsement.

Two students have graduated with the MTREO. One student was able to credit his *Te Panekiretanga o te Reo* towards his MTREO and graduated in 2018 with Distinction and no endorsement. The second student also graduated in 2018 with Distinction and an endorsement in *Whakarauora Reo*.

The average GPA of the three graduated (one PG Cert and two MTREO) is 8.17, indicating students have achieved high levels of skill.

The panel discussed enrolment numbers for the Postgraduate Certificate and the MTREO in relation to the stated aims of these programmes/the changes introduced in 2018, viz. making the qualification more visible and responsive to Māori aspirations. The panel felt that these programmes/the 2018 changes met the aim of being responsive to Māori aspirations, but that the programmes did not appear to be particularly visible. The panel discussed possible reasons for this, and the implications of it within the programmes. The panel noted that it is not unexpected for new programmes to have lower enrolment numbers during their first few years, and also noted the context of the Covid-19 pandemic as something that further complicated the ability to draw clear conclusions from the enrolment data. The panel also discussed the implications of the MTREO enrolment numbers and chosen pathways in relation to the endorsements, and noted that it is difficult with the current data to evaluate the extent to which the endorsements are achieving their stated aims. The panel discussed the possible implications of enrolment numbers for student experiences of the programmes and courses, particularly in relation to wānanga-style ako and cohort building. The panel discussed the extent to which these programmes are marketed/advertised, and it was felt that more support/resourcing in this area would further strengthen these programmes' ability to meet their aims. The panel also discussed the implications of growing student numbers for the workloads of the relatively few programme staff – e.g. in terms of the marking of assignments submitted in te reo Māori to non-Aotahi courses (as part of the endorsements), which requires work from Aotahi programme staff while ostensibly being taught by different departments – and noted the importance of sufficient resourcing here given the existing workloads of programme staff.

(e) Programme Evaluations

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

(f) Summary Statement

This Graduating Year Review report was discussed by the FoA Programmes Committee (APC) on 12 September, 2022. APC supported the report moving through to Faculty Forum, Faculty Board and Academic Administration Committee. The GYR report subsequently went to the FoA Forum on 14 September, and the Arts Faculty Board discussed the GYR report on 20 September. There was discussion about the low uptake of endorsements, and increased marketing for the programme to make it more visible to students. The GYR was noted and approved at the Arts Faculty Board.

This Graduating Year Review was considered by the Academic Administration Committee on 10 October 2022. The Dean of Academic Governance suggested consideration be given to reducing the number of endorsements. It was also reccommended this programme's enrolments be reviewed prior to the next review to confirm whether new Marketing measures are proving successful.

Appendix 1.

University graduate characteristics and Qualification graduate profile

Graduates of the Postgraduate Certificate in Te Reo Māori will have the following graduate attributes.

UC Graduate Attributes	How is the attribute incorporated?
Critically competent in a core academic discipline of their degree	Graduates will have advanced knowledge of te reo Māori. They will have a high degree of competency in advanced oral and written te reo Māori and will understand the technical elements of producing high quality work in te reo Māori, including both works in te reo and language revitalisation strategies.
Bicultural Competence and Confidence	Graduates will be able to communicate clearly and effectively in te reo Māori in professional contexts. Graduates will have advanced skills in discussion and teamwork.
Employable, Innovative and Enterprising	Graduates will be able to draw upon skills in te reo Māori and technical disciplines to work effectively within a bicultural framework and in multicultural contexts.
Globally Aware	Graduates will have knowledge of global work on minority and Indigenous language aspirations and revitalisation.
Engaged with the Community	Graduates will have the attributes and skills to advance the interests of the reo Māori speaking community and will be able to contribute to wider aspirations for te reo Māori revitalisation and advancement.

Appendix 2.

Table 2: Distribution of grades (for final year courses) – Available on request

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2022

DETAILS

Current Year	2022
Name of Programme	Postgraduate Certificate in Digital Humanities
Original proposal identifier (Academic Quality will provide)	09 UC/15 PGCertDIGI (revised)
Name of independent GYR convenor	Dr Michael-John Turp, Faculty of Arts, University of Canterbury
Name of other panel members and positions held	Dr James Atlas, Faculty of Engineering, University of Canterbury Emily Cormack, Kaiārahi Te Kaupeka Toi Tangata | Faculty of Arts Molly Renton, Student representative, LLB/BA

1. PROGRAMME STATEMENT

(a) Description

The original proposal (in 2015) for a Postgraduate Certificate in Digital Humanities was for a Certificate in which graduate students would take DIGI 401 and either a second 30-point course from the DIGI Honours schedule or a digitally oriented ARTS 495 Internship course. (Note: the internship courses are now identified with the PACE code.) The DIGI courses mentioned in the proposal were:

- DIGI 401 *Digital Methods* (30 points)
- DIGI 402 *The Digital Modern: Humanities and the New Media* (30 points)
- DIGI 403 *Digital Project* (30 points)
- DIGI 480 *Research Essay* (30 points)

All four courses were part of the existing DIGI Honours programme. The Postgraduate Certificate was intended to offer students an alternative qualification to a full Honours workload.

(b) Achievement

The stated goals of the Postgraduate Certificate were to ensure that core Arts disciplines retained their continuity with tradition, while offering students the opportunity to augment their degree with digital options. In particular it aimed:

- to develop a cohort of students who were aware of the range of digital tools and methods available to Arts and Humanities students, and the opportunities offered by the wider digital humanities field;
- to respond to changing market and workforce demands; and
- to ensure prospective postgraduate students had the skills to undertake advanced research in technical topics in the Arts and Humanities.

It should be noted that, while the Postgraduate Certificate itself had no enrolments until 2019, the Digital Humanities programme has been successful in providing courses to students in a range of disciplines. For instance, DIGI 401 *Digital Methods* was offered in 2016 with four enrolments – two from COMS Honours, one from HIST Honours, and one from PSYC Honours. DIGI 403 has been offered every year since 2015 (except 2020) to a variety of students: BA(Hons) students in COMS, HIST (5), ENGL and CLAS, PHIL, and to students in the Master of Writing and the Bachelor of Engineering Honours. With the restructuring of the Honours Schedule and the introduction of a 180-point taught MA, it is likely that there will be an increasing demand for the 400-level courses offered by the Digital Humanities programme.

Two students enrolled in the Postgraduate Certificate in 2019. Both took DIGI 403, both had strong academic records and either have, or were working to develop, computer programming skills. Both expressed enthusiasm about the programme. One, already involved in researching cyberculture through an archival non-profit organization he runs, came to UC for this qualification and finds it immediately relevant to his research and work outside the university. The second went on to complete a Masters in Strategic Communication.

Limited enrolments – largely due to changes in staffing – have meant that "the cohort of students …. aware of the range of digital tools and methods" in the PGCertDIGI has been small. However, it is clear from feedback that the students who have completed it feel that the goals of the programme are being met.

(c) Changes

There have been changes to the regulations of the Postgraduate Certificate due to changing course offerings stemming from a change of staff. Dr James Smithies, who had developed the proposals for the Minor in Digital Humanities and the Postgraduate Certificate, left the University at the end of 2015, to take up a prestigious position at King's College, London. Dr Christopher Thomson took over from Dr Smithies at the beginning of 2016 on a fixed-term basis, and was only confirmed in a continuing position in 2019. As a result, the DIGI postgraduate programme has developed in different directions.

- DIGI 402 *The Digital Modern: Humanities and the New Media*, a course proposed by Dr Smithies, has not been offered.
- DIGI 401 *Digital Methods:* In 2017 this course was replaced by two 15-point courses, DIGI 404 *Digital Research Methods* and DIGI 405 *Texts, Discourses and Data: the Humanities and Data Science*, with the latter being taught into the Master of Applied Data Science (MADS). Dr Thomson notes that, with growth in the MADS programme, this design soon became unworkable. DIGI 404 has been withdrawn and can be replaced by DIGI406 (30 points) to suit PGCertDigi students, and which is expected to be connected to the DIGI405 course to some extent.
- A new course, Ethics of Artificial Intelligence, will be available for the PGCertDigi in 2023, to be taught by a new staff member in Philosophy. The course will have both a 15-point (PHIL425) and 30-point (PHIL424) version, providing excellent flexibility for PGCertDigi students who may wish to take DIGI405 (15 points).
- The current course offerings for 2023 are:

Course code	Course name	Points	Semester offered
DIGI401	Introduction to Digital Humanities	30	Not offered in 2023
DIGI403	Digital Project	30	S2
DIGI405	Texts, Discourses & Data	15	S1 and S2

DIGI406	Independent Course of Study	30	Either
DIGI480	Research Essay	30	Either
PHIL424	Ethics of Artificial Intelligence	30	S2
PHIL425	Ethics of Artificial Intelligence	15	S2

2. REVIEW PROCESSES

Account of Review Processes.

Staff from the Faculty of Arts analysed enrolments in courses and contacted current students for feedback. Both responded and their feedback is incorporated in the Programme Statement above. The Faculty of Arts then convened a panel to consider the Postgraduate Certificate in Digital Humanities. The GYR panel received the self-review report by Dr Christopher Thomson (Digital Humanities Programme Co-ordinator) and had access to the original CUAP proposals, peer review comments, GYR data and course outlines. The Panel met in order to consider the available information and subsequently raised a number of questions with Dr Thomson, especially in relation to questions of evidence, bicultural confidence, future directions, and the teaching of digital methods given changes to the courses offered since the original CUAP proposal. The Convenor then drafted the current report in consultation with the other members of the Panel.

3. REVIEW OUTCOMES

Summarise the outcomes of the review processes under the following headings

(a) Adequacy and Appropriateness:

The title, aims, and graduate outcomes remains relevant and appropriate to this qualification. As DIGI401 and DIGI404 are not currently offered, DIGI406 is now the core paper for the PGCertDigi. The coherence of the Postgraduate Certificate is well anchored by DIGI405 and DIG406, combined with flexible, individual student coursework and projects. Given this combination of courses, students attend lectures and labs for DIGI405, and also have additional / modified assessment based to some extent on their prior study. This narrows and deepens the methods covered by focusing on text analysis methods only (corpus assisted discourse analysis plus introduction to some other NLP methods) as compared to DIGI401 which was broader in scope. In some ways this improves the depth of learning for students, and also places them in a larger cohort of students from Data Science whom they can learn alongside.

In terms of bicultural competence, DIGI403 involves an in-class student presentation on the digitisation of cultural heritage materials and indigenous knowledge. This can also be incorporated in a DIGI406 Independent Course of Study, and it is the Panel's recommendation that this should be required in cases where DIGI403 is not taken as part of the Certificate. DIGI405 includes a lecture on ethics and the social impact of text mining / NLP, including issues of bias and digital neo-colonialism in language technologies. These elements relate to two of the BICC kaupapa: 'A process of self-reflection on the nature of "knowledge" and "norms"', and 'The processes of colonisation and globalisation'. There are further plans for DIGI405 to include either a te reo Māori text corpus or to examine the use of te reo in NZ English text. This would be a highly welcome development. Dr Thomson is currently studying towards a Certificate in Languages in te reo Māori in order to develop the required skills. There is also scope in the future to consider including Pacific content in these courses.

(b) Acceptability

Given the limited enrolments it is difficult to judge the acceptability of the Postgraduate Certificate to the various communities it serves. However, as one student noted, the Certificate, has "been invaluable as a complement to my work. It is highly flexible in terms of where I can take the class projects and how I can make them immediately relevant to work I am doing outside of university in parallel." There is also strong indirect evidence that DIGI405 is successfully contributing to the Certificate's graduate profile from its very positive course evaluations. In its most recent iteration (DIGI405-22S1), it was evaluated by students as between 4.07 and 4.47 in each category. One of the respondents found it a "very practical course, with lectures and labs linked well, and lots of useful tools for real-world application".

(c) Assessment procedures and student performance

As only two students have completed the qualification, it is difficult to generalise about student performance. The two students taking the PGCertDigi have done well (see Appendix 2). Assessment is largely internal, including a range of assessment types: presentations, research notebooks, project plans and essays / project reports. Only DIGI405 includes lab tests and an examination, due to the larger numbers of students.

(d) Data

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019	2	2	0	0.5	2	2	0
2020	0						
2021	0						

Two students have completed the PGCertDigi, both with good grades. While there have continued to be enquiries from prospective students, particularly interest in studying by distance, no students enrolled in 2020 or 2021.

(e) Programme Evaluations

None.

(f) Summary Statement

The Panel believes that the Postgraduate Certificate remains a valuable component of the postgraduate offerings in Digital Humanities. The Panel recommends that the PGCertDigi continue and that the DIGI programme should look towards growth in enrolments by promoting the Certificate more widely to prospective students. There may also be opportunities for more PGCertDigi course options to be developed. Dr Geoffrey Ford, who shares teaching and course coordination of DIGI405 with Dr Christopher Thomson, has been appointed to a continuing role in the Faculty of Arts. This could represent an opportunity to provide greater capacity for 400-level teaching in DIGI, particularly if DIGI405 could be offered once per year in future. The newly proposed PHIL424: Ethics of AI (30pts) and PHIL425 (15pts) courses represent a welcome addition to the Certificate. This should also strengthen the relationship between DIGI and the UC Artificial Intelligence group who are developing the Masters of AI degree. Another pending appointment, shared between the Department of Media and Communication and the Department of Political Science,

may be involved in teaching that is relevant to the PGCertDigi as well. This position is focused on quantitative social science, and thus has potential to teach content similar or complementary to methods in digital humanities. The Panel also notes potential opportunities in relation to the prominent storytelling component of the Digital Screen degree. In particular, TITO302: Indigenous Stories, Digital Realms - a newly proposed course in the Indigenous Narrative minor – may be a desirable addition to DIGI. This possibility would need to be explored with Aotahi. Lastly, there have been discussions around courses and qualifications in the area of Art History / Art Curatorial Studies that could intersect with DIGI. Dr Thomson has explored ways this could work with Art History staff and with Terri Elder from the Teece Museum. Given sufficient staffing capacity, DIGI may be well-positioned to contribute to such an initiative and incorporate or teach into a 400-level paper that could be offered in the Certificate.

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This Graduating Year Review report was discussed by the FoA Programmes Committee (APC) on 12 September, 2022. APC noted that there was more scope in the future to include Pacific content in the courses for this programme; a statement to this effect was added on p. 4. The GYR report subsequently went to the FoA Forum on 14 September. A member commended the potential addition of Pacific content. The report was then presented to the Arts Faculty Board on 20 September. There was discussion of the fact that the GYR Panel recommended the course be continued despite low numbers, including no enrolments for 2022. It was agreed by the Faculty Board that continuing the programme would likely raise awareness and boost numbers in Digital Humanities across the board, but further thought needs to be given to that. Deans and Faculty Board endorsed the recommendation for looking at including Pacific course content in the future. The GYR report then went to AAC, who asked the Faculty of Arts to consider further (prior to Academic Board) whether this qualification should continue to be offered with the intention of connecting it with Digital Screen in the future, or whether it should be deleted due to low enrolments. Arts Faculty Board discussed this on 18 October. It was noted that Digital Humanities is not currently available in the PG Cert Arts, so students would have no option to pursue this pathway outside of the PGCertDigi under current regulations. The Executive Dean suggested that plans be made to move the subject into the PGCertArts and, separately, to develop a qualification in Digital Screen; once that had been done, the PGCertDigi could be removed. The preference would be to keep the subject open for the next year whilst developing a new qualification. Members signalled support.

The Academic Administration Committee considered this Graduating Year Review on the 10th of October 2022. Discussion occurred regarding the low number of enrolments. Professor Watson noted his hope that the Digital Screen developments would also boost the attractiveness of the qualification. Dr James suggested that a decision should be taken about the future of the qualification before its next scheduled external review. It was suggested that a plan for the future of this qualification should be developed prior to consideration by Academic Board, this can be seen in the paragraph above.

Appendix 1.

University graduate characteristics and Qualification graduate profile

The Postgraduate Certificate in Digital Humanities strongly reflects the new University graduate profile. The programme is designed to enhance the employability of graduates, and to offer them options in a global employment marketplace. The goal is to get 'ahead of the curve' in undergraduate education by blending arts, humanities, and technology-related disciplines. This will create students who are confident in their abilities and capable of engaging in entrepreneurial activities, either as initiators or start-up team-members. The framework being put in place invites participation from Ngāi Tahu and facilitates exploration of the relationship between the digital and indigenous worlds. Connections with the UC CEISMIC Digital Archive, Faculty of Arts Internship Programme, and Macmillan Brown Library offer a range of opportunities for community outreach and well-being. Postgraduate Certificate of Digital Humanities graduates will fill a gap in the market for people with a blend of traditional and applied knowledge industry skills.

Graduates with a Postgraduate Certificate in Digital Humanities will be:

- confident with the range of digital tools and methods available for arts and humanities research;
- confident with the range of digital tools and methods available for arts and humanities teaching;
- confident with the potential and limitations of digital tools and methods used in the arts and cultural heritage sectors;
- competent using a range of digital tools and methods;
- comfortable exploring a wide range of digital tools and methods;
- aware of software development best practices for the arts and cultural heritage sectors, and able to apply them to arts and cultural heritage projects;
- aware of project management best practices for the arts and cultural heritage sectors, and able to apply them to arts and cultural heritage projects.

They will also develop skills (or further develop them from foundations developed at undergraduate level) including:

- the ability to produce clear, concise analyses of technologically-oriented topics;
- an ability to contribute innovative perspectives to society and the workplace, as well as working within established norms;
- the ability to critically analyse digital content to assess its quality and social value;
- the ability to interact with a range of technical and non-technical people, and aid communication between those people;
- an awareness of the difference between theoretical and applied knowledge, while being comfortable with both;
- an awareness of the position of digital culture in society, and the role of new media.

Core Skills	
• confidence with the range of digital tools and methods available for arts and humanities research;	DIGI 401, DIGI 404, DIGI405, DIGI406
• confidence with the range of digital tools and methods available for arts and humanities teaching;	DIGI 401, DIGI 404, DIGI405, DIGI406

• confidence with the potential and limitations of digital tools and methods used for research and teaching in the arts and cultural heritage sectors;	DIGI 401, DIGI 403, DIGI404, DIGI405, DIGI406, DIGI 480.
• competent using a range of digital tools and methods;	DIGI 401, DIGI 403, DIGI405, DIGI406
• comfortable exploring a wide range of digital tools and methods;	DIGI 401, DIGI404, DIGI405, DIGI406.
• awareness of software development best practices for the arts and cultural heritage sectors, and able to apply them to arts and cultural heritage projects;	
• awareness of project management best practices for the arts and cultural heritage sectors, and able to apply them to arts and cultural heritage projects.	DIGI 403.
Augmented Skills	
• the ability to produce clear, concise analyses of technologically-oriented topics;	DIGI 401, DIGI 403, DIGI404, DIGI405, DIGI406, DIGI 480
• an ability to contribute innovative perspectives to society and the workplace, as well as working within established norms;	DIGI 401, DIGI 403, DIGI404, DIGI405, DIGI406, DIGI 480.
• the ability to critically analyse digital content to assess its quality and social value;	DIGI 401, DIGI 403, DIGI404, DIGI406, DIGI 480.
• the ability to interact with a range of technical and non-technical people, and aid communication between those people;	DIGI 401, DIGI 403, DIGI404, DIGI405, DIGI406.
• an awareness of the difference between theoretical and applied knowledge, while being comfortable with both;	DIGI 401, DIGI 403, DIGI404, DIGI406.
• an awareness of the position of digital culture in society, and the role of new media.	DIGI401, DIGI404.

Appendix 2.

Table 2: Distribution of grades (for final year courses)

Year	Course Code	No. Enrolled	No. Completed	A+	A	A-	B+	B	B-	C+	C	C-	Fail	GPA (Prog or Subj)	GPA (all Studs)
2019	**DIGI401** **DIGI403** **DIGI405** **DIGI480**	**1** **2** **1** **1**	**1** **2** **1** **1**		**1** **1** **1**	 **1** 					 **1** 				**7.75**
2020															
2021															

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2022

DETAILS

Current Year	2022
Name of Programme	Master of Writing
Original proposal identifier (Academic Quality will provide)	02 UC/17 MWRIT
Name of independent GYR convenor	Dr. Antonio Viselli (Global, Cultural, and Language Studies)
Name of other panel members and positions held	Professor Harry Ricketts (Victoria University of Wellington), Emily Cormack (Kaiārahi, Arts), Kartikey Kartikey (UCSA)

1. PROGRAMME STATEMENT

(a) Description

Students enrolled in the MWrit complete 180 points of postgraduate study, comprising four 30-point taught courses and one 60-point project:

- Four 400-level courses (30 points each):
  - WRIT401 Advanced Reading and Writing (30 points) [compulsory]: this core course teaches students advanced skills and concepts in the writing of nonfiction prose in ways that will inform their work throughout the rest of the degree.
  - one or both of WRIT402 Professional Writing and WRIT403 Creative Writing (30 points each) [at least one WRIT course additional to WRIT401 is compulsory]: WRIT402 establishes core literacies common to various genres within professional and organization settings and examines a range of professional individual and collaborative writing genres. WRIT403 focuses on approaches to creative writing in poetry, fiction, and drama, with an emphasis on craft critique.
  - one or two 30-point 400-level courses in another area, subject to approval of the MWrit Coordinator (recommended courses include ENGL410 Picture (Im)Perfect: Utopia and Dystopia in Literature; ENGL412 “A Small, Good Thing”: The Short Story in the Old World and the New; PACE495 Professional and Community Engagement Internship).
- and WRIT680 Extended Writing Project (60 points) [compulsory]

(b) Purpose

The original CUAP proposal described the purpose of the degree as follows:

> By offering a focused and extended course of study aimed at applying the skills of advanced textual analysis and advanced writing to a wide range of contexts, audiences, and styles, the degree proposed here will also provide a new means of connecting English studies to the community and the workplace. And by bringing together a diverse range of writing modes – academic, professional, technical, and creative – the MWRIT will challenge both students and staff to forge new interactions amongst skills and forms of knowledge that might otherwise remain fragmented.

Since its inception, the degree has fulfilled these purposes with aplomb. It has connected staff and students of the programme, of the English department, and of the larger community, through participation in WORD festival events, PACE (Professional and Community Engagement) internships, and local guest (award-winning) writers, amongst others. The work of graduates has appeared in prestigious literary journals and has received commendations in major literary competitions. Furthermore, many graduates have found work directly as a result of this degree, both in the creative and professional spaces. This degree has also demonstrated a strong commitment to the "biculturally competent and confident" and "globally aware" UC Graduate Profile attributes, with a PhD student working on Pasifika poetry, and several students engaging with mātauranga Māori. Furthermore, the Master of Te Reo was modified in 2018 to include a creative stream partly through consultation with those who designed the MWrit, which further exemplifies the synergistic cross-pollination between degrees, in which the MWrit has participated.

(c) Changes

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

2. REVIEW PROCESSES

Account of Review Processes.

The taught courses that make up the programme have been evaluated by UC's SET survey system at various times. Staff involved in all courses have been active in seeking direct feedback on particular courses and particular modules of courses, on assessment, and on the degree as a whole. A yearly process of external moderation has been undertaken with staff in writing programmes at other New Zealand universities to ensure assessment processes are working appropriately.

The GYR process involved the panel reviewing enrolment data; the GYR self-review document; as well as syllabi; and meeting over Zoom to discuss. Further information was sought regarding course outlines for core courses in the degree, which only strengthened the panel's views on the quality of the MWrit.

Professor Armstrong undertook consultation with the following individuals and entities to gather appropriate information:

- extensive discussion with contributing staff, especially Dr Nicholas Wright, Dr Dan Bedggood, Professor Paul Millar, Karen Saunders, and Vana Manasiadis;
- gathering of enrolment data from the UCSMS;
- review of the initial proposal and feedback from the UC College of Arts and the CUAP reviewers from the Universities of Auckland and Waikato;
- review of all course guides, Learn sites and other teaching material of the constituent courses of the MWrit.
- Consultation with the GYR chair, providing follow-up documentation, including assessment criteria and syllabi

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:

i) title, aims, graduate outcomes and coherence of the whole programme

There is evident coherence to the MWrit, which includes pathways for both creative writing and professional writing, including opportunities through internships (via PACE495), and the culmination of a substantial project supervised by experienced staff. The data and anecdotal evidence observable via student feedback and external feedback (ie. University of Otago) demonstrates a commitment to the graduate profile: a student graduating from the MWrit will have consolidated and extended previously acquired writing skills, and will have an excellent range of written communication skills in professional, technical, and creative contexts, with the added ability of articulating the implications of being a writer in Aotearoa New Zealand. The course outlines for WRIT401, 402, and 403 demonstrate a commitment to these pedagogical, philosophical, aesthetic, and professional elements.

The programme coordinator states, and the panel agrees, that the title of the degree and of three of the contributing courses are appropriate; however, the course WRIT402 Professional Writing is in need of a title change. The panel

agrees with the suggestion that "Writing for Change" would be a more suitable title, as it better reflects the impulses behind the course, the content taught, including the cultural responsiveness to communities embedded within this course, all the while potentially attracting more students through a more remarkable title.

ii) regulations for admission, credit for previous study, recognition of prior learning, structure, integration of practical/work-based components and progression within the programme of study

Current regulations are appropriate. However, the programme coordinator suggests possibly raising the IELTS requirement for international applicants whose first language is not English. The panel agrees that in a discipline such as writing, in both professional and creative contexts, considerable proficiency in English is vital to student success, whether in relation to active writing or the interactive skills required in criticizing work, negotiating feedback, participating in seminars and workshop-sized classes. In order to avoid issues of accessibility (regarding IELTS test fees) and to avoid having students on the cusp of an IELTS 7 be discarded, the panel suggests: (1) that the requirement become an IELTS (Academic) score of 7, with no section less than 6.5; and that (2) students slightly under this threshold be interviewed by the coordinator and/or submit further writing samples.

(b) Acceptability

The MWrit undoubtedly develops students for a career as a writer in several industries, with a strong focus on craft and an attention to the many genres of writing, as evidenced in discussion of the Graduate Profile in (a) i.

The panel took note that students graduating from the MWrit have taken up full-time work as technical writers (at least six graduates); others are working in freelance writing; ghost writing; editing; in the legal profession; as well as in advertising, copywriting, small business training, and bookselling. Graduates who focused on creative writing have published in reputable journals and anthologies, including *Landfall, Poetry NZ Yearbook,* and *takahe*. Others have received commendations and runner-up awards in major NZ writing competitions (*Sunday Star-Times Short Story* and *Landfall Essay Prize*).

The panel read several quotations of unsolicited feedback from students underlining their gratitude to lecturers for their commitment and dedication to all elements of their work (described as "positive, insightful comments"; full of "encouragement"; which helped lay "a strong foundation" in their work). Several students emphasize the structure of the MWrit as being "engaging and informative," as having "outstanding course structure, clear guidelines and accessible personal support when required," and with a workload that was "satisfyingly demanding," including "extensive, honest, respectful and encouraging" feedback. The UC SET survey questions posed to students (which include questions on the pertinence of materials; the organisation of the course; workload; assessments; and feedback) did not score under 4.6 out of 5 on any question, which is absolutely excellent.

(c) Assessment procedures and student performance

All assessments and grades are discussed at an examiner's meeting at the end of each semester, which includes all course coordinators, and the course coordinator of the MWrit periodically assesses samples to ensure consistency across courses. Following internal reviews, samples of work by MWrit students are sent to an external assessor, which, most recently, has been the English Dept. at the University of Otago, who do the same with colleagues from English at UC.

WRIT680 projects are assessed initially by another member of the English department (not the supervisor). A second marker (either the MWrit coordinator or another member of staff) reviews the mark and the report. If no queries are raised, the mark is sent to the student with a statement that it remains conditional until the next moderation process. Not all WRIT680s are sent for external moderation, but a sampling of the year's work is, and the marks are confirmed after that process is complete.

WRIT401, WRIT402, and WRIT403 all combine formative and summative assessments. In WRIT401 and WRIT403, students begin the course by comprising drafts which they exchange with another student; these drafts are revised according to the feedback given, and at the end of the process draft, feedback, and final versions are all submitted, and students are marked both on their capacity to give craft-critical feedback and on the way they respond to it in their own revised pieces. Later assessments in those courses are also formative in that they require students to complete particular exercises: extensive feedback is given by the markers. The final assessments are summative, requiring students to show what they have learnt from the course by composing original pieces in a genre and on a

topic of their choosing. WRIT402 uses formative assessment such as the development of proposals and document design projects, which also includes a collaborative component. The panel recognizes the appropriate nature of assessment, which combines craft critique and scaffolded exercises, which allow students to work in various phases, which is absolutely fitting for such a discipline.

(d) Data

Year	Enrolled Headcount [WRIT-coded courses only]	Full-time	Part-time	EFTS [please note additional EFTS are generated by MWrit students taking courses in other subjects]	New to Programme	No. Completed	Withdrawals
2019	53	12	4	19	15	8	2
2020	45	9	3	14	11	13	3
2021	47	11	3	17	13	11	1

In the proposal for the MWrit, enrolments were predicted at an average of 10 students (15 EFTS for a 180-point degree) per year. As can be seen in the above table of enrolments over the four and half years the degree has run, numbers have varied between a minimum of 6 to a maximum of 17 in taught courses. The following observations can be made:

while there is so far no clear sign of a linear increase in numbers, it seems evident that the degree will continue to enrol between 10 and 15 students a year, and to graduate between 8 and 13;

WRIT401 and WRIT403 are markedly more popular than WRIT402. It is believed this is because the anticipated interest in a graduate course in professional writing from other parts of campus simply has not eventuated. The most likely reason for this is that graduate degree structures in other programmes are simply too restrictive to allow for the addition of a 30-point course from outside the home degree. What is slightly more concerning is that this course is not as popular as the others amongst dedicated MWrit students. No doubt this is because many of the incoming students have a greater interest in creative than in technical or professional forms of writing. However, because WRIT402 is the most directly vocational course, the programme is committed to improving its appeal, beginning with the change of title. The course coordinator will work on a new description of “Writing for Change” that makes clear that the course is not (indeed never has been) a dry run-through of organisational genres, but rather an exploration of the way writers in organisations, businesses, and other workplaces can engage their colleagues in transformational forms of connection, inclusion, diversity, and equity. The panel applauds this decision, and agrees that such an impetus will invigorate this course, whose topic of “change”—which echoes climate change, socio-political change, which could include such topics as those discussed in advocacy chapbooks published by Bridget Williams Books—should resonate with students from diverse horizons and with multiple intellectual and professional interests..

(e) Programme Evaluations

If the programme has been subject to any external reviews e.g. by professional or accreditation bodies, include, where relevant, a statement of intention, or revisions, to address any recommendations identified in an external review.

None.

(f) Summary Statement

This Graduating Year Review report was discussed by the FoA Programmes Committee (APC) on 12 September, 2022. APC supported the report moving through to Faculty Forum, Faculty Board and Academic Administration Committee. The GYR report subsequently went to the FoA Forum on 14 September, and the Arts Faculty Board discussed the GYR report on 20 September. The GYR was noted and approved at the Arts Faculty Board.

This Graduating Year Review was considered by the Academic Administration Committee on 10 October 2022. Clarification was sought whether Faculty Board had approved the reccommendations, it was confirmed that they had. The Dean of Postgraduate Research noted MWrit was not normally considered a pathway to doctoral study.

Appendix 1.

University graduate characteristics and Qualification graduate profile

Although the MWRIT is a postgraduate degree, we have found it helpful in designing the programme to refer to the five attributes of the UC Graduate Profile for undergraduate degrees, both for consistency with our BA-level writing courses, and as a reflection of the values and principles of a UC degree more generally. The first Graduate Profile attribute, which states that graduates will be critically competent in a core academic discipline', is addressed by the following aims of the MWRIT:

- to produce graduates who have consolidated and extended the writing skills previously acquired during their undergraduate studies;
- to produce graduates who can apply their advanced skills in writing to a range of professional, technical, and creative contexts.

The second attribute, which requires our graduates to be employable, innovative and enterprising, is addressed by the third goal of the MWRIT:

- to produce graduates who are ready for work in contexts that require a range of skills in written communication.

The third Graduate Profile attribute, according to which graduates will be biculturally competent and confident, will be built into each of the taught courses, WRIT401-403, which will require students to engage with texts that address bicultural issues and to consider the implications of becoming a writer in Aotearoa New Zealand, a nation with three official languages, English, te reo Māori, and NZ Sign Language. The PACE495 internships for MWRIT students will include placements that allow and extend writing on Māori topics and where appropriate in te reo Māori. We are also committed to pursuing, in collaboration with our colleagues in Aotahi, the possibilities for development of options in advanced writing in Te Reo Māori.
The fourth attribute, which requires our graduates to be engaged with the community, fits conceptually with the overarching theme of the degree, which is that good writing requires above all else knowledge of one's audience. This principle will be advanced in practical terms by the requirement to undertake writing projects that involve immersion in relevant communities: for example via PACE495, which will be part of the degree for as many of the students as possible, but also where appropriate in the taught courses.

The fifth attribute, according to which graduates will be globally aware, will be ensured by the variety of texts and topics the students engage with. Writing at this level is, of course, inherently international and internationalising. The theoretical and methodological bases for the MWRIT, along with the exemplary texts studied, will be drawn from around the globe, as well as from this country, and students will be required to address both local and global contexts and topics in their own writing.

Appendix 2. Table 2: Distribution of grades (for final year courses) – Available on request

UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Graduating Year Review 2022

DETAILS

Current Year	2022
Name of Programme	Diploma in Languages (DipLang) and Certificate in Languages (CertLang) in Chinese, French, German, Japanese, Russian, Spanish, Te Reo Māori, (Ancient) Greek, and Latin
Original proposal identifier (Academic Quality will provide)	10 UC/17 DipLang
Name of independent GYR convenor	Dr. Barbara Garrie (Art History and Theory, Faculty of Arts, UC)
Name of other panel members and positions held	Emily Cormack (Kaiārahi, Faculty of Arts), Grace Newnam (student representative, UCSA), Associate Professor Antonie Alm (University of Otago)

1. PROGRAMME STATEMENT

(a) Description

The purpose of the original proposal in 2017 was to establish a single qualification, Diploma in Languages, where originally there had been separate Diplomas in in Chinese, French, German, Japanese, Russian, and Spanish alongside Te Pourua Reo: Diploma in Te Reo Māori, all established in 2005. The Certificate in Languages (CertLang) was introduced concurrently with the Diploma in order to offer a 60-point qualification in the same range of languages. This was done in order to reduce the number of identically structured qualifications for multiple languages while retaining separate qualifications for those students who do not wish to do the full major in a language but have an interest in adding a language to their degree in a different field, within or outside the BA. It is also a useful qualification for graduates and non-degree students. The new Diploma allowed students to include two languages within it in order to accommodate students entering their primary language programme at Level 200 (usually aligned with NCEA Level 3). The Diploma in Languages meets the CUAP requirements for a level 6 Diploma. It comprises 120 points, with a least 75 of these above Level 100, at NZQF Level 6. The core of the qualification is language acquisition courses, but up to 30 points is permitted from non-language cultural courses offered by the respective language programme in order to allow students to reinforce and contextualise their language learning as required by the global awareness graduate attribute. This latter option suits those students taking out the Diploma in one language only. The Certificate in Languages is a smaller NZQF Level 5 qualification and comprises 60 points of language acquisition courses in one or two of the languages taught at UC, at levels 100 or 200. Students studying one language only achieve a higher level of proficiency with the Diploma; a basic level of proficiency is achieved by students studying one language only for the Certificate.
The enrolment data shows that a considerable number of students choose to take the Diploma in two languages, the most popular options being Japanese, Chinese, Spanish, French, and Te Reo Māori. The majority of Certificate students studied one language only. Most of the students opting for the Diploma and the Certificate studied part-time, which demonstrates the suitability of this qualification to those

students who combine work and study. Both programmes have a clear structure and balance. The numbers are roughly similar year to year which suggests steady demand. In some programmes, language acquisition courses are available to study by distance, which is also a valuable option for the qualifications.

(b) Purpose

The goals of the Diploma in Languages are:

- To offer an undergraduate qualification in languages for individuals who were, or expect to be, professionals in other fields;
- To offer an undergraduate qualification in languages for students who do not wish or are not able to study a full degree programme.
- To provide a stair-casing, and if required, exit qualification for students interested in languages study but not able to complete a Bachelor's degree.

The goal of the Certificate in Languages was to provide a small sub-degree qualification for students enrolled in other degree programmes, graduates, and non-degree students who wish to study one or two languages at 100-level and, possibly, 200-level. The Certificate is also intended to act as an entry level for students who wish to upgrade to either the Diploma in Languages or the Bachelor of Arts. In some cases it may act as an exit qualification.

All of these goals are being met. The Diploma in Languages and the Certificate in Languages clearly provided those opting for all of the above with a recognisable qualification to add to their main degree. They are popular options for students, with over 100 enrolments in Dip (Lang) and over 70 in Cert (Lang) in the last three years. Overall, the panel was satisfied that the goals of the programme are being achieved. but suggested that there was an opportunity in the future to more clearly connect the programme goals to the Bicultural Competence and Confidence graduate attribute as well as to the UC Pasifika Strategy.

(c) Changes

No substantial changes to the structure of the qualification have been made. There have been minor changes to some of the language programmes (such as the introduction of new 300-level courses in Chinese for very advanced students, or a new introductory Latin and Greek course in Classics) but none that affected the qualification in any significant way.

2. REVIEW PROCESSES

Account of Review Processes.

All the courses that can be counted towards Dip (Lang) and Cert (Lang) are regularly reviewed through a number of usual mechanisms, including course evaluations, meetings with class representatives as well as surveys conducted by UC's survey unit. A self-review of the Dip (Lang) and Cert (Lang) was prepared by Associate Professor Evgeny Pavlov with input from Faculty of Arts staff. Student enrolments and their progress through the degree were analysed as was the feedback and data prepared by the survey unit. The GYR Panel met on Thursday 1 September 2022, and discussed the self-review document. Some additional material was requested by the panel, which was discussed before the final report was circulated.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:

The Dip (Lang) and Cert (Lang) continue to be fully adequate and appropriate to their title, aims, and graduate outcomes. The qualifications meet the UC graduate profile in all respects. Of particular relevance are the attributes of global awareness, employability, and bicultural competence for those students who

opt to take out a qualification in Te Reo Māori. The Diploma and the Certificate are valuable additions to the students' main qualification that make them more attractive to employers and expand their career options.

(b) Acceptability

The ongoing acceptability of the two qualifications can be assessed through the consistently excellent student evaluations of UC's language courses. UC language lecturers have been recipients of UCSA teaching awards most years in recent past. Surveys rate the teaching quality in the language programmes significantly higher than UC average. A significant number of Diploma holders would have been able to take their language skills overseas, but given the pandemic border closure, this would not have been possible in most cases. The panel reviewed a suite of sample course evaluations from electives within the Dip (Lang) and Cert (Lang) and agreed that these demonstrated an impressive level of student satisfaction. The panel also noted that approximately 30% of students enrolled in the Dip (Lang) and Cert (Lang) were also enrolled in other qualifications, including the BA, BC, BCom, BHlthSc, MEd, ME and PhD, providing positive evidence of the attractiveness of these programmes to students across UC.

(c) Assessment procedures and student performance

All assessment procedures follow the University of Canterbury and Faculty of Arts guidelines. In accordance with the best international practice, language acquisition courses involve multiple pieces of assessment spread out throughout the semester and include homework assignments, quizzes, written and oral tests, presentations, and other assignments, in-class and online. Ancient Greek and Latin courses have final examinations, but none of the European and Asian languages do. Non-language culture courses are assessed by research essays, tests, examinations, presentations, and participation in tutorial discussions. These modes of assessment were discussed by the panel and were considered to be entirely appropriate to the objectives of the programme.

(d) Data

Dip (Lang)

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019	32	4	28	6.25	21	30	1
2020	34	7	27	7.125	24	33	1
2021	33	1	32	4.625	26	33	0

Cert (Lang)

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019	20	0	20	3.25	20	19	1
2020	29	4	25	3.6875	20	27	2
2021	25	0	25	3.25	14	24	1

The above data is derived from the UC SMS and thus accurately reflects the numbers enrolled in both qualification for the academic years 2019-2021. The majority of the students were domestic which is in part due to the closure of NZ borders during the pandemic. Both qualifications, and especially the Dip (Lang), have had strong enrolment numbers from Māori students over the past 5 years (14.5%), some doing TREO courses but many also studying other languages. The panel acknowledged that these enrolment numbers are consistent with the UC average, providing strong evidence that the programme appeals to the aspirations of tauira Māori. The Panel noted that overall enrolments and completion rates

had remained steady over the last two years – particularly encouraging given the impact that the pandemic has had on students – and that part-time study may have been particularly appealing in this context.

(e) Programme Evaluations

N/A

(f) Summary Statement

This Graduating Year Review report was discussed by the FoA Programmes Committee (APC) on 12 September, 2022. APC commended the panel's comment that there should be opportunity in the future to more clearly connect the programme goals to the UC Pasifika Strategy in particular; APC supported the report moving through to Faculty Forum, Faculty Board and Academic Administration Committee. The GYR report subsequently went to the FoA Forum on 14 September, and the Arts Faculty Board discussed the GYR report on 20 September. The GYR was noted and approved at the Arts Faculty Board.

The Academic Administration Committee considered this Graduating Year Review on the 10th of October 2022 and requested clarification on the Faculty's response to the reccommendation regarding UC Pasifika Strategy, this has been actioned in the paragraph above.

Appendix 1.

1. Graduate Profile and University graduate attributes

The graduate profile for the proposed Diploma in Languages is similar to that of the language diplomas it replaces. Students who complete the Diploma in Languages will:

- Be able to communicate effectively in speech, reading and writing in a modern language or languages other than English, or have a degree of proficiency in reading and understanding an ancient language;
- Have an appreciation of the society or societies where that language is or was the dominant or major language of discourse;
- Have acquired or honed the skills connected with university study.

The Diploma in Languages is a sub-degree qualification that may, in some cases, act as a pathway into a degree or be studied alongside a degree programme. The Diploma will contribute to the UC Graduate Profile in a number of ways.

- Students for the Diploma will gain a basic competency in a core academic discipline i.e. the study of a second language or languages other than English.
- Students who graduate with both the Diploma and a degree in a subject area, will gain additional language skills which will contribute to their employability in many areas.
- Students who study Te Reo Māori for the Diploma will be more biculturally competent and confident; those who study other languages for the Certificate will gain a degree of bicultural awareness.
- Students for the Diploma will have been introduced to the application and reflection of their learning in regard to a collective context (i.e. a language community or culture) that exists primarily outside their immediate university context and/or their community.
- Students who study languages spoken outside New Zealand will become more aware of the world beyond our coastline.

Appendix 2.

Table 2: Distribution of grades (for final year courses) – Available on request

Graduating Year Review (GYR) Self-Review Template

Graduating Year Review 2022 – Graduate Diploma in Education and Learning (GradDipEdLn)

UNIVERSITY OF CANTERBURY
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CHRISTCHURCH NEW ZEALAND

DETAILS	
Current Year	2022
Name of programme	Graduate Diploma in Education and Learning (GradDipEdLn)
Original proposal identifier	07 UC/17 GradDipEdLn
Name of self-reviewer	Nicki Dabner
Name of independent GYR convenor	Dr. Wendy Maddocks FHEA
Names of other panel members and positions held	Bryant McIntyre UC SA student representative (political sciences) Jill Evans, Deputy principle Elmwood School, Christchurch

1. PROGRAMME STATEMENT

(a) Description

The Graduate Diploma in Education and Learning (120 points at Level 7) was introduced in 2018 and continues to provide a valuable exit pathway and alternative qualification for students who are unable to complete their one year graduate or postgraduate diploma initial teacher education qualification. The qualification was designed to recognise the achievements of students who do not complete initial teacher education qualifications. It is not advertised externally for enrolment purposes. Enrolment in the qualification is only available to students within the one-year ITE programmes, with prior approval from the Dean and Programme Coordinator. Graduates are not eligible for teacher registration or to hold teaching positions in New Zealand schools upon completion. There is no upgrade pathway.

The Graduate Diploma meets the NZQA definition of a qualification open to graduates who have been able to demonstrate equivalent practical, professional, or scholarly experience of an appropriate kind, comprising a coherent programme with a total value of not fewer than 120 credits (1 EFTS), which includes the requirement that at least 72 of the prescribed credits (0.6 EFTS) shall be at NZQF level 7 (300 level) or higher.

Students must have completed a minimum of 120 points of the available 150 points in the Graduate Diploma in Teaching and Learning (Early Childhood), or the Graduate Diploma in Teaching and Learning (Primary or Secondary Endorsements). Students exiting with fewer than 120 points may be permitted to enrol in additional education courses from the schedule of the Bachelor of Arts to complete the diploma. The teaching and delivery methods in the qualification are the same as within all other initial teacher education qualifications and comprise a mixture of face-to-face on campus, online distance, and blended courses (including onsite intensives).

Qualification	Graduate Diploma in Education and Learning (GradDipEdLn)
Total EFTS/points	1 EFT/120 pts
Duration of the qualification- full time and part time in years	1 year full time; up to 3 years part time

Outcome	Graduates will be able to demonstrate their knowledge and understanding of aspects of learning within the New Zealand education system and curriculum, as well as educational principles and theories. They will have the background on which to build additional skills and knowledge in complementary fields related to education
Entry Requirements	Graduate entry
National Qualification Framework (NQF) Level	Level 7
Distance Learning Available Y/N	Y
Application Methods	Application for Programme Entry only via initial teacher education qualification
Funding Types (Domestic and International?)	Domestic and International
Locations	Christchurch
Course Occurrence Groups	GradDipECTch GradDipTchLn (Primary & Secondary Endorsements)

(b) Purpose

In 2022, the School of Teacher Education (Faculty of Education) offered two graduate diplomas leading to teacher registration: the Graduate Diploma in Early Childhood Teaching (150 points), and the Graduate Diploma in Teaching and Learning (Primary & Secondary Endorsements) (150 points). In addition, there are two Postgraduate qualification pathways: Postgraduate Diploma in Teaching and Learning (Primary & Secondary) Endorsements) and a Masters qualification (Master in Teaching and Learning (Primary & Secondary Endorsements). Students entering these graduate and postgraduate qualifications have already successfully completed undergraduate degrees and have met the selection criteria for teacher education. However, since the alternative exit qualification was established in 2018, there have continued to be been a small number of academically able students each year who have passed coursework (often with high grades) but who have failed teaching placements, have decided for health or personal reasons that teaching is not for them or have decided to discontinue their study programme permanently. This qualification continues to provide a tangible and worthwhile outcome for their year of study. It enables students to gain a qualification rather than leave with no formal recognition of their work. It has also been used to support employment opportunities in non-teaching, complementary roles in education or other sectors. An equivalent exit qualification for students completing the Postgraduate qualifications was approved in the regulations and first offered in 2021 (PGDipEdLn).

(c) Changes

No changes have been made to the qualification since it was introduced.

2. REVIEW PROCESSES

This is an exit qualification that serves to acknowledge the work that students have already completed within an ITE programmes. Students who transfer to this qualification do not complete different courses to the regular cohort of students, and therefore no specific feedback has been gleaned from students who have taken this exit option for the purposes of this self-review. However, feedback provided to the Course Coordinator by students who have moved into the alternative exit pathway, has consistently been very positive (see email evidence). Students have expressed their thankfulness for being able to graduate with a useful UC qualification, with some later reporting to the Programme Coordinator that the qualification had helped them to secure support worker positions in schools.

Peer review feedback gleaned from the University of Auckland, the University of Otago and Victoria University of Wellington within the approval process was overwhelmingly positive. An academic from the University of Otago who worked as a PPL visiting one of our students during a placement in 2021 stated that she believed her own institution should develop a similar qualification.

A self-review of the regulations was conducted, with one change needed as noted above (qualification title ECE).

Panel comment:
The panel was chaired by myself, Dr. Wendy Maddocks, Senior Lecturer, Te Kaupeka Oranga Faculty of Health, Canterbury University and we met via zoom on the 12 August 2022. In attendance was Jill Evans, Deputy principal for Elmwood school, standing in for Paul Armitage, the principal who was unable to attend. Also in attendance was Bryant McIntyre, a student representative from UC Student Association. All members had read the self review prior to the meeting. I reviewed the requirements for a GYR, referring to the Guidelines for the Graduating year Reviews 2022. I explained the purpose of the review to the other panel members.
Bryant had spoken to some other students about the qualification and the feedback was that it was a positive option for students to have a meaningful output for their time at the university. It was clear to students it was an exit qualification and not something they enrolled in to complete. Jill agreed it was valuable from educational perspective and can see the value for participants to have qualification so their costs invested are not wasted. She also agreed the clarity around it being an exit qualification and not leading to teacher registration were very clear.
The panel noted the apparent high number of 10 in 2020 and wondered if that was an anomaly from the covid lockdown having a significant impact.
Jill also asked for confirmation around assessments and the pathway for courses needed is very clear from the information provided. The panel did not see any issues with the exit qualification.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness:
Graduates from this exit qualification will still be able to demonstrate their knowledge and understanding of aspects of learning within the New Zealand education system and curriculum, as well as educational principles and theories. They will have the background on which to build additional skills and knowledge in complementary fields related to education.

The structure, integration of practical/work-based components and progression within the programme of study continue to be appropriate.

(b) Acceptability

Graduate Profile
Students who receive this qualification will have demonstrated the following graduate attributes by successful completion of their coursework:

- Critically competent in the core academic discipline comprising their undergraduate degree.
- Employable, innovative and enterprising demonstrating key skills and attributes sought by employers which can be used in a range of applications**.**
- Biculturally competent and confident, aware of and understanding the relevance of biculturalism in Aotearoa New Zealand especially in relation to education.
- Engaged with the community and have had opportunities to observe and understand a culture within an educational setting by reflecting on their own performance and experiences.
- Globally aware comprehending the influence of global conditions on education and will be competent in engaging with global and multi-cultural perspectives and contexts.

The qualification draws on the compulsory courses from related initial teacher education qualifications. All of these qualifications demonstrate a strong commitment to the principles of Te Tiriti o Waitangi with core compulsory elements aligned with Ka Hikitia (the Māori Education Strategy), Tātaiako. The Cultural Competencies for Teachers of Māori Learners and the Code of Professional Responsibility and Standards for the Teaching profession, as established by the Education Council of Aotearoa New Zealand. The programmes are based on culturally responsive pedagogies which produce graduates who have a strong commitment to biculturalism (Connect: Māori Engagement and

Support). Students are encouraged to reflect on personal attitudes and practices relating to biculturalism through engagement in Noho marae and Treaty Workshops, and to develop confidence and competence in Te Reo Māori and tikanga.

(c) Assessment procedures and student performance

Assessment methods include assignments (theoretical and applied), tests, and presentations (oral and written). Assessment and moderation procedures in this qualification covered within the existing one-year initial teacher education qualifications. All assessment procedures are quality assured through the same processes.

(d)Data*

Year	Enrolled Headcount	Full-time	Part-time	EFTS**	No. Completed	Withdrawals
2019	2	0	2	1.5	0	0
2020	10	8	2	11.125	8	0
2021	4	2	2	2.875	4	0

**Data is based on a completion search – as students exit with this qualification and do not start in it.*
***EFTS calculations are based on students enrolled in qualifications with total points ranging from 135 to 165 for their respective substantive qualification.*

(e) Programme evaluations

This exit qualification has not been subject to any individualized external reviews by professional or accreditation bodies. All initial teacher education programmes must meet internal and external requirements set by the Education Council of New Zealand. These include internal moderation of assessment, annual external monitor visits, annual written reports to the Council, and five-yearly re-approval providing a high level of confidence in their quality. In addition, courses are subject to UC course and teaching surveys, and programme reviews. Therefore, all courses in this qualification are quality assured through the same processes.

Panel comment:
The panel felt that the self review was comprehensive and recommend that this option continue to be offered to those students who did not complete their teaching practicum. The terminology around learning rather than teaching is very clear that this is not a qualification leading to teacher registration. The Faculty of Education is to be commended for offering a qualification to students which can be applied elsewhere in a wider educational context and to support growth. One final consideration though is if a student were to return and undertake the teaching practicum could they then obtain the teaching qualification?

Dr. Wendy Maddocks
Senior Lecturer
Faculty of Health 12 August 2022

Response from Faculty of Education to query above:

1. This is an exit pathway that is not a teaching qualification
2. There is no upgrade pathway from this qualification
3. Future application to an ITE qualification would be assessed based on the applicants' complete academic record and interview
4. For future application to an ITE qualification, there would be no credit transfer or RPL for work completed in this exit pathway toward a teaching qualification

4. SUPPORTING EVIDENCE

Alternative Exit qualification: Sample of Student Emails
2018- 2021

Kia ora Nicky,
Thank you for your support and guidance. I will confirm that I would like to take the alternate qualification offered by you and UC. Also like to thank you Helen for your support and of course Ross and NEVN for the help offered and given so far. I also greatly appreciate the opportunity to further develop my skills working in education.
Ngā mihi maioha,

Hey Nicki,
I'm definitely swaying towards the Graduate Diploma in Education and Learning. Being the classroom today has really made me realise that I do prefer the one on one with the students, and just being there to assist the teacher. Thanks so much for everything, talk to you tomorrow.

Hi Nicki
Thanks for sending that through. I would like to switch to this. When you say I have to complete all the courses I assume that means all the subjects like Maori, social studies etc?
Thanks

(From a Student Advisor)
Kia ora Nicki,
I met with XXXX on Friday and he's decided that a career in primary teaching isn't for him. We discussed his options including dropping to PT study and seeing out the programme, and also the GradDipEdLn. He was particularly keen on the latter.

Kia ora Nicki
Thank you for the opportunity to Graduate with the alternative qualification The Graduate Diploma in Education and Learning. I would like to take up this offer and appreciate the opportunity to do so.
Thanks again for your support.

Kia ora Nicki.
After having discussions with you, XXX, and my family, I have decided to withdraw from TEPP331 and take the alternative qualification. Again, thanks for your help as I think this was more suitable path for me to take.

Hello Nicki,

I would like to request to leave my TEPP332 course placement and transfer to the Graduate Diploma in Education and Learning. I have read and understood the conditions around changing to this course also. Also I have applied to graduate in December so this will need to be changed if I am accepted into this alternative course.

(Forwarded by a staff member)

Hi Nicki
XXXX has failed his placement. He has asked his PPL the following...

My only question is can I continue the degree and get it transferred to another qualification? I know I don't want to be a teacher and wouldn't be able to handle another placement, but I would like to finish the course and get something out of it if possible. I heard there was a qualification this could go towards where you could work in the education sector and just not teach.

I have told him to contact you.

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Graduating Year Review 2022

This report has a CUAP imposed limit of 4 pages unless multiple qualifications are being reviewed. Please delete the prompts prior to submission.

DETAILS

Current Year	2022
Name of Programmes	Master of Disaster Risk and Resilience (MDRR) Master of Science in Disaster Risk and Resilience PhD in Disaster Risk and Resilience
Original proposal identifier (Academic Quality will provide)	
Name of independent GYR convenor	Professor John Hopkins
Names of other panel members and positions held	Professor David Johnson, Director of JCDR, Massey University Professor Jim Cole, Emeritus Professor, University of Canterbury

1. PROGRAMME STATEMENT

(a) Description

The Master of Disaster Risk and Resilience (MDRR), Master of Science in DRR (MSc DRR) and PhD in DRR were established in 2016 to address growing demand for graduates with a grounding in disaster risk management. All these qualifications are now being offered for the seventh year.

Master of Disaster Risk and Resilience (MDRR)

The MDRR programme was originally jointly taught by the University of Canterbury (UC) and Lincoln University (LU), although from 2022 has become an entirely UC programme. The MDRR provides students with the knowledge and skills for a career in disaster risk or to undertake advanced research in this field. The programme content includes disaster risk reduction, community disaster resilience, disaster risk assessment, disaster risk governance, an introduction to planning frameworks, Geographic Information Systems (GIS) and disaster risk communication. As students move through the programme they develop a sound theoretical and conceptual foundation before applying this in an applied and work-ready context. The MDRR is thus designed to provide students both with the ability to undertake advanced research degrees (primarily the MSc and/or PhD) and to achieve professional employment in the field. Students who have completed the MDRR with

appropriate grades can progress to a one-year MSc by thesis alone (the MSc in Disaster Risk and Resilience) and/or a PhD in DRR.

The MDRR qualification comprises two semesters of coursework (120 points) and a dissertation (60 points). The course work component comprises a core of 100 points of specialist disaster risk and resilience (DRRE) courses offered at UC and an advanced planning courses (ERST) from LU. The programme utilises a range of teaching methods, including field trips, case-studies, disaster role-play simulations and public sector/industry-based internships. Leading scholars and practitioners in the field regularly provide guest lectures.

The MDRR accepts entrants from any undergraduate discipline with an average final-year grade of B+ or better, in addition to recruiting practitioners from a range of relevant backgrounds. The intake is normally comprised of graduates from a wide range of disciplines, including geography, geology, environmental science, engineering and social sciences.

Master of Science in Disaster Risk and Resilience (MSc DRR)
The MSc DRR consists of a single 120-point thesis. Prerequisites consist of completing MDRR coursework, or the MDRR degree in its entirety, or a relevant 400-level degree programme.

PhD in Disaster Risk and Resilience (PhD DRR)
The PhD DRR consists of a 360-point doctoral thesis. Prerequisites consist of completing a suitable qualifying degree programme.

As noted above, the MDRR, MSc DRR and PhD DRR are accepted as appropriate qualifications for professional employment and research in the DRR sector. This is demonstrated by strong enrolment growth and strong employment demand for graduates.

UC MDRR enrolments have steadily increased over the GYR period, while the MSc and PhD in DDR enrolments have also remained strong, demonstrating continuing student demand. Even without international students as a result of the pandemic in 2021, student numbers have remained constant.

(b) Purpose

The goals of the MDRR programme are to provide students with the opportunity to:

- Understand the natural and societal causes of disasters (DRRE 401, DRRE 403 and ERST 609).
- Gain experience in analysing the causes of specific disasters (DRRE 401 and DRRE 402).
- Analyse and critique strategies for disaster reduction (DRRE 401, DRRE 403 and ERST 609).
- Apply these learnings to specific disaster-reduction-related situations (DRRE 401 and DRRE 408)
- Analyse, critique and practice strategies for communicating risk, risk reduction and resilience concepts to a wide audience (Most of the core DRRE courses require that students carry out individual or group projects and present them to a specific 'audience.').
- Study and understand methodologies to build resilience (DRRE 401, DRRE 402, and DRRE 403).

(c) Changes

The MDRR programme has been subject to some minor changes since the original CUAP proposal. In 2020 the COVID-19 pandemic restriction meant that field activities and face-to-face teaching were replaced by digital equivalents. In 2020 and 2021, the LU course ERST 604 was delivered at Canterbury

and DRRE 408 was moved to semester 1 due to its value in preparing for the Franz Josef field trip, while ERST 604 was moved to semester 2.

In 2021 there was also a change in the way the degree was delivered. The original CUAP proposal provided for two distinct DRR degrees, the MDRR offered by UC and the MAppSc DRR (Master of Applied Science in Disaster Risk and Resilience) offered by Lincoln University. These programmes shared the same core courses but the MDRR (UC) required an additional 60-point research project to complete the qualification, with the MAppSc DRR requiring an additional 60 points of coursework. Under this arrangement students enrolled for courses at both universities but nominated the institution at which they were based and from which they would graduate. In 2021 Lincoln University elected to not offer the MAppSc DRR and taught the LU core courses on the UC campus.

In 2022 Lincoln University then elected to withdraw from contributing to the UC MDRR degree, so from 2022 the MDRR has been an entirely UC programme. The inclusion of equivalent UC courses (in resource management and development) and of additional planning workshops mean that this development has not affected the goals of the programme.

The MSc in DRR and the PhD in DRR have not undergone any changes since their original CUAP proposals.

2. REVIEW PROCESSES

Account of Review Processes

The panel was provided with a self-review report from the programme leaders, which incorporated student feedback via course evaluations, insights from the graduate destinations survey, industry partner evaluations and information from discussions with students about their experience. The GYR process involved analysis of the self-review by the panel, formulation of questions and an interview with the programme director. On the basis of these actions the panel developed and agreed this report by consensus.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness

On the basis of the feedback from students, graduates, employers and members of the Disaster Risk and Resilience Advisory Committee (DRRAC), we believe the MDRR, MSc in DRR, and PhD in DRR qualifications continue to be both adequate and academically appropriate.

From an administrative and course content perspective, the coherence of the MDRR has been enhanced by the decision to move all teaching to UC from 2021. The fact that the MDRR degree is now solely offered through the University of Canterbury (from 2022 onwards) has further enhanced this coherence. This latter development has resolved a number of the previous administrative challenges associated with operating a cross-institutional programme and, we note, has significantly improved the student enrolment experience for the programme.

(b) Acceptability

Graduates of the UC MDRR, MSc DRR and PhD DRR have readily found employment in both the public and private sectors. Public sector destinations have included government departments (including NEMA/MCDEM, the Ministry for the Environment and Ministry for Primary Industries), Crown Entities

(Tōka Tu Ake/EQC, GNS Science and NIWA) and local government (both Regional and Territorial Councils). In the private sector, graduates have taken up work with consulting firms such as Golders and Tonkin & Taylor. Students have also taken up similar (public and private) opportunities overseas.

Given that the purpose of a Professional Masters programme is to prepare students for exactly these destinations, these outcomes strongly suggest that the programme has a high level of acceptance amongst the relevant industry and professional communities.

A minority of MDRR graduates have proceeded to undertake research qualifications, particularly the DRR MSc (thesis) and the DRR PhD both at UC and elsewhere. The acceptance of MDRR students onto these programmes is further evidence of their acceptability by the wider academic community.

The GYR team is satisfied that the graduate profile elements are delivered by the programme as described in the self-review.

(c) Assessment procedures and student performance

Assessment in the core MDRR courses has been designed to achieve intended learning outcomes in each course. Assessments have been designed to develop students' skills in (i) professional report-writing at a range of levels, (ii) presentations to a range of audiences, and (iii) effective participation in collaborative problem solving and in official occasions such as press conferences and court hearings. Assessment includes written assignments, quizzes, and assessments of participation and performances in exercises, and of audio-visual presentations to different audiences. Assessment of the dissertation report in the 60-point DRR691 independent project is conducted by a moderating panel that includes the DRRE academic team, and where relevant, external supervisors.

Pass rates have been high in the core courses, reflecting high levels of student engagement, and the focus on developing strong collaborative learning communities in each year cohort.

The panel is happy with the current assessment procedures and their alignment with the learning outcomes and graduate attributes. No major changes have been made to assessment procedures during the GYR period.

(d) Data

MDRR

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2018	19	16	3	12.3	11	8	0
2019	24	22	2	16.0	16	13	0
2020	42	34	8	23.9	19	18	2

MDRR enrolments have steadily increased during the period provided. In addition, enrolment numbers have remained strong during the pandemic, despite the lack of international students.

MSc (thesis) and PhD enrolments

	2017	2018	2019	2020	2021
DRRE690 (MSc)	3	5	6	5	6
DRRE790 (PhD)	11	12	11	11	11

Enrolments into the two research degrees have been consistent during the GYR period. We note there has been strong interest in undertaking these degrees from both the MDRR and other relevant UC (and external) degree programmes.

(e) Programme evaluations

Since its inception, the MDRR, MSc in DRR and PhD in DRR have been evaluated annually through a well-established external review process. This process involves the Disaster Risk and Resilience Advisory Committee (DRRAC) that meets once a year in February to advise on the ongoing suitability of the MDRR content, teaching modes and assessments in relation to contemporary disaster science and the needs of DRR practitioners in community, government and business.

The twice-yearly Focus Groups provide a further evaluation mechanism. These groups are run by academics outside of the MDRR programme and students can voice anonymously any difficulties or issues that have arisen in relation to their studies.

(f) Summary Statement

The GYR panel is satisfied that the MDRR, MSc DRR and PhD DRR programmes achieve their goals and provide an excellent student experience. The evidence presented to the panel makes it clear that these are valuable, popular and relevant qualifications, which provide excellent teaching and practice. The fact that the vast majority of students undertaking these programmes achieve success in the professional and/or academic worlds is merely the most obvious evidence of this.

The ongoing success of the programme will require staffing levels to be maintained. We note that the co-director Professor Tom Wilson's secondment to NEMA as Science Advisor, while providing excellent opportunities for the programme, also creates pressures on other teaching staff. It is therefore essential that the programme is provided with sufficient staff resources to ensure that its level of excellence can be maintained. This is particularly true with the likely growth in student numbers post-COVID, particularly in the international market. The panel notes that this market is one which could be significantly expanded, and that the programme team is willing to engage in such promotion.

The panel also notes the administrative problems experienced by staff in managing the joint programme between UC and Lincoln University. Although the course content provided by staff at Lincoln University was commended by those involved, administering the joint programme was often challenging, including with respect to students navigating enrolment processes across the two institutions. As the programme is now solely taught at the University of Canterbury, however, rather than on a joint-institutional basis, these administrative issues have been resolved.

Finally, the panel commends the programme staff's efforts to increase Māori and Pacific student enrolments and their desire to continue and enhance these. The recent appointment of Kristie-Lee Thomas (Ngāti Mutunga ō Wharekauri), who is able to provide indigenous content within the MDRR programme, is welcomed. The panel supports such efforts but emphasises that they will need to continue as the programme develops further.

These appendices are NOT part of the GYR and are for internal UC use only.

Appendix 1 is NOT part of the GYR and is for internal UC use only.

Appendix 1.

MDRR Graduate Profile

1.	Have an attitude of critical enquiry when acting in a professional capacity
2.	Be experienced in acquiring new skills and knowledge and in using them in a professional capacity
3.	Be knowledgeable about the characteristics and behaviours of nature and society that give rise to disasters
4.	Be experienced in applying this knowledge to analysis of actual disaster situations
5.	Be able to draw on a wide range of concepts, knowledge and ideas in synthesising strategies to reduce disaster impacts on society, communities and individuals
6.	Understand the requirements for accurate and comprehensive communication, and for ethical responsibility
7.	Be experienced, effective and sensitive in communicating knowledge and concepts about risks and disasters with a wide range of audiences
8.	Be aware and respectful of the world-views of citizens and communities, and of the requirements and constraints of government, at all levels of society
9.	Be biculturally competent and confident in dealing with disaster risk and resilience issue that involve and affect Māori and other cultures

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Graduating Year Review 2022

DETAILS	
Current Year	2022
Name of Programme	Bachelor of Science – Environmental Science Major
Original proposal identifier (Academic Quality will provide)	Professor Catherine Moran
Name of independent GYR convenor	Professor Elissa Cameron
Names of other panel members and positions held	Dr Duncan Gray (Senior Scientist, Environment Canterbury), Courtney Wright-Wilson (Student representative: BSc Environmental Science graduate, and current MSc student)

1. PROGRAMME STATEMENT

(a) Description

The Environmental Science (ENVR) major was introduced in 2017 in response to student demand for an undergraduate programme in Environmental Science. ENVR is a major in the Bachelor of Science, which is a 360 point degree that is normally completed over three years. The ENVR major requires students to take a minimum of 60 points from courses at level 7 (300 level) and a coherent pathway in two major subjects: Environmental Science and a second science major. The programme approved for introduction in 2017 offers a progression of compulsory courses in Environmental Science (ENVR101, 202 and 301), delivering core knowledge and skills and culminating in a 30-point community engagement research project (GEOG309). The Environmental Science courses are supplemented with data analysis (STAT101, BIOL209) and physical geography (GEOG106) courses, so as to deliver the programme goals. The programme is configured so that a double major is required (i.e. one further subject is required in addition to Environmental Science). Common majoring combinations are ENVR and GEOG, and ENVR and BIOL. Table 1 below outlines the programme structure.

Table 1: Structure of the Environmental Science major in the BSc (required courses and options)

Course Level	Course title
100	ENVR101 Introduction to Environmental Science (15 points) GEOG106 Global Environmental Change (15 points) STAT101 Statistics 1 or MATH102 (15 points) Students must then choose up to 75 points in other courses that provide a pathway for a second major; SCIM 101 is highly recommended.
200	ENVR201 (15 points) GEOG206 (15 points) BIOL209 Biological Data Analysis or equivalent (15 points) Plus an additional 75 points of courses. A minimum number of points should be taken to meet the requirements of a second major
300	ENVR301 (30 points) GEOG309 (30 points) plus 60 points required in a second major

(b) Purpose

The goals of the major in Environmental Science as stated in the CUAP application are as follows:

1. Students will understand and describe the fundamental earth systems processes and ecosystems that comprise the environment
2. To provide students with the opportunity to gain experience in analysing data related to environmental science.
3. To apply knowledge to real-world issues in environmental science
4. To provide students with professional skills specific to environmental science
5. To understand the discipline of environmental science alongside another scientific discipline and in the context of cultural and values based learning.

The course content and assessments in the core courses of the Environmental Science major ensure the programme meets its goals. Goals 1 to 5 are embedded in ENVR101, ENVR201 and ENVR301. STAT101 and BIOL209 support students to gain skills in data analysis (goal 2) which they apply in ENVR201, ENVR301 and GEOG309. ENVR301 incorporates workshops dedicated to the development of professional skills.

In the third year of the programme, there are two capstone courses. In GEOG309, students work in groups, collaborating with external community partners so as to identify and solve real world environmental science issues. In ENVR301 students work in groups to complete an assessment of environmental effects. These two capstone courses are critical to the delivery of the programme goals.

(c) Changes

There have been a number of changes to the programme since the original CUAP application, all of which were made to improve delivery of the programme goals and to enhance student outcomes. The course prescriptions and titles for ENVR201 and ENVR301 were amended from the indicative course prescriptions provided in the CUAP application. ENVR301 was introduced as a 30-point course rather than the two 15-point courses proposed in the CUAP application. Two further changes to the programme were introduced in 2022. The first year course, ENVR101 Introduction to Environmental Science, was moved to semester one to assist with cohort building. The material taught in GEOG206 and ENVR201 have been redistributed across two new courses ENVR209 and ENVR210, in response to student feedback and to improve learning outcomes. These changes should significantly enhance the delivery of the programme and have not affected its goals. In particular, the changes at 200 level will provide students with more field-based and practical learning, which was an aspect that former students recommended be strengthened.

2. REVIEW PROCESSES

The internal review processes include student feedback through course and teaching evaluations, formal and informal meetings with class representatives, and feedback to staff from individual students. The Environmental Science programme has benefitted from a highly engaged student led society, EnviroSoc, which has facilitated linkages between staff and students including recommendations for course improvement. As a contextual note, the University of Canterbury now undertakes course evaluations every 3 years and Covid disruptions have also impacted the ability to obtain student feedback on this programme.

The GYR self-review was undertaken by reviewing the original proposal submitted to CUAP for approval, as well as course evaluations, notes from meetings with class representatives, and data gathered by Evaluation and Student Insights (including results from the graduate destination surveys). A discussion of students' experience of the programme was held with recent graduates (2021) who are enrolled in 400 level Environmental Science courses in 2022. At the same time, a larger group of former graduates was surveyed using Qualtrics. Feedback was also sought from the Kaiārahi Māori and staff teaching into the wider Environmental Science Programme.

The panel members reviewed the documentations. Questions and issues were then identified and discussed with the Programme Coordinator. A draft report was shared with the Programme Coordinator.

3. REVIEW OUTCOMES

(a) Adequacy and Appropriateness

The programme is delivering a coherent, contemporary undergraduate education in Environmental Science, delivering scaffolded knowledge and skills from 100 to 300 level to achieve the graduate outcomes. The graduate outcomes are being met, with students successfully completing the degree and then going on to employment in environmental science or to postgraduate study. Practical based components are integrated across the programme, starting with campus-based activities at 100 level and progressing to fieldtrips at 200 level, and culminating in community engagement and group project work at 300 level. The laboratory and field based teaching activities support students to develop and apply knowledge and skills to the investigation, analysis, and synthesis of responses to practical environmental issues. The succession of assessments in the core courses creates a natural ladder of resource management and environmental science skills that graduates need in the work-force.

Students enrolling in the first year of the major in Environmental Science need to meet the University of Canterbury's requirements for university entrance. They are required to have completed science subjects in NCEA level 3 or have an internationally equivalent qualification. Some students who have completed their first year in another degree programme at UC transfer to the ENVR major. Such transfers are considered on a case by case basis by the programme director and the Associate Dean of Science (Academic). Students who have completed their first year at another university are able to transfer into the second year of the major provided they have completed equivalent 100 level courses.

It was noted that majoring in ENVR and Chemistry is awkward due to the configuration of courses. Any impediment to chemically inclined students to study environmental science should be addressed. Timetabling issues arose also with combining ENVR and Geology courses, and this also provided some impediments. Otherwise, the panel identified evidence that the course is both adequate and appropriate. There is appropriate consideration of a variety of circumstances from which students might wish to transition into the degree. The overall aims of the course are well suited to the major and are what could be expected from an employers' perspective. The increasing enrolment and high retention rates indicate that the students find the programme of interest. Pass rates are high, and student evaluations are generally positive, with most being above the UC average. The one course with lower than expected student evaluation feedback (GEOG206) has subsequently been restructured into ENVR209 and ENVR210, which should address the issues that students raised, together with new staff recruitment which will reduce workload on the teaching staff involved. We recommend that the revised courses are monitored to ensure the re-structure results in better organisation, and better meets student expectations.

Overall, these lines of evidence suggest the entry requirements and course contents are appropriate for allowing the students to achieve their desired outcomes. There was consistent feedback that practical work was highly valued by both students and employers, and that it should be compulsory. Staff delivery and student uptake of practical work and field-based learning during the review period was undoubtedly affected by Covid disruptions, so it was difficult to judge how much this feedback was due to Covid disruptions and how much it reflected the course structures. As such, the panel reserved judgment, and suggests that the delivery and uptake of practical work be revisited after a couple of post-covid years.

(b) Acceptability

Student feedback from the Graduate destination survey, discussions with current 400 level students and the Qualtrics survey results confirms that the programme is acceptable to students and achieving the programme goals, as well as delivering the University of Canterbury graduate attributes. In particular, graduates rated teaching quality, linkages between assessment and skills and knowledge, and preparation for employment highly, with 77% reporting that they would recommend the UC Environmental Science programme to others. Former graduates have raised that they would like more hands-on practical experience, and this is being addressed by changes at 200 level in 2022 (the new ENVR209 and ENVR210 courses). Students graduating from the ENVR major in the BSc are sought after by employers, with some graduates being employed in roles usually only offered to postgraduates. Graduates are employed in regional and district councils, government agencies and ministries, and environmental consulting firms among others. Examples of employers include Boffa Miskell, Environment Canterbury, Kaipara District Council, and Selwyn District Council. At UC, BSc in ENVR graduates have continued onto Masters Programmes in Environmental Science, Disaster Risk and Resilience, and Biology. Responses from the Qualtrics survey of programme graduates, and the data gathered by Evaluation and Student Insights both confirm that students graduating with a BSc majoring in Environmental Science are meeting the graduate profile.

From a student perspective, the overall aims of the course are well suited to the major, and are what an employer might expect. The progression of courses that address data analysis allows students to gain skills in the first two years, and then apply these skills in their third-year project. While student grades are lower in analytical courses (and BIOL209 in particular), the knowledge and skills acquired are important for future research and employment. While some courses have repetition of ideas, the context varies, and thus all are important in different ways.

The graduate profile appears to be being achieved as evidenced by the profile of employer destinations matching the originally stated goals. The panel noted some room for improvement in attracting Māori and Pasifika students, and increasing mātauranga content, both of which are being addressed in current revisions to the programme (including, for example, a new Mahinga Kai course, ENVR303, which will be introduced in 2023). All staff are encouraged to include Māori and Pasifika content in the core ENVR courses.

The panel noted that not all students had completed as much practical or skills focussed work as intended, which may have resulted from Covid disruptions and restrictions. The value of skills based learning for employers is a key strength of this programme. More field work is planned in current courses, so this is being addressed, and the panel endorses this development

(c) Assessment procedures and student performance

The panel agreed that the assessment procedures and student performance were generally good. The wide range of assessment techniques used in compulsory courses for the Environmental Science major in the BSc include quizzes, test, project work, written assignments, exams and case studies. This range of assessments supports different learning styles, as well as the development of professionally relevant skills.

Based on GPA, the cohort of students enrolled in the ENVR major in the BSc typically perform as well or better than their classmates enrolled in other programmes in the compulsory courses. The GPA for Environmental Science students noticeably increases from around 5.5 to > 7 between compulsory courses at 200 and 300 level (see Appendix 4).

Feedback to students on assignments is provided through the use of marking schedules and rubrics. Teaching staff have noted increased demand for feedback on assessments and in response are developing more extensive marking rubrics. There are no external examiners or assessors for the undergraduate major in Environmental Science at present. Final grades are moderated through discussions with contributing teaching staff and examiners meetings that follow UC processes. Where there are multiple markers for large classes, benchmarking is used to ensure consistency of marking. The panel noted that the types of assessments across the programme seem well-designed to prepare students to meet the needs of future employers, as they teach different professional skills as well as introducing students to potential employers.

(d) Data

The ENVR major in the BSc is popular with students. This is evident in the number of students graduating with a BSc double majoring in Environmental Science, which increased from 13 in 2019 to 48 in 2021. We note that students do not need to declare their major prior to graduating, which means that completions in a given year may appear low relative to the initial enrolled headcount. Students enrolling in the Environmental Science major are predominantly young female school leavers (domestic). Māori and Pasifika students are currently underrepresented in enrolments in the major in Environmental Science.

The majority of students completing the double major in Environmental Science take Geography as their required second major. The current majoring requirements for Chemistry and Geology mean that students are not able to complete the double major within three years without over-pointing. As a result these students tend to transfer to a minor in Environmental Science, after having initially enrolled in the double major. This transition is also reflected in the completions column (e.g. when comparing the 2021 completions to the 2019 enrolments).

Year	Enrolled Headcount	Full-time	Part-time	EFTS	New to Programme	No. Completed	Withdrawals
2019	86	79	7	78	45	13	1
2020	125	120	5	117	67	36	1
2021	140	127	13	123	58	48	1

(e) Programme evaluations

No previous formal evaluation of the Environmental Science major has been undertaken. However the core courses required for the major (BIOL209, ENVR101, ENVR201, ENVR301, GEOG106, GEOG206, GEOG309 and STAT101) were reviewed in 2021 as part of the Environment Institute Australia New Zealand's accreditation of the four-year Bachelor of Environmental Science with Honours programme.

(f) Summary Statement

Overall, the Environmental Science major in the BSc has been successful in terms of enrolments and is meeting the needs of students and employers. From a Faculty of Science perspective, we recommend that attention be given to the following observations made in the review:

- The difficulties that students experience when seeking to take CHEM and GEOL as their second major in the BSc in Environmental Science. As these subjects are highly relevant to Environmental Science students and practitioners, the Faculty strongly encourages the coordinators of the ENVR, CHEM and GEOL majors to work together proactively to reduce the timetabling and other barriers to students taking double majors in these subjects.

- We recommend that careful attention be given to ensuring that students have sufficient opportunities to undertake fieldwork and practical based learning during their ENVR studies, and that such activities are an expected and non-optional aspect of the programme. In making this recommendation, the significant disruption caused by Covid in recent years is of course fully acknowledged.

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** Confirm minutes of the meeting held on 2 November 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** Committee Attendance	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	Honours & Appointments Committee	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.2.1	Honorary Doctorate Nominations - Recommendation	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)
6.2.2	Reappointment of Council Members – Recommendation	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)
6.2.3	Council Member Succession Planning	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)
6.2.4	Trust Amalgamation Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
6.3	Executive Committee Decisions	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(f)(i) 7(h)
6.4	Council Workplan 2023	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
6.5	Notification of Pro-Chancellor Election on 8 March 2023	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.0 7.1	**From the Vice-Chancellor** Vice-Chancellor's Monthly Report	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.2	Upcoming UC Events, including 150th Anniversary	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
7.3	Academic Board Minutes – 14 October 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)

7.4	Emeritus Professor Nomination	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(f)(i)
8 8.1	**Legal Matters** Arbitration and Related Matters Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
9 9.1	**Delegations of Authority** Delegations of Authority – Policy & Delegations Schedule Review – For discussion	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 (DSC)** Monthly Report0	 To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.0	 7(h) 7(f)(i)\
11.0 11.1	**People, Culture and Campus Life** Health Safety & Wellbeing 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)
12.0 12.1	**Finance and IT** 31 January 2023 Financial Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
12.2	31 December 2022 – University Actuals vs Budget Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
12.3	Digital Transformation Quarterly Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
12.4	Major Investment Plan Quarterly Report	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i)
13.0 13.1 13.2	**Other** UC Plans 2023 – Plans Council can expect to see during 2023 Governance Policies and Review Dates – Annual Update	To enable the University to carry out, without prejudice or disadvantage, commercial activities. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University. To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	7(h) 7(f)(i) 7(f)(i)
14.0	**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)

15.0	**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.