

2025



STAR PŪAO

DISTANCE

**courses for secondary
school students**

A decorative graphic at the bottom of the page consisting of several parallel white lines that curve upwards on the left side and then continue horizontally to the right.



Important dates

10 February 2025	Applications close for Semester 1 (S1) and Whole Year (W) STAR courses
17 February 2025	Semester 1 starts
7 July 2025	Applications close for Semester 2 (S2) STAR courses
14 July 2025	Semester 2 starts

For more key course dates, go to www.canterbury.ac.nz/key-dates

Front cover te reo translation: Pūao means 'to dawn', reflecting that the students coming to UC from their secondary schools are at the dawn of their tertiary education journey.

Front cover image: is a simplified version of Haehae moana or braided rivers design. Haehae moana are representative of our unique natural environment here in the Waitaha region and symbolise the importance of mahinga kai, sustainable food and natural resource gathering practises, of the iwi Ngāi Tahu. The haehae lines used here were traditionally used in whakairo and tell of whakapapa and pūrākau – traditions, histories and stories. Haehae means to etch, cut, carve. Whakarare means to turn or fall and are represented in this design where the haehae lines cross over themselves.

Information is correct as at Oketopa October 2024, but is subject to change.

Pūao ki UC | STAR at UC



UC's Pūao | STAR programme offers capable secondary school students the opportunity to enrol in first-year degree-level courses while still at school.

STAR students can experience studying at university while still completing high school. It's a chance to get a head start on tertiary studies, investigate a potential study pathway or subject of interest, and meet with other like-minded secondary school students. Completed STAR courses can normally be credited towards a degree at UC or another New Zealand university.

Who can enrol?

The Pūao | STAR programme is intended for students in Year 12 or 13 who have met the literacy and numeracy requirements of NCEA University Entrance (or equivalent).

This includes international students studying at a New Zealand secondary school and home-schooled students.

What does a Pūao | STAR course involve?

The majority of distance courses listed in this brochure are regular first-year university courses suitable for Pūao | STAR students.

Some courses (MATH199 and ECON199) are exclusively for Pūao | STAR students. These courses cover the same content as their non-STAR equivalents.

Most Pūao | STAR courses are 15 points and run over one semester (4 months). Each 15 point course has a workload of around 8 hours a week, including time spent watching lectures, reading the online course materials, working on assignments, and preparing for an exam.

Detailed course information is available online at www.canterbury.ac.nz/star

How to apply

- **Fill out the STAR Consent Form** (available online at www.canterbury.ac.nz/star) and get it signed by your parent/caregiver and the STAR Coordinator at your school.
- **Get a copy of your passport or birth certificate certified** (signed and dated) by your School Principal or a Justice of the Peace (JP) or solicitor.
- **Create a myUC account** (myuc.canterbury.ac.nz/login) and submit an application for the STAR Programme. Include a scan of the completed STAR Consent Form and your certified identity document.

Call 0800 827 748 if you have any problems completing your application.

2025 Akoranga tawhiti Distance courses

Distance courses allow you to experience UC from your own home. Each course has its own dedicated website on Learn, UC's online learning management system. If you're in Ōtautahi Christchurch and enrolled in a distance course, you can complete your course online (although you may need to sit any final exams or formal tests on the UC campus). Alternative exam/test arrangements will be made for those outside the Ōtautahi area, at a location closer to home.

Subject	Course Code	Course Description	Points	Semester		Course Fee
Anthropology	ANTH108	Witchcraft, Magic and the Dead This course aims to challenge taken-for-granted assumptions about witchcraft, magic and the dead, as well as introducing students to key anthropological concerns such as ritual, symbolism and religion.	15	S1		\$633
Astronomy	ASTR109	The Cosmos: Birth and Evolution In this course students will explore how our societies connect to our place in the cosmos, build their own personal awareness of how the Earth and sky relate, and gain an understanding of astronomy, astrophysics and planetary science, beginning with our Solar System and expanding outward to visit exotic stars, remote planets, and distant galaxies.	15	S1		\$633
Chinese	CHIN151	Chinese Language 1-A A beginner's level course, focusing on the four basic language skills of reading, writing, speaking and listening, designed for students with little or no previous knowledge of the Chinese language.	15	S1		\$633
	CHIN152	Chinese Language 1-B <i>Students should complete CHIN151 or a placement test first.</i> Following CHIN151 and still focusing on the four basic language skills of reading, writing, speaking and listening, this course teaches how to conduct simple conversations, and read and write simple texts in Chinese at an elementary level, with an adequate cultural understanding of China.	15		S2	\$633
	CHIN251	Chinese Language 2-A <i>Students should complete CHIN152 or a placement test first.</i> Following CHIN152 and still focusing on the four basic language skills of reading, writing, speaking and listening, this course teaches how to conduct daily and social conversations, and to read and write texts in Chinese at an early intermediate level, with an adequate cultural understanding of China.	15	S1		\$633
	CHIN252	Chinese Language 2-B <i>Students should complete CHIN251 or a placement test first.</i> Following CHIN251 and still focusing on the four basic language skills of reading, writing, speaking and listening, this course teaches how to communicate Chinese in social and semi-formal situations at an intermediate level, with an adequate cultural understanding of China.	15		S2	\$633

S1 = Semester One; S2 = Semester Two; W and X = Whole Year

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Classics	CLAS120	People, Places and Histories of the Graeco-Roman World In this course students will survey events in antiquity from Homer through to the Roman Emperor Constantine. Students will explore the world of fifth century Athens and the development of Rome from a small town to the capital of a large Empire.	15	S1	\$633
	CLAS122	Myth, Power and Identity in the Graeco-Roman World In this course students will consider how the Greeks and the Romans thought of themselves and others in their mythology and social power structures. Students will gain an understanding of ancient cosmic world-views, gender issues, colonisation and identity in Archaic and Classical Greece and Augustan Rome, and the relevance of such ideas now.	15	S2	\$633
	CLAS145	Beginners' Latin <i>Students should complete CLAS151 or equivalent preparation approved by the Head of School or nominee first.</i> An introduction to Latin grammar and to reading Latin, following on from CLAS151.	15	S2	\$633
	CLAS151	Greek and Latin for Absolute Beginners This course introduces Greek and Latin grammar to students by way of English grammar. At the end of the course students will understand the most important basic grammatical concepts in Greek and Latin and will have a working vocabulary of about 75 words in each language.	15	S1	\$633
Criminal Justice	CRJU101	Introduction to Criminal Justice This course covers the structure of the Criminal Justice system and the role of government agencies.	15	S1	\$633
Economics	ECON199	Introduction to Microeconomics <i>Students who have completed ECON104 should not enrol in this course. Course starts 17 February and ends 23 November.</i> This course covers scarcity, exchange and trade; market analysis and policy; consumer choice theory; theory of the firm; imperfect competition; externalities and public goods.	15	X (Whole year)	\$633
Education	CHCH101	Strengthening Communities through Social Innovation This course partners with communities to work collaboratively to affect meaningful change and will suit those students with an interest in active citizenship, social activism, community engagement, and social innovation with our local or global communities. Students will critically engage with the theories of volunteering, service and experiential learning	15	S1	\$633
	EDUC101	Spark! The Art & Science of Learning In this course, students address how people learn as well as the social, political, and global contexts in which learning takes place. Together, we walk through the art and science of learning, including contemporary debates and discussions in anthropology, history, philosophy, sociology, and psychology.	15	S2	\$633
	EDUC102	Child and Adolescent Development This course establishes a foundation in theory, concepts, processes and factual knowledge of infant, child, and adolescent development within the context of family, school, and community.	15	S2	\$633
	EDUC103	Education, Culture and Society This course provides an introduction to foundational theories, concepts and processes in the study of education. The course explores theories about power, justice and fairness in society, with a particular focus on how they relate to education.	15	S1	\$633

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European and EU Studies	EUR101	Global EUrope Through the use of traditional and online teaching methods, this course introduces students to the identity, structure and function of the EU, its key challenges and its role and impact on the world, particularly in the Asia-Pacific region.	15	S1		\$633
German	GRMN151	Elementary German Language A German language course for beginners, i.e. students with no knowledge of German, based on the communicative approach.	15	S1		\$633
	GRMN152	Elementary German Language B <i>Students should have completed GRMN151 first or 20 credits German at NCEA Level 2 or by placement test.</i> A German language course that follows on from GRMN 151, based on the communicative approach.	15		S2	\$633
Health Sciences	HLTH101	Introduction to Health Studies In this course, students develop strategies for gathering information about causes of ill health, investigate effects of ill health, and evaluate the effectiveness of health-related policies and interventions.	15	S1		\$633
	HLTH102	Health Promotion This course will provide an understanding of the broad range of ways in which the health of populations or societies can be promoted. Students will learn to design health promotion approaches that aligns with epidemiological and life-course evidence.	15		S2	\$633
	HLTH106	Te Wero – Māori Health Issues and Opportunities This course introduces students to a selection of historical and contemporary Māori health content within a Treaty of Waitangi framework, to support robust analyses of Māori population health issues.	15	S1		\$633
Human Services	HSRV103	Violence in Society <i>This course covers some sensitive topics.</i> This course will introduce students to the issue of violence in society and its impact on communities. The course will introduce the concept of structural violence and explore the links between interpersonal violence and structural violence.	15		S2	\$633
	HSRV104	Youth Realities <i>This course covers some sensitive topics. Students who have completed SOWK104 should not enrol in this course.</i> The course introduces students to the diverse realities of 'youth' with a focus on multiple contexts. Students explore the concept of youth and the cultural, historical, political and economic contexts in which young people live and the decisions that they make.	15	S1		\$633
Linguistics	LING101	How Language Works This course introduces students to the study of the English language, its words, sounds and sentences. It also introduces the conceptual and analytical tools which linguists use to understand how languages are constructed.	15	S1		\$633
	LING102	Language and Society in New Zealand and Beyond <i>Students who have completed ENLA102 should not enrol in this course.</i> In this course students consider a range of research from the field of linguistics. The role of language experience will emerge as a recurrent theme: the experience that the infant has with a particular language; how our early experience with language affects how we speak and how we listen, and how our beliefs about language are created and maintained in connection to other experiences in our social lives.	15		S2	\$633

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Māori and Indigenous Studies	MAOR107	<p>Te Ara o Tawhaki: Māori Thought, Beliefs and Practices <i>Students should have NCEA Level 2 Literacy, either English or Te Reo Māori and Te Reo Rangatira.</i> <i>Students with Te Reo Rangatira NCEA credits need to meet with the Head of School to assess appropriate level of entry.</i> This course provides an introduction to Māori knowledges and metaphysics through a study of topics such as voyaging, art and aesthetics, warfare, conflict and peace. Students also look at how approaches to Māori knowledges and their impacts are critiqued.</p>	15	S1		\$633
	MAOR108	<p>Te Patu a Maui: The Treaty of Waitangi - facing and overcoming colonisation <i>Students should have NCEA Level 2 Literacy, either English or Te Reo Māori and Te Reo Rangatira.</i> Through focus on the themes of Power, Property and Citizenship, this course examines the historical realities of the Treaty, enabling an understanding of the modern colonial nation state and its processes with respect to Indigenous peoples. The course examines Māori responses, engagement with, and resistance to the colonial project leading to a critical understanding of colonialism.</p>	15		S2	\$633
Mathematics	MATH120	<p>Discrete Mathematics <i>Students should have completed MATH199 before enrolling in MATH120.</i> Discrete mathematics is that part of mathematics not involving limit processes. It includes logic, the integers, finite structures, sets and networks.</p>	15		S2	\$633
	MATH199	<p>AIMS – Advancing in Mathematical Sciences <i>Applications will be assessed by Head of School or nominee before students can enrol. Recommended preparation is about 20 credits of Mathematics with a good proportion of excellences at NCEA Level 3, or the equivalent for students not doing a full NCEA programme. Enrolments will be considered if students' Level 2 calculus results are excellent and they take year 13 calculus concurrently with MATH199.</i> <i>The tuition fees for MATH199 are covered by the Faculty of Engineering. Schools will not be invoiced for MATH199.</i> MATH199 is a course in calculus and linear algebra. This STAR course is designed for secondary school students who have excelled in level 3 NCEA Mathematics (or equivalent) and wish to take university mathematics while still at school.</p>	30	W (Whole year)		\$1,266 (paid by the Faculty of Engineering)
Media and Communication	COMS101	<p>Media and Society This course explores the relationship between society and media - including social media, print, broadcasting, and all kinds of online spaces. It asks how our understandings of the world and people around us are mediated, how media have shaped society, and how society is reflected and produced through media.</p>	15	S1		\$633
	COMS105	<p>Public Communication The course introduces students to public communication, from social media posts to journalism to strategic communication and more. Emphasis will be placed on the representation of te ao Māori in different public communication practices and on how Māori and Pacific publics are convened.</p>	15		S2	\$633
Philosophy	PHIL110	<p>Science: Good, Bad, and Bogus This course will teach you 20 principles you can use to tell science from pseudo-science, truth from falsehood, logic from rhetoric, sound reasoning from wishful thinking, effective medicine from quackery, and good evidence from lies, fraud and fakery.</p>	15	S1		\$633
	PHIL137	<p>Big Data, Artificial Intelligence and Ethics In this course students will learn about cutting edge work from both within and outside academic philosophy concerning the challenges posed by the ever-increasing use of computing technology and A.I.</p>	15	S1		\$633
	PHIL139	<p>Ethics, Politics and Justice This course introduces students to moral and political philosophy by examining ideas and arguments about how we should live our personal, social and political lives.</p>	15		S2	\$633

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Political Science	POLS102	Politics: An Introduction This course introduces the basic tools and techniques used in political science, including research techniques, formulation of hypotheses, and methods of analysis. The course covers topics such as nationalism and ethnicity, democracy, authoritarianism, people's power, conflict, globalisation, and the future of global politics.	15	S1	\$633
	POLS104	Introduction to International Relations This course provides a broad introduction to the core issues and theories related to the study of international relations. Students will be introduced to the discipline through a study of key historical events, prominent theories of international relations, and a variety of practical examples.	15	S2	\$633
	POLS106	Plato to Nato: Introduction to Political Thought In this course, students will study the evolution of the ideas that form the building blocks of the political and social sciences. Students will trace the changes in the fundamental political concepts such as freedom, equality, rights, justice, government, the state, markets, and domination.	15	S2	\$633
Psychology	PSYC105	Introductory Psychology – Brain, Behaviour and Cognition In this course students will receive an introduction to positive psychology; wellbeing; visual perception; research methods; learning and behaviour change; forensic psychology; neuropsychology; drugs and behaviour; memory and cognition; and health psychology.	15	S1	\$633
	PSYC106	Introductory Psychology - Social, Personality and Developmental In this course students will receive an introduction to five major domains: personality, abnormal, social, developmental, and organisational psychology. Students will also learn about the different research methods used in each of these domains.	15	S2	\$633
	PSYC107	Foundations of Psychological Science This course takes a holistic and critical look at the science of psychology itself: its questions, methods, evidence, and unique challenges; as well as its place within modern Aotearoa New Zealand society.	15	S2	\$633
Russian	RUSS130	Elementary Russian Language A Russian language course for absolute beginners, i.e. students with no knowledge of Russian, based on the communicative approach.	15	S1	\$633
	RUSS131	Elementary Russian Language B <i>Students should complete RUSS130 first.</i> A Russian language course that follows on from RUSS130, based on the communicative approach.	15	S2	\$633
	RUSS230	Intermediate Russian Language A <i>Students should complete RUSS131 first or a placement test.</i> This is the first of two intermediate Russian language courses. It aims at extending vocabulary and grammatical structures to discuss and write about simple topics in Russian culture.	15	S1	\$633
	RUSS231	Intermediate Russian Language B <i>Students should complete RUSS230 first or a placement test first.</i> This is the second of two intermediate Russian language courses. It extends the reading, writing and discussion skills acquired in RUSS230 and places greater emphasis on conversation skills.	15	S2	\$633
Social Work	SOWK101	Introduction to Social Policy <i>Students who have completed HSRV101 should not enrol in this course.</i> An introduction to the provision of welfare in New Zealand, providing students with the opportunity to examine socio-cultural, economic and political factors that have influenced current welfare policies, practice and services.	15	S2	\$633

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Subject	Course code	Course Description	Points	Semester		Course fee
Social Work cont.	SOWK102	Social Services in Aotearoa <i>Students who have completed HSRV102 should not enrol in this course.</i> A course that introduces the history, and contemporary organisation, and functions of the social services industry in New Zealand society. Particular emphasis is placed on the development of students' capacities to understand and critically analyse the impact of service delivery on diverse populations.	15	S1		\$633
	SOWK104	Youth Realities <i>This course covers some sensitive topics. Students who have completed SOWK104 should not enrol in this course.</i> The course introduces students to the diverse realities of 'youth' with a focus on multiple contexts. Students explore the concept of youth and the cultural, historical, political and economic contexts in which young people live and the decisions that they make.	15	S1		\$633
Sport Coaching	SPCO101	Introduction to Sport Coaching This course provides the application of sport coaching theory to practice. Students will apply and evaluate aspects of coaching pedagogy and exercise science during coaching sessions with a primary school team, through a season of practices and interschool games.	15	S1		\$633
	SPCO104	Anatomy and Physiology In this course, students will explore the human body's structure and functions, and how systems interact and adapt to exercise.	15		S2	\$633
	SPCO105	Sport, History and Society An introduction to the history and philosophy of physical education, physical activity and sport, critiquing the development of movement culture with particular reference to New Zealand sport development and physical education.	15	S1		\$633
	SPCO107	Sport Nutrition This course provides an understanding of nutritional principles for healthy living and maintaining and improving sporting performance. The course will identify recommended nutritional practices for various populations including athletes, recreational exercisers, and groups with specific nutritional needs.	15		S2	\$633
Sport Marketing and Management	SPRT108	Sport, Business and Governance This course investigates governance of sports organisations through a variety of contexts. This includes a focus on board leadership, motivations and structures, including a focus on addressing Māori and Pasifika health and well-being goals and outcomes as a strategic priority for sports organisations.	15		S2	\$633
Writing	WRIT101	Writing for Academic Success <i>Students who have completed ENGL117 should not enrol in this course.</i> This course fosters the capacity for analytical thought about texts and language. It also provides training in the writing of clear and effective prose, inculcates awareness of crucial structural and rhetorical features of expository writing, and encourages the application of that awareness to writing in a range of academic and professional contexts.	15	S1	S2	\$633
Youth and Community Leadership	YACL101	Introduction to Youth Leadership: Leading the Self In this course, students will explore self-leadership from contemporary psychological, philosophical, cultural, and/or any other theoretical perspective/s relevant to their situation and to contemporary Aotearoa. Kaupapa Māori approaches will be explored, as part of which students will be required to have experienced a stay on the noho marae (or alternative).	15	S1		\$633
	YACL102	Introduction to Professional Youth Work in Aotearoa In this course, students will be introduced to and learn about the professional practice of youth work in Aotearoa. Students will learn about the context within which youth work in Aotearoa operates, its history and current structures.	15		S2	\$633

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“UC STAR courses have provided our top academic students with the challenge and stimulation needed to stay fully engaged at the highest level. With rigorous content and engaging delivery, these courses offer an ideal opportunity for those seeking academic enrichment in Year 13. They cultivate critical thinking and essential skills in a supportive, well-administered environment, preparing students for tertiary education.”

Richard Harvey, Deputy Rector
Otago Boys High School

“STAR / Pūao provides an ideal academic platform for our accelerated year 13 students who have a desire to be challenged at a higher level of critical and technical, cognitive thinking. To observe the students, grow and flourish by completing these papers provides a sense of belief and inspiration to continue their learning journey to a higher level of academic engagement and success. As a result, making the transition into university post-secondary school a more seamless process.”

Brett Zimmerman, HoD of Careers
New Plymouth Girls High School.



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