

COUNCIL
 Public Meeting Agenda
 Te Kaunihera o Te Whare
 : E Q D Q J D R : D L W D K D

Agenda

DATE Wednesday 3 August 2022
 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
+ H L K X D U D K L P — W — W	Apā hāwai Mō Hūia I D O S J d a y Q H L
Aroha atu, aroha mai	Let us show respect for each other,
7 — W R X L D W — W R X N	Do not be another
+ X L H 7 — L N L H	Bind us all together!

1. APOLOGIES
2. REGISTER OF INTERESTS 4-5
3. CONFLICTS OF INTEREST
 Every Council Member has an obligation to declare any actual, potential or perceived conflicts of interest with any University of Canterbury activities and to ensure that such conflicts of interest are noted and managed appropriately
4. MINUTES OF THE PREVIOUS MEETING
 4.1. Confirming minutes of meeting held on July 2022 6-11
5. MATTERS ARISING
6. FROM THE CHANCELLOR
 6.1.

Item on Public Excluded Agenda	General Subject Matter	Reason for passing this resolution in relation to each matter	Grounds under section 48(1) for the passing of this resolution
4.0 4.1	Minutes of the meeting Confirm minutes of the meeting held on 6 July 2022 - held with the public excluded.	These items concern matters that were previously dealt with during proceedings of Council from which the public was excluded.	Refer to previous minutes
5.0	Matters arising	To enable the free and frank expression of opinions by between or to members or officers or employees of the University.	7(f)(i)
6.0 6.1	From the Chancellor Council Work Plan 2022- Updated	To enable the University to carry out, without prejudice or disadvantage, commercial activities.	7(h)
6.2	Proposed Council Meeting Dates 2023	To enable the free and frank expression of opinions by between or to members or officers or employees of the University.	7(f)(i)
6.3	Honorary Doctorate Nominations	To enable the free and frank expression of opinions by between or to members or officers or employees of the University.	7(f)(i)
7.0 7.1	From the Vice-Chancellor Vice- & K D Q F H O O R U Report	To enable the free and frank expression of opinions by between or to members or officers or employees of the University.	7(f)(i)
7.2	Academic Board Minutes for 10 June 2022	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.	

UC COUNCIL
Register of Interests
3 August 2022

Name (Council Member)	Date notified	Person and/or organisation with interest	Nature of interest
Amy ADAMS (Chancellor)	2021 2021	AMDON Farms Limited AMDON Investments Limited	Director and Shareholder Director and Shareholder

COUNCIL

Public Meeting Minutes

Te Kaunihera o Te Whare
W nanga o Waitaha

DATE	Wednesday 6 July 2022
TIME	11:00am
VENUE	Council Chamber, Level 6, Matariki
PRESENT	Ms Amy Adams (Chancellor), Mr Shayne Te Aika (Pro-Chancellor), Professor Cheryl de la Rey (Vice-Chancellor), Mr Peter Ballantyne, Ms Liz Bond, Mr Pierce Crowley, Mr Roger Gray, Professor Jack Heinemann, Ms Keiran Horne, Mr Warren Poh, Ms Gillian Simpson.
IN ATTENDANCE	Ms Adela Kardos (General Counsel/Registrar & Council Secretary) Professor Catherine Moran (Deputy Vice-Chancellor (Academic)) Professor Ian Wright (Deputy Vice-Chancellor (Research)) Ms Lelanie Crous (Personal Assistant to the Vice-Chancellor) Ms Maria Gracie (Governance Co-ordinator)
APOLOGIES	No apologies were received.
REGISTER OF INTERESTS	The Chair requested that the Registrar be advised of any amendments to the register of interests. The Chancellor advised that her membership on the Health NZ Establishment Board had been reassigned as a directorship on Te Whatu Ora - Health New Zealand.
CONFLICTS OF INTEREST	No conflicts of interest were reported.
MINUTES OF THE PREVIOUS MEETING	Moved:5 220.73 340.13 27rDe.037.17 Td()Tj0 Tf204.05 19-Rn/P AM

**FROM THE
CHANCELLOR**

Degrees Conferred in Absentia

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

Moved:

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

Carried

**FROM THE
VICE-CHANCELLOR**

Vice-Chancellor's Monthly Report

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

Covid and seasonal influenza were impacting staff absences.

The University would host a student recruitment information evening on campus in the coming week.

UC was the sponsor of the Education Category in the 2022 Matariki Awards. The recipient was Mr Marcus Akuhata-Brown (Ng ti Porou, Te Aitanga-a-M haki, Ng ti Kahungunu, Ng i Tahu).

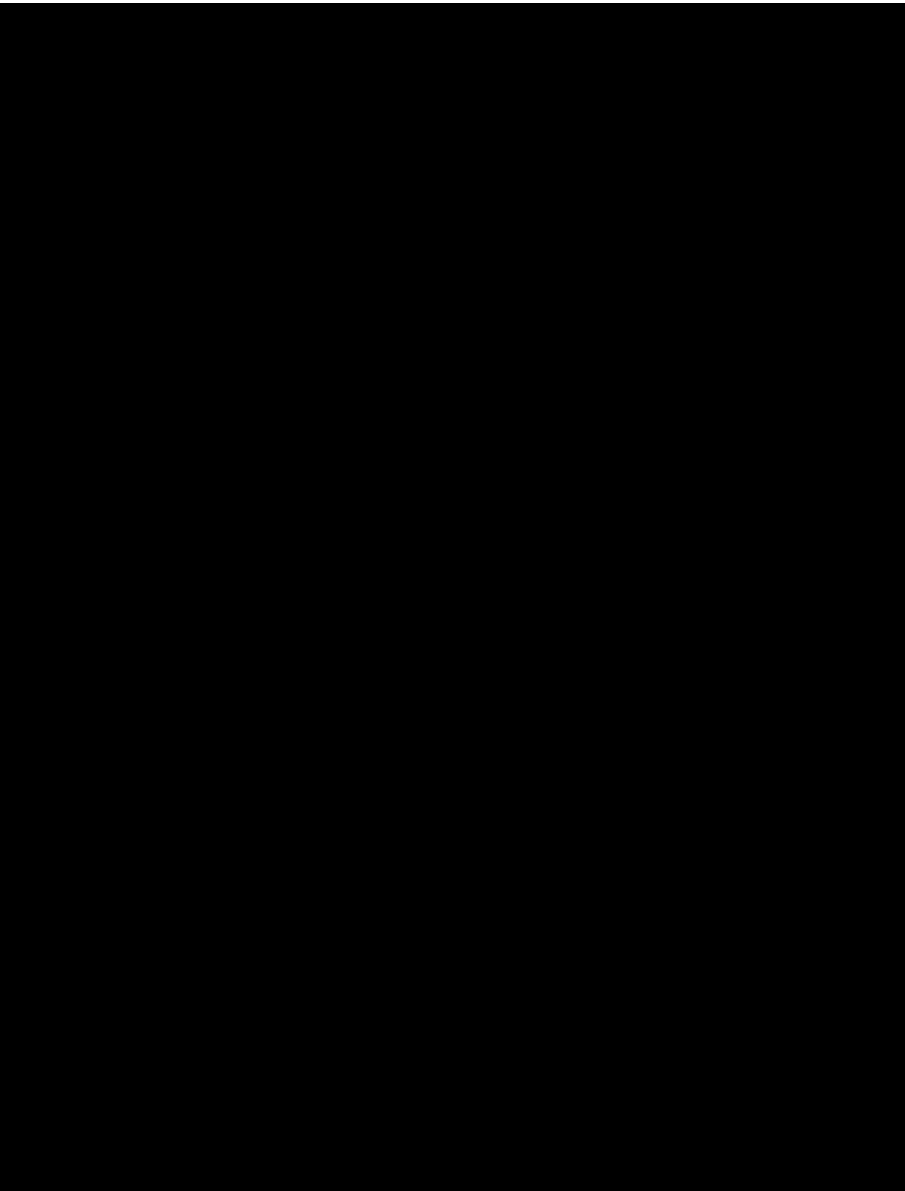
UC had slipped in the latest QS World University rankings, as had most other NZ universities. Enhancements were being made across the University, but they could not be rapidly implemented to maintain UC's current QS ranking or

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

Noted in discussion

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

Secretary's



6.0
6.1

14.2	Academic Programme & Package Timing	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.
14.3	Partnerships and External Funding Opportunities	To enable the free and frank expression of opinions by or between or to members or officers or employees of the University.
		To enable the University to carry out, without prejudice or disadvantage, commercial activities.

NEXT MEETING

The next meeting is scheduled for 11:00am on Wednesday,
3 August

UC hosted the two significant annual secondary schools were invited to participate in the competition, which focuses on nurturing bilingual oratory skills. This was the first time that UC has been the host and our involvement this year signals the beginning of a potentially long-term partnership with the competition.

In January we announced our partnership with the New Zealand Game Developers Association (NZGDA) to sponsor its 2022 Kiwi Game Starter Competition, a business supporting the best of Aotearoa New Zealand's upcoming game development talent. Three

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

Specialist Teaching and Research Technician Graeme Plank and MSc Student Ben Lowe have been visiting schools to inspire the junior and senior students about astronomy. In sessions, they present information on what astronomers do, and also engage students in interactive roleplay, looking for sunspots using a solar telescope. ~~ES H DQG YLHZLQJ REMHFWV RQ WKH 3~~
and Galileo telescopes.

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

Based in the UC Business School's Department of Management, Marketing and Entrepreneurship, Associate Professor Anne Marie Kennedy received her DLTP scholarship for her project "Incorporating Student Voice in Engagement in Online Learning". Her project aims to explore and validate additional online engagement measures to support student retention, success and pedagogical development. The students folded into the project will self-define their own engagement types and levels of interaction with AKO LEARN and identify how and when they want intervention. This information will in turn give current support networks (eg teaching staff and Analytics for Course Engagement (ACE) users) a better understanding of

technology for remote auditing (as highlighted during the panel) and its implications for food procedures and regulators. Kathryn was also invited to speak at the 11th International Conference on Education and Management Innovation (ICEMI 2022) with a presentation focused on “Supporting the C

positive response and will become a framework that provides support for hiring managers and

Internationalisation – Locally Engaged, Globally Networked

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

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

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

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

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

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

Following business case approval earlier this year, preferred platform (Jaggaer) has been selected

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VC Activities

07 July 2022	Attended a series of meetings in Canberra to inform planning and accommodation programme mandate
08 July 2022	Attended an Association of Commonwealth Universities Pacific Region Committee meeting in Canberra

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Memorandum/Pukapuka

To:	Ki:	University Council
From:	1 —	Professor Catherine Mora Deputy ViceChancellor Academic
Date:	5 —	3 August2022
Subject:	Kaupapa:	Academic Board report

Recommendations:

1. that the Council notes the attached report of the Academic Board (attachment 1)
2. that the Council receive the attached new curricula developments as follows which have been endorsed by the Academic Board and forwarded to CUAP and TEC for approval:
 - To introduce a Master of Water Science and Management (MWSM), Master of Science in Water Science and Management (MSc WSM) and a Postgraduate Diploma in Water Science and Management (PGDip WSM) (attachment 2)
 - To introduce 457 1 /T (Ma)11.2 (st)-2.6 (e)11.2 (r)-26 (o)12.9 (f)-2A (D)17.2 (r)-1.t(em)8.2 (i)-2.f (r)

ATTACHMENT ONE

TE POARI AKORANGA | ACADEMIC BOARD

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

CUAP PROPOSALS

The following proposals (attached) were approved:

- (i) To introduce a Master of Water Science and Management (MWSM), Master of Science in Water Science and Management (MSc WSM) and a Postgraduate Diploma in Water Science and Management (PGDip WSM)
- (ii) To introduce a Master of Artificial Intelligence (MAI)
- (iii) To introduce a Postgraduate Diploma in Organisational Psychology (PGDipOrgPsyc)
- (iv) To introduce a Postgraduate Diploma in Forensic Psychology (PGDipForensicPsyc)
- (v) 7 R L Q W U R G X F H D 0 D V W H U R I + À D N D 3 R X Q D P X _ 0 — R U L % L
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Master of Water Science and Management
Master of Science in Water Science and Management
Postgraduate Diploma in Water Science and Management

(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

ATTACHMENT TWO

Reflecting this model of integration, the proposal directly addresses the strategic goals of both unives providing researcho š Œ]v]vP šZ š]• (μooÇ vP P Áhē possibility of Á}Zb Œ • integrated learning; and address sustainable development goals. This future orientated focus is reflected]v šZ u Œl š Œ • Œ Z v ([v v] o u} oo]vP šZ š (}Œ •š šZ % Œ } of operation, and subsequently have positive returns.

Justification

Water has long been regarded as a resource to be managed; harnessed and allocated, as well as controlled and limited. ,}Á À Œ U • /v]P v}μ• %o}%oμo š]}v• Z À o}vP Iv}ÁvU š} •μ•š water as the treasure that it is. For this reason, the idea of water resource management is somewhat }μš š X]š]}v ooÇU • Z • v } •wŒt a fundamēntal basis that combines /v]P v}μ• Iv}Áo P • v μv Œ •š v stanēng and good}prāctice are Œ doomed to come up short. š} šzācts of climate change, an increased focus on sustainability challenges and the recognition of te mana o te wai mean that the challenges facing water managers and scientists today are changing rapidly, and there is a need to develop programmes that both equip graduates to meet those challenges and to be flexible enough to rise to future μv Iv}Áv % Œ } o u•X D v ÁZ vμ • v Á •š l Z}o Œ • Z À }šZ Œ % Œ •• šZ v š} Œ •%o}v š} šZ Z vP]vF v À o}%o % Œ }P Œ uu • šZ š }vv š •š % Œ š]]v š Œ u• }(•] v D }Œ]X dZ E C0 }v }

ATTACHMENT TWO

of the community who cannot dedicate two years to achieving a postgraduate degree, whilst at the same time, it will appeal to a wider audience of potential students. This degree offers a potential to increase enrolments in the field of water science and management.

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The partnership between the two universities is longstanding, with numerous joint qualifications having been offered over the past several years. The proposed qualifications have been designed to maximise and strengthen the

The programmes will all be jointly taught, with approximately 50% of each programme delivered by staff from each institution.

The University of Canterbury will act as the “host” University, such that students only need to enrol at a single institution.

to the University of Canterbury campus, providing students with a single physical location to attend and avoiding issues of staff or students moving between the two campuses.

Costs and revenue will be shared between the two universities.

Lincoln University • o s]A • U s]Z Ç Á]oo %o Eo]s s} s} courses by enrolling in a Certificate of Proficiency which will be facilitated by Waterways Centre staff. In recent years approximately 25% of students enrolled in existing Water Res Management programmes at UC have used this option.

Water is one of the most significant issues facing the

Water is one of the most significant issues facing the based sector, so growing offerings in the area of water is strategically necessary for us to stay at the forefront of the based sector. In addition, the Entry to the proposed p]PCE uu Á]oo v]s o]u]s s} s]Z} • Á]sZ •] v I v P]V though prospective candidates will be advised of the levels of numeracy and scientific underst necessary to complete the programme.

b) Alignment with UC Strategic Vision 2020-2030

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Programme Overview

Each of the proposed programmes follows the same combination of taught courses (worth 120 points).

This is comprised of six compulsory courses, and two elective courses. The compulsory courses are all 15 points and are distributed evenly between semester 1 and semester 2. The prescriptions for these courses

can be found below. Electives at either university.

Students who enrol in a MSc WSM will complete a 120-point programme. This programme will be completed within three semesters, equivalent to one calendar year (February to February). It is only possible to start the MSc WSM in Semester 1. The timing of courses is as follows.

Students who enrol in a MSc WSM will complete a 120-point programme. This programme will be completed within two calendar years. It is possible to start the MSc WSM in Semester 1 or Semester 2.

Students who are unable to complete the programme will be advised to exit the programme. The only option is exit only, and will not be advertised or open to direct enrolment.

Prescriptions for courses (available on request)

Proposed new regulations

2023 UC Calendar and LU Calendar

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

Note: DO NOT LIST IN CALENDAR REGULATIONS. Available through student enrolment.
Postgraduate Diploma in Water Science and Management

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

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

1. Version

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

2. Variations

The Executive Dean of Science may approve c3-23.4 (a)-17.2 (y)] Tw 0.51e 2Br(1)-1 (V)ac2_0 1 aoriS meioytudyi whichdesidt6.5 (5-4.9 (o)-9.6

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

(a) all courses listed in Schedule C to the Regulations for the Master of Science and Management; and

(b) additional courses selected from appropriate 400 Å o } μ CE • • • %o %o CE } Å Ç š Z
Director of the Waterways Centre for Freshwater Management.

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

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9. Honours, Distinction and Merit

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

10. Exit and Upgrade Pathways to other Qualifications

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~ • • š μ v š Á Z } % • • • o S c h e d u l e C } a n d E A E (% C E () C E t d Z p o i n t ~ š Z project), with a ' W } (= ~ ò X i • ,) o e a p p l y A t o t r a n s f e r t o t h e M a s t e r o f S c i e n c e W a t e r Science and Management.

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

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Director of the Waterways Centre for Freshwater Management

2023 UC Calendar page number 627 and following

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

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

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

Postgraduate Diploma in Science (PGDipSc),

P613: Number 10 Exit and Upgrade Pathways to other Qualifications Add: (d) A student who has

ATTACHMENT THREE

7. Transfers of Credit, Substitutions and Cross Credits

This qualification adheres to the General Conditions for Credit and Transfer Regulations, v additional stipulations.

8. Progression

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

- (a) A student may not fail more than 15 points in this qualification.

9. Honours, Distinction and Merit

This qualification adheres to the General Regulations for the University and may be awarded with distinction and merit.

10. Pathways to Other Qualifications

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

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

- (a) COSC684 AI Project (60 points)
- (b) Coursework component: 60 points comprising of the following courses (all NZQF level-8 or higher)
 - x PHIL425 AI Ethics (15 points)
 - x COSC401 Machine Learning (15 points)
 - x COSC440 Deep Learning (15 points)
 - x COSC428 Computer Vision (15 points)

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

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these pathways. Professional ethics can be taught in both programmes simultaneously.

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

The job outlook for

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

The programme aligns with the strategic objective “To achieve this objective, we will seek to partner with D v t Z v μ š } v • μ CE š Z š š Z % CE } in a number of ways. We seek to work with the < t] u CE } n EP] d Z μ v š CE (Office of Treaty Partnership) in pursuing such t Á] o o • } } with d } CE š W l l v s r e s p o n s i v e s t o D } CE] • š μ v š • v š Z š students in the programme (

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

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

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psychologists. By developing the programme in collaboration with partners in the community, we ensure relevance and future responsiveness by continually engaging with advisory group and industry partners and special interest groups. T

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The PG Dip Forensic Psychology qualification described in this proposal will support mental health in several ways: Our specialisation in forensic psychology will result in psychologists who can work with the legal system and the Department of Corrections to improve outcomes for perpetrators, advising on rehabilitation and judging risk for reoffending. They would also b

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

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

The programme aligns with the strategic objective “~~To achieve this objective, we will seek to partner with~~” ~~Maori whenua as partners~~ ~~to~~ work with the ~~Office of Treaty Partnership~~ (Office of Treaty Partnership) in pursuing such ~~partnerships~~ ~~to~~ ensure responsiveness to ~~the~~ students in the programme (“interns”) build their bicultural competence and confidence to be responsive to the ~~community~~ who ~~will serve~~ in the future. Once these partnerships are established, we would like to build a ~~content~~ focusing on Kaupapa ~~in~~ collaboration with our community partners. In addition, the programme will be developed with a strong focus on Te Tiriti ~~and~~ well as able to engage ~~and~~ the programme will incorporate cultural supervision of the interns by a cultural advisor (Jason Northover) currently employed by the School. Our cultural advisor will also be involved ~~in~~ signing the programme to ~~build~~ with ~~our~~ ~~community~~. By ~~ensuring~~ that graduates are aware of how to protect the cultural safety of their future clients, the programme will also support the cultural safety of ~~the~~ qualification. The course will utilise ~~the~~ programme The values were developed by UC staff and shaped by the ~~Office of~~ ~~Values~~ (<https://www.canterbury.ac.nz/about/values/>). The three core values ~~are~~ Pono, Kia Tika, and Kia Aroha, and the concept of Utu (reciprocity and balance). See course outlines for more information about how the values will be incorporated in ~~specific~~ topics.

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

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

Many of our undergraduate students choose psychology as their major because they want to become registered psychologists. The existing programmes are not able to accommodate larger numbers due to the nature of the teaching and supervision, and ~~places~~ in clinical settings. Furthermore, existing

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

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

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

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

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

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PSYC682

Advanced Topics in Forensic Psychology Part 2 (0.25 EFTS, Semester 2)

This course is the continuation of PSYC681. The focus of this course is to provide the competencies outlined as required by the Board, and to provide an opportunity to gain in-depth knowledge and skills in forensic psychology.

This course will cover the following topics:

- x Evidence-informed clinical practice
- x CBT and trauma-informed interventions in forensic settings
- x Trauma-informed interventions in the community

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(CUAP criterion 6.1.1 Qualification New)

EXECUTIVE SUMMARY

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Programme Overview

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ATTACHMENT SIX

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Proposed new regulations

1. 2022 UC Calendar page number 325

Postgraduate Diploma in *f l W* }*μν| uμ* }*CE*]]*o*]vP*μ o v /uu CE*•*Learning Z*]vP v
(PGDipHP 420 points)

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1. Version

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2. Variations

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3. The structure of the qualification

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Master of Specialist Teaching
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This qualificatio

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Major changes to an existing qualification

2. To increase the qualification course from 195 points to 270 points. This is made up of 75 points completed in the first year, 75 points in the second year, and 120 points in the final internship year. This structure mirrors that of the UC Clinical Psychology diploma and will allow students to concurrently complete their Masters thesis (a separate qualification) over the first two years, prior to commencing their 1500 hour final internship year
3. To increase the number of student placements from two (completed in one year) to three (completed over two years), and to increase students' involvement in clinical case discussions prior to commencing their internships;
4. To amend the entry requirements 150639-9.6 () 10.6 (t) 6(c)-4.9 (i)-3.3 (c)-4.9 (di)-3.3 (p)-0.7 (s)-4.3 pp), w6-9.6

Major changes to an existing qualification

Postgraduate Diploma in Child and Family Psychology

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Academic Quality inserts URL

(Academic Quality adds CUAP criterion)

SECTION A

1. Purpose of the proposal

The purpose of the proposal is to increase the qualification from 195 points to 270 points, the limited entry, psychologist registration track PGDipChFamPsy. This change is proposed in order to make student workload more manageable; and to provide students sufficient time and clinical exposure to develop the skills and knowledge required for them to commence their final year internship. The proposed changes will also allow students to move from 6 () 8d [(s3 (t)7.9 (e)-3 (rn)2.32 (s)-4.3 (y)001 Tc .9 (p)2.3 (o)-6.7 (in)2.2 (t)-1.1 (

ATTACHMENT EIGHT

Major changes to an existing qualification

Child and Family Psychology draws from transdisciplinary scientific knowledge to conduct quality research within clinical and community settings. Research of international standards, and reflecting the diverse voices of

ATTACHMENT EIGHT

Major changes to an existing qualification

have completed the open entry Education Masters pathway, and it has been several years since a student entered the PGDipChFamPsyc via this pathway.

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ATTACHMENT EIGHT

Major changes to an existing qualification

4. Acceptability of the Programme and Consultation

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

PGDipChFamPsyc students. Extensive consultation with former and current students has occurred through the planning of this application. Former students have been consulted about lengthening the PGDipChFamPsyc and dispensing with the summer school. This has occurred through discussion, separate meetings, and through student representation in the Child and Family Psychology Management Committee meetings which occur monthly during the university terms. Current students have been consulted by student representatives to the Child and Family Psychology Management Committee, and

ATTACHMENT EIGHT

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

Staff: Prior to the formal planning process, staff have been informally discussing the need for a programme restructure within the programme management committee for several years. The proposed strategic restructure was formally devised by programme staff teaching within the PGDipChFamPsync through a series of special planning meetings (1st Nov 2020; 2⁸ Feb 2022; 1⁴ March 2022) as well as in sessions set aside during monthly programme management committee meetings. As such, the proposed changes reflect a consensus achieved through lengthy internal discussions.

Coordinator 4

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Major changes to an existing qualification

teaching across the two diplomas once their structures are aligned. Dr Christofferson has provided additional advice and assistance since that meeting.

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

Michael Tarrersweeney (programme director) and Karyn France met with Professor Janet Carter, acting Executive Dean of the Faculty of Science, on the 10 April 2022. Janet was also formerly Dean of the College of Science, and Director of the UC Clinical Psychology programme. Janet fully understood and supported the proposed changes to the PGDipChFamPsyc, and welcomes the idea of association between the Child and Family Psychology, and Clinical Psychology programmes.

5a. Treaty of Waitangi

'The PGDipChFamPsyc align with models of health from within Aotearoa. Theoretical models taught within the PGDipChFamPsyc align with models of health from within

ATTACHMENT EIGHT

Major changes to an existing qualification

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

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5b. Pasifika

The programme is keen to recruit more Pasifika students and develop their leadership skills within mental health and within Psychology as a profession. Recruitment of Pasifika students into the registration-track PGDipChFamPsyc is a high priority. We have two Pasifika students currently enrolled in the PGDipChFamPsyc and 3% of our graduate Pasifika (nationwide, rates are less than 1%, whereas the Pasifika population is estimated to be 7.5%). For child psychology within Aotearoa/NZ this is absolutely essential—there is a very serious underrepresentation, with only 34 practising Pasifika psychologists out of the 2,745 registered psychologists in 2019. One of our Pasifika graduates successfully gained an HRC Pasifika summer scholarship while studying in the programme. Again, our biggest challenge is recruitment because too few such students meet the undergraduate requirements needed to enrol in the diploma's pre-requisite Masters foundation coursework. [We see the main barrier being at the point of undergraduate Psychology training.](#)

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

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Major changes to an existing qualification

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

6. Goals of the Programme

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

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

We are proud of the programme's coherence in that curriculum and pedagogy build utilising material taught over a 4-year period from the prescribed Part I Masters courses, through early skill building and application of a core toolbox to more advanced and integrated practice and finally culminating in a real world professional and registered internship assessed and graded in an external oral examination. Applied research is central to the programme with all students completing at least a 20-point Masters thesis in the area of Child and Family Psychology. Several graduates have carried out PhD study and several have published original research

ATTACHMENT EIGHT

Major changes to an existing qualification

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

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

8. Graduate Profile and University graduate attributes

N/A not an undergraduate award	See graduate profile below.
UC Graduate Attributes Critically competent in a core academic discipline of their degree	How is the attribute incorporated?

ATTACHMENT EIGHT

Major changes to an existing qualification

9. Programme Overview

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

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

Major changes to an existing qualification

ATTACHMENT EIGHT

Major changes to an existing qualification

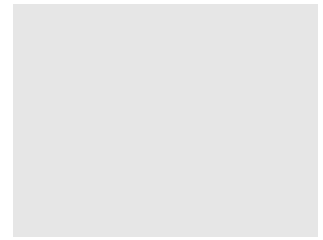
Library resources	The university's journal and book collection is sufficient to support the programme
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Major changes to an existing qualification

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ATTACHMENT NINE



Details

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

Status of proposal

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

Executive summary

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

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ATTACHMENT NINE

3. Qualification

The qualification meets the definition of a Foundation Certificate by being at NZQF Level 3 or 4 requiring a

ATTACHMENT NINE

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

Existing courses available from the CUP Schedule

TRN006 Chemistry: An introduction to atoms, bonding, and reactions

15 points

0.125 EFTS

This course is designed to provide students with a basic understanding of chemical principles and the language of chemistry in order to better describe the properties and reactions of elements and compounds.

Laboratory sessions will allow students to apply their knowledge and develop their practical skills. Students

will be introduced to k752(i7p (S)1-j,30.9(1)-9.6 (u)F0.8h5(0-3.4.337(6)2.6 (u) B7)10.6 (t)i69 (t)- all)10 7dEM

ATTACHMENT NINE

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

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

15 points

0.125 EFTS

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

ATTACHMENT NINE

Library resources

This will be assessed at the time agreements are being negotiated and will be subject to approval of the CUAP international Committee.

ATTACHMENT NINE

1. Version

- (a) These Regulations came into force on 1 January 2023.
- (b) This Certificate was first offered in 2012

2. Variations

The Academic Board may approve a personal programme of study which does not conform to these Regulations.

3. The structure of the qualification

To qualify for the Certificate in New Zealand Foundation Studies a student must:

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

4. Admission to the qualification

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

- (a) qualify with
 - i. NCEA level 2 with 12 credits in each of 3 UE approved subjects
 - ii. A minimum of five passes in the E.O. Levels with a pass in Mathematics

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ATTACHMENT NINE

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

6. Time limits

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

11.0	Health, Safety & Wellbeing (HSW) HSW 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)
11.1			
12.0	Finance		
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