

Ngā āmiki | Minutes

Rā | Date Monday, 26 June 2023
Wā | Time 1.00pm
Wāhi | Venue Council Chamber, Level 6, Matariki

Tāngata i tae mai | Present S 9(2)(a) OIA
[REDACTED], Professor C Moran, S 9(2)(a) OIA
[REDACTED] OIA
[REDACTED]

Whakapāha | Apologies S 9(2)(a) OIA
[REDACTED]
[REDACTED]

Ērā atu i tae mai | In attendance S 9(2)(a) OIA ,

1. WELCOME

The Acting Chair opened the meeting in te reo Māori welcoming those present, with a special welcome to S 9(2)(a) OIA , attending on behalf of S 9(2)(a) OIA . The apologies were noted.

2. CONFIRMATION OF THE MINUTES OF THE PREVIOUS MEETING ON 19 JUNE 2023

Moved by the Chair:

That, the minutes of the meeting held on 19 June 2023 are a true and accurate record.

- Correction to motions

Carried

3. MATTERS ARISING

S 9(2)(a) reminded members of the Audit Panel on the 10th July. Invitations have been sent to those required to attend, although that will not include everyone from this Committee. Specific briefing notes would be provided for each session, and those required would be invited to attend a briefing session, which would also be recorded.

4. BUSINESS FROM THE CHAIR

Professor Moran advised the University Entrance Subcommittee had recently agreed to accept Tongan credentials for entry to New Zealand universities. The universities of Auckland and Waikato are the only two institutions with large numbers of students entering through this pathway and these students were performing as well academically as our NCEA students.

An external reference group is in constant discussions regarding University Entrance subjects S 9(2)(g)(i) OIA

5. S 9(2)(b)(ii) OIA

5.1 Proposal to introduce new qualifications: S 9(2)(b)(ii) OIA

S 9(2)(a) OIA and S 9(2)(a) OIA were welcomed to the meeting.

S 9(2)(a) introduced the proposal and explained the new degree was designed to sit alongside the existing S 9(2)(b)(ii) OIA major. She acknowledged the existing degrees remained valuable and appealing to students who wish to have flexibility and take S 9(2)(b)(ii) OIA alongside other subjects. The new qualification was designed for students wanting to focus on S 9(2)(b)(ii) OIA. Students could choose to enrol in two of six minors', with a seventh option expected next year. Alternatively, they could choose a second minor from a cognate discipline. The purpose was for students to gain a consistent body of knowledge in their degree.

S 9(2)(a) OIA informed the Committee he had provided his feedback directly to the proposers. S 9(2)(g)(i) OIA

S 9(2)(a) OIA commended the information provided on pathways and supporting S 9(2)(b)(ii) OIA. She identified that the current list of minors at UC does not include S 9(2)(b)(ii) OIA. S 9(2)(a) OIA had proposed to include S 9(2)(b)(ii) OIA as a minor. S 9(2)(a) OIA was concerned that there were not enough S 9(2)(b)(ii) OIA courses for a minor. S 9(2)(a) OIA said that they had investigated a minor in S 9(2)(b)(ii) OIA and found there would be interest, however this was currently paused. It would be exciting if this could be pulled together.

S 9(2)(a) OIA noted that proposals were often reliant on market research, but she queried whether S 9(2)(b)(ii) OIA S 9(2)(a) OIA

S 9(2)(a) OIA suggested the degree would likely S 9(2)(b)(ii) OIA and asked whether this had been factored into their projected student numbers. S 9(2)(a) OIA said S 9(2)(b)(ii) OIA. The proposed degrees were a good option for students that recognised they wanted to carry on with S 9(2)(b)(ii) OIA.

S 9(2)(a) OIA was interested in the comments suggesting that employment pathways were clearer in this degree. He was not convinced this was the case and also raised concerns regarding the suite of courses that had been proposed for the S 9(2)(b)(ii) OIA minor.

S 9(2)(a) OIA said that generalist degrees employment pathways were S 9(2)(b)(ii) OIA, whereas this degree intended to S 9(2)(b)(ii) OIA, so students were more aware of jobs in these fields. The degree would also help to clarify S 9(2)(b)(ii) OIA.

Members suggested the S 9(2)(b)(ii) OIA minor could be better served by other courses, such as S 9(2)(b)(ii) OIA. S 9(2)(a) OIA noted that they had received feedback advising them to use S 9(2)(b)(ii) OIA courses rather than relying on courses within the Business School however, this could be revised. It was noted the S 9(2)(b)(ii) OIA course would also increase their S 9(2)(b)(ii) OIA.

S 9(2)(a) OIA advised the Committee of their intention to employ a S 9(2)(b)(ii) OIA which would enable them to offer a S 9(2)(b)(ii) OIA course and continue to build on this area.

S 9(2)(a) OIA suggested there were better course selections for S 9(2)(b)(ii) OIA from within the Business School. It was suggested they could offer more course selections within the minor, with student's choosing four courses. It was noted that the proposal was for a heavily prescribed degree with little room for electives. S 9(2)(a) OIA agreed

to provide recommendations for course codes that could be included in a larger minor offering, noting the key would be the course advice provided to each student.

S 9(2)(a) OIA noticed there were S 9(2)(b)(ii) OIA courses included in the list of electives. He noted the professional year courses were fully subscribed and the S 9(2)(b)(ii) OIA course was unlikely to be feasible and should be removed from the list of electives. S 9(2)(a) explained that they had worked with the S 9(2)(b)(ii) OIA to develop pathways to S 9(2)(b)(ii) OIA

S 9(2)(a) advised of their intention to introduce work integrated learning into the curriculum which would expose students to career fields and job possibilities, and how they connect to their minors. This would give students a sense that they could work with S 9(2)(b)(ii) OIA and was expected to be very beneficial for students. They do have a 300-level work integrated course where students work on a project and present this to a partner. This helps students to be better prepared upon graduating. Professional practice courses were more about ethical considerations and leadership of S 9(2)(b)(ii) OIA. Work integrated learning would enable students to learn more about working with people, individuals, and groups, and to practice these skills and become more confident.

S 9(2)(a) OIA raised concerns regarding the projected number of 300 level students and asked how they would organise their work integrated learning. S 9(2)(b)(ii) OIA

S 9(2)(a) said their vision was to have multiple projects with students in groups of 3-4 working on a proposal, with 5 – 6 groups of students working on the same project. S 9(2)(a) noted there were only one or two different minors that would S 9(2)(b)(ii) OIA, and in these instances, it was hoped they would be asking different things from the employers. S 9(2)(b)(ii) OIA were likely to require placements, where S 9(2)(b)(ii) OIA was likely to ask employers to formulate a problem and later attend student presentations. They expected any workload for a partner to be quite small.

S 9(2)(a) OIA advised that for S 9(2)(b)(ii) OIA an employer such as S 9(2)(b)(ii) OIA commits to a day when they present a problem, and the University then has tutors to guide students in their research. At the end of the semester S 9(2)(b)(ii) OIA return for a conference day when students present back to them. This was a different intensity to having a student in their office for an internship.

S 9(2)(a) OIA sought to clarify that they were engaged in conversations with the Centre for Work Integrated Learning, which was confirmed.

Moved by the Acting Chair

That the proposal to Introduce new qualifications: S 9(2)(b)(ii) OIA

Carried

5.2 Proposal to change the name of a subject in the Bachelor of Fine Arts, Bachelor of Fine Arts with Honours, Postgraduate Diploma in Fine Arts, Master of Fine Arts from Film to Moving Image

S 9(2)(a) OIA advised that Fine Arts has a number of disciplines, one of which was film. In light of bringing the Bachelor of Digital Screen onboard, the term 'film' sounds old fashioned. The term 'moving images' was used in a number of ways within the film discipline, so they proposed to use this term to bring the name up to a more current standard. This would also make a statement that they were using digital formats.

S 9(2)(a) suggested they could strengthen the proposal by stating this was an internationally accepted term.

S 9(2)(a) supported the proposal and noted that she attended some Arts Awards last year that had a Digital Images category, so it was very much in line with the direction of the industry.

Moved by the Acting Chair

That the proposal to change the name of a subject in the Bachelor of Fine Arts, Bachelor of Fine Arts with Honours, Postgraduate Diploma in Fine Arts, Master of Fine Arts from Film to Moving Image be accepted and forwarded to Academic Board, Council and CUAP.

Carried

6. REGULATIONS

6.1 Bachelor of Speech and Language Pathology (Hons), Master of Speech and Language Pathology – proposal to restructure courses and programme (from previous meeting)

S 9(2)(a) OIA and S 9(2)(a) OIA welcomed to the meeting.

S 9(2)(a) OIA apologised as the wrong documents had been provided to the committee in error for the previous meeting. She noted the correct documents were included in this bundle.

S 9(2)(a) explained the accrediting body wanted to see the programme fuse bicultural content throughout, and the school was looking to better align content and increase the focus on core content. The programme consists of a three-year bachelor's degree and a two-year master's degree, so the changes are intended to improve the alignment of the two programmes, and present bicultural content in a more steadfast fashion. Student feedback has been incorporated into these changes.

S 9(2)(a) OIA advised BSLP482 had been identified as a new code.

S 9(2)(a) OIA queried whether S 9(2)(b)(iii) OIA average would really see students exited from the programme. S 9(2)(a) OIA responded that before they exit students from the programme, they would look at remediation. This would involve working with students on an individual basis, looking at the courses that dropped their GPA, and giving them the opportunity to retake those courses.

Members were concerned this would not be feasible for students as it may compromise their access to student loans and allowances. S 9(2)(a) said students could consider part-time study or staff would work with affected students to look at potential course work outside of the programme, such as learning a language or taking papers in Education, Psychology or Linguistics that would enable them to remain enrolled at a full-time load. Bachelor's and master's students would be expected to increase their GPA to above a B average to continue in the programme.

Professor Moran asked S 9(2)(a) to explain the rationale for introducing the B grade average. S said it was to ensure that students had reasonable competency across all courses. It applied to both the bachelor's and master's degrees as graduates would be able to work in the same roles.

A member noted the programme had an intermediate year and queried whether it would be more appropriate to put the gate for continuation there. This was also preferable as students could easily change degree pathways at this point.

Professor Moran requested data to show how students perform in the intermediate year compared to the professional years. She noted some students were good clinically but not so good at studying. Given the breadth of the programme, a student with a child language focus may get a C in swallowing, but this may not be the area they go into. She queried whether the requirement for a B average was driven by the programme or the professional body. This was essentially making B a pass to continue in the clinical programme.

Data from the master's programme indicated it would be rare for students to receive a grade average below a B, and that these students were likely to go on and fail the clinical placement.

Members were concerned that we are talking about exiting students from the programme who are receiving passing grades. S 9(2)(g)(i) OIA

S 9(2)(a) said that they would look at students holistically but as it was a clinical programme, there needed to be a base level of competence. This was not intended to be an open degree for anybody. Exiting students would be a last resort and they would look to remediate students wherever possible.

S 9(2)(a) OIA queried whether entry to the programme was via an application process or GPA based. He reiterated the committee's preference to put the bar at the entry to the professional years, and to require a clear GPA at this point. S 9(2)(a) said it was application based but students with GPAs below a B would not be accepted.

S 9(2)(a) OIA noted clinical programmes need firm opportunities to exit problematic people. Having additional checks and balances for problematic students was helpful. It was also helpful to exit students that had no insight into their likelihood of success.

S 9(2)(a) OIA raised concerns that introducing the S 9(2)(b)(ii) OIA requirement may adversely affect the wellbeing of students that sit around that B average. She was concerned it would cause these students to suffer from anxiety and stress. S 9(2)(a) OIA noted that this was the case with the final project in the MBA, and staff were also now marking to a B.

S 9(2)(a) OIA noted the grade average to continue in an undergraduate honours' degree was B-.

S 9(2)(a) OIA S 9(2)(b)(ii) OIA
[Redacted text block]

S 9(2)(a) said the course outlines had been changed and he had shared the updated versions. He agreed it was important to have distinctive outcomes and expectations at those levels.

S 9(2)(a) OIA noted the structure of the Bachelor of Speech and Language was similar to the BE Hons, and they had also struggled with similar concerns of maintaining cohort quality. He noted that they could choose to have higher entry requirements for the intermediate year as well as the professional years.

S 9(2)(a) OIA S 9(2)(b)(ii) OIA
[Redacted text block]

S 9(2)(a) asked for extra information to be included in the justification and information on the option to exit to a BSc. He also asked for the grade average for which they would allow entry to the programme to be stipulated and to ensure the B grade average is clear for students.

Moved by the Acting Chair

That the Bachelor of Speech and Language Pathology (Hons), Master of Speech and Language Pathology – proposal to restructure courses and programme be approved and reported to Academic Board, Council and CUAP.

Carried

6.1 Bachelor of Health Sciences, Diploma of Health Sciences, Certificate of Health Sciences proposal to switch the year levels of HLTH110 and HLTH201, reduce the size of the core for 200-level students by moving from 135pts to 120pts by discontinuing HLTH202 and updating course schedules

S 9(2)(a) OIA advised the purpose of the regulation change was to improve retention as epidemiology was offered in the same semester as biology. The epidemiology course was based on a postgraduate course so moving it into the second year would allow them to scaffold students learning better. This will also ensure the certificate and diploma options flow better and creates the opportunity to strengthen the degree. They were also tidying up courses no longer offered.

Moved by the Acting Chair

That the Bachelor of Health Sciences, Diploma of Health Sciences, Certificate of Health Sciences proposal to switch the year levels of HLTH110 and HLTH201, reduce the size of the core for 200-level students by moving from 135pts to 120pts by discontinuing HLTH202 and updating course schedules be approved and reported to Academic Board, Council and CUAP.

Carried.

7. CREDIT TRANSFER AND REGULATIONS POLICY

S 9(2)(a) thanked members for the feedback he had received following the discussion at the last meeting.

It was noted the policy is leaving the flexibility to provide credit for elective courses UC does not offer, which are relevant to their degree.

8. MODERATION POLICIES – ARTS, ENGINEERING AND LAW

S 9(2)(a) confirmed that there will be a review of exam instructions, and of how the exam period went. S 9(2)(a) OIA would provide a paper and attend AAC for a debrief.

S 9(2)(a) said he was seeing a little bit of variation between the moderation practices of different faculties so bringing the policies to AAC was a way to see what everyone was doing. In future, we will prepare a table of similarities and differences and discuss if we want to standardise policies.

The examinations policy was currently up for review. This was timely with the proliferation of online and hybrid versions of examinations. The policy would include marking deadlines, which was noted as a point of stress for some faculties. S 9(2)(a) OIA suggested the deadline could depend on when the exam was held and how many students were in the class.

S 9(2)(a) noted this had previously been discussed and the only way to improve the timeline for marking was if we stretch out the year. This was a factor in the removal of the December graduation ceremonies. The only room for movement would be to discuss the mid-year holiday. S 9(2)(a) OIA said we would park the discussion for 6 months while we see how the implementation of the policies went.

S 9(2)(a) OIA S 9(2)(g)(i) OIA
[Redacted]
[Redacted]

S 9(2)(a) OIA [Redacted] S [Redacted]
[Redacted]
[Redacted]

9. PACE SPECIAL TOPIC

S 9(2)(a) was welcomed to the meeting.

S 9(2)(a) advised this Special Topic had been developed by her colleague who was away at a conference. While the course comes across as a brand new, PACE have been sending students overseas to Bangkok and Beijing for a number of years. There had been a robust process to get faculty feedback and she was aware more work was required around PACE course coding. The PACE Board of Studies had been disestablished and S 9(2)(a) OIA was overseeing the programme.

At this point, the Special Topic was looking to run for two years. This summer, the course would wrap around Spanish language students going to Spain to give them an opportunity to get credits for that activity. At this point, they did not intend to return to S 9(2)(b)(ii) OIA as it was reliant on one key person. UC had worked with S 9(2)(b)(ii) OIA for nearly 10 years. This was a private university and they had offered to help us source internships out of the S 9(2)(b)(ii) OIA. Students had been

S 9(2)(b)(ii) OIA There were likely to be other relationships in future.

In S 9(2)(b)(ii) OIA, students would go to placements within S 9(2)(b)(ii) OIA. On this placement, students will be on S 9(2)(b)(ii) OIA campus and a UC staff member will go over to check on them. S 9(2)(a) was confident that S 9(2)(b)(ii) OIA was very student centric.

S 9(2)(a) OIA referred to page 64 - delivery of course. He noticed that the first component was workshop based and the second component was virtual. As students were physically going to S 9(2)(b)(ii) OIA, he questioned why it was virtual. It was explained that students would have online interactions with their Course Coordinator, S 9(2)(a) OIA. It was also possible to have students based in different countries or cities, and the idea would be to coordinate a time when they could come together for discussion.

It was recommended the wording around 'virtual' be revisited. It was also confirmed that PACE is on the list of Minors.

S 9(2)(a) OIA said he was at an information event recently and PACE was presented by Future Learning as the largest arts internship in country. PACE needed to be removed from Arts and students from all faculties encouraged to apply. It was now more central and core to the University rather than embedded in arts.

S 9(2)(a) OIA raised concerns regarding the health and safety of students, and the training of staff. It was advised that schools and departments would provide advice and guidance.

S 9(2)(a) OIA and S 9(2)(a) left the meeting.

S 9(2)(a) OIA said it was important that staff completed professional development and were aware of how to exit students based on bad behaviour. S 9(2)(g)(i) OIA

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] S 9(2)(a) OIA [REDACTED] S 9(2)(a) OIA [REDACTED]
[REDACTED]

It was noted that PACE had come to the Academic Administration Committee as it had no faculty and no Dean. PACE belongs to everyone and S 9(2)(a) would like to see it promoted more for the benefit of all students.

S 9(2)(a) OIA noticed that at the moment the course is set up as S 9(2)(b)(ii) OIA. She suggested it should be set up as S 9(2)(b)(ii) OIA.
[REDACTED]

A member raised the name, PACE, and queried whether this was still a good fit. PACE was a well known and recognised brand. Students were more likely to take up an internship if it was provided by PACE, however she was happy to have this conversation going forward.

S 9(2)(a) OIA said due to the student lifecycle, what was known three years ago was not known anymore.

S 9(2)(a) said the Ministry of Education were very keen on students having exposure to S 9(2)(b)(ii) OIA experiences therefore, we should do all we can to provide these opportunities.

S 9(2)(a) encouraged students to have S 9(2)(b)(ii) OIA, and the rest of the money had previously been funded by Prime Ministers scholarships. She was currently working on funding opportunities as it was important that cost was not a barrier.

Moved by the Acting Chair

That the Pace Special Topic be approved.

Carried

10. GENERAL BUSINESS

There were no items of General Business.

SECTION B REPORTS:

Regulations

S 9(2)(a) requested the following regulations be brought forward to section A for the next meeting:

1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 18

Approved.

Moved by the Chair:

That the Scholarships and Prizes reports that remained in Section B were received and approved.

Carried

The meeting closed at 2.42pm