Te Komiti Whakahaere Ako
Academic Administration Committee

_____

Ngā āmiki | Minutes

Rā | Date	Monday, 3 April 2023
Wā | Time	1.00pm
Wāhi | Venue	**Council Chamber level 6 Matariki**
Tāngata i tae mai | Present	S 9(2)(a) OIA Professor C Moran, S 9(2)(a) OIA
Whakapāha | Apologies	S 9(2)(a) OIA and Professor Moran for lateness.
Ērā atu i tae mai | In attendance	S 9(2)(a) OIA

1.   WELCOME

S 9(2)(a) OIA opened the meeting and welcomed those present. He also acknowledged the contributions of S 9(2)(a) OIA who has now left her role at UC. A welcome was extended to S 9(2)(a) OIA , who will be joining the committee. S 9(2)(a) OIA was thanked for her contributions to this committee as secretary, and S 9(2)(a) was welcomed as secretary to the committee.

2.   CONFIRMATION OF THE MINUTES OF THE PREVIOUS MEETING ON 20 FEBRUARY 2023

Moved by the Chair:
That, the minutes of the meeting held on 20 February 2023 are a true and accurate record.
Carried

Matters Arising

1. S 9(2)(b)(ii) OIA   S 9(2)(a) OIA

2. We have received a response from the NZQA Regarding the Decision Not to Accept Online English Tests

"In 2021/early 2022, we commissioned an English proficiency testing expert to evaluate some of the online tests that were available at that time. These included the TOEFL Home Edition, IELTS online, Language Cert online, OET at home and PTE Academic online.

We received reports about each of these, but some general concerns were raised. These were:

- *Most of the online tests are quite new and therefore lack the breadth of data showing their reliability (accuracy of results, comparable educational outcomes with students who did in-person tests).*
- *Concerns about security and it potentially being easier to cheat in an online test than in a test centre.*
- *Immigration New Zealand, other regulatory bodies and other jurisdictions (i.e. Australia, UK immigration) not accepting online tests."*
…..[This research is more than a year old.] ….

I will also mention that the online tests have been brought to our attention again very recently, and as a result we are taking another look at them to see if we will continue to not allow the online tests or begin to move towards accepting them. I hope in the future, when you have data on how students who did online tests compare with those who did in-person tests, we may be able to learn from you."

3. Following discussions at the previous meeting about in person exams, S 9(2)(a) OIA has supplied the following figures:

MY23 exam requests:

Exam Format	Number of Exams
On-campus Online	42
On-Campus Paper-based	276
Off-Campus paper-based invigilated (STAR course)	S
Online Respondus invigilated	S
Online Zoom invigilated	11
Online Not Supervised / Take Home Test	58
TOTAL	**392**

S 9(2)(a) OIA   S 9(2)(g)(i) OIA

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

██

██;

██

████████████████████████████████

Action Item: **S 9(2)(a) OIA** y and **S 9(2)(a) OIA** are to discuss this offline and report back to the committee.

S 9(2)(a) raised concerns with the timing of the end-of-year examinations. Students did not like the night-time exams scheduled from 7pm, particularly on the last Friday of the exam period. Students should not be expected to be on campus for an exam until 9pm at night and he requested the University consider this feedback in future.

3.   BUSINESS FROM THE CHAIR

There was no business from the Chair.

4   CUAP PROPOSALS
4.1 Master of Organisational Psychology

S 9(2)(a) OIA *and* **S 9(2)(a) OIA** *entered the meeting.*

S 9(2)(a) OIA introduced the proposal as a 180-point masters delivered fully online and available to students anywhere in world. This was a key difference from the current offering of a 240-point masters. The intention was to use the established courses for the course content with a reduced research project of 45 points.

S 9(2)(a) OIA noted that **S 9(2)(a)** had sent comments directly to **S 9(2)(a) OIA** and said it was the assumption of the committee that action would be taken on all of those comments before the proposal was forwarded to Academic Board.

S 9(2)(b)(ii) OIA **S 9(2)(a) OIA** ████████████████████████████

██

██

██

S 9(2)(a) OIA ████████████████████████████████████

████████████████

S 9(2)(a) OIA ████████████████████████████████████

██

██

██

██

██

██

██

██

██

The following amendments were requested:
- Regulation 10 relating to an exit qualification. Amend the word 'will' to 'may';
- Consider replacing 'Executive Dean' with 'Academic Dean' as they hold the delegation for this category of decisions;

- Ensure using past tense through the document.
- Consider the staffing levels as there may be a high level of engagement through the screen that requires resourcing. It is important to maintain the quality of our qualifications therefore online courses should have the same staffing as on-campus courses;

Action Point: Secretary to provide S 9(2)(a) with feedback from the Committee requiring reconsideration of the Dean referred to in the Academic Regulations, where relevant.

S 9(2)(a) OIA explained there was a tight timeframe for amending the document for it to be presented to Academic Board for CUAP Round One. S 9(2)(a) OIA was confident all amendments could be completed, and the final document sent to S 9(2)(a) OIA by end-of-day Wednesday.

Moved by the Chair

That, subject to the recommended amendments, the proposal to introduce a Master of Organisational Psychology be accepted and forwarded to Academic Board and CUAP for approval.

Carried

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

4.2 New subject – Mathematical Sciences Education in the BA and BSc degrees

S 9(2)(a) OIA *and* S 9(2)(a) OIA *entered the meeting.*

S 9(2)(a) OIA introduced the interdisciplinary major and explained that it would produce graduates work ready for a broad range of occupations, and not only education in schools. Math teachers are at a critical point of scarcity in New Zealand and this programme would prepare them well for a one-year Postgraduate Diploma of Teaching. The difference between this qualification and a major in maths is the additional communication abilities.

The Department aspire to make an impact nationally with this qualification. Referring to the Covid pandemic and recent floods, this qualification would prepare graduates with the knowledge and understanding of the mathematics and modelling, and the ability to interpret and communicate this information to an audience. Research has shown that Māori and Pasifika students prefer more broad qualifications with a direct line of sight to employment, making this a more equitable and accessible pathway.

The demand for people that can interpret data for society is increasing and UC have the potential to show leadership in New Zealand in this area. It was noted that S 9(2)(a) OIA was fast becoming an Education Spokesperson around math in this country and S 9(2)(a) has received sponsorship S 9(2)(a) OIA   OIA

S 9(2)(a) OIA   S 9(2)(g)(i) OIA

S 9(2)(a) OIA

A member asked if they had consulted with students regarding the name. [S 9(2)(a) OIA] explained the name is to capture all the courses that can be taken to fill the disciplinary knowledge. There is important overlap between the four disciplines and this name comes from colleagues as their name for their area.

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

[S 9(2)(a) OIA]

[S 9(2)(a) OIA] queried who the target audience was and what they would do. He highlighted that mathematics was a BA major and a BSc major, and students from these pathways could also complete the one-year postgraduate diploma in teaching.

[S 9(2)(a) OIA] *left the meeting.*

[S 9(2)(a) OIA] explained that 'education' in their field was a broad notion of education. It spoke to taking the discipline and sharing that knowledge with other people. Graduates may shape the information to write a policy or interpret the information. It teaches translational work with math data and sciences. For the portion of students that wanted to be a secondary teacher, they could go on to do the graduate diploma in their 4th year.

A discussion had taken place with Education which may enable students within this qualification to apply for the Graduate Diploma in Teaching while in their 2nd year to give them a guaranteed place in their 4th year, or to give them an indication of any areas they needed to develop or gain experience in prior to reapplying.

The points and structure of the major was raised. It was noted that students will come across maths in various guises in their first year and they will also get students who intended on doing maths or statistics who were looking for something slightly different.

It was explained that the Math Education course was more of a social science with the Education course was more learning and development, therefore the two courses were not dependent on each other. Students would not be disadvantaged by the order in which they enrolled in these courses.

Students can cross-credit into the qualification if they have completed courses in statistics, maths, or data in their first year. EMTH118 would also be accepted and will be explicitly included.

[S 9(2)(a) OIA] noted that [S 9(2)(a)] had sent detailed feedback. It was confirmed it had been actioned or responded to.

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

Moved by the Chair

That, subject to receiving full financial sign off and actioning the comments of S 9(2)(a), the proposal to introduce a new subject 'Mathematical Sciences Education' in the BA and BSc be accepted and forwarded to Academic Board and CUAP for approval.

Carried

4.3 Bachelor of Sport

S 9(2)(a) OIA *Academic Services Manager* S 9(2) S 9(2)(a) OIA *, Senior Lecturer in Aotahi, and* S 9(2)(a) OIA *entered the meeting.*

S 9(2)(a) advised that the Bachelor of Sport Coaching had experienced huge growth over the last 10 years and had grown from 70 students to over 500 students. Many graduates did not go on to work in coaching, instead working in community sport, councils, or as school sports coordinators. They were therefore looking to expand the options for students completing the qualification and their research had identified opportunities and issues.

The review had attempted to understand what students and employers were looking for. They were looking for community connection, relationship building, and getting people active rather than into sport. Therefore, they had designed a degree for the growing number of students that could take them to a variety of roles, that holds on to the core of the Sport Coaching qualification but better prepares graduates for the sporting world.

S 9(2)(a) OIA complimented S 9(2)(a) on the consultation process noting it was very comprehensive and said the Business School support the proposal.

S 9(2)(a) OIA asked that section 4 of the template be updated to include the information that has just been provided to the committee. The schedule on page 83 needs tidying up.

S 9(2)(a)   S 9(2)(b)(ii) OIA

S 9(2)(a)   S 9(2)(b)(ii) OIA

S 9(2)(a) OIA asked whether the Certificate and Graduate Certificate were intended to be in 'Sport' or 'Sport Coaching'. The intention was to keep Sport Coaching to hold on to the legacy, and because enrolments in the certificates were often community coaches wanting to improve their coaching.

S 9(2)(a) OIA asked if Bachelor of Sport students would then be able to exit with a certificate. It was noted they would as enough courses had been retained.

It was noted that students could complete a certificate of Sport and a Certificate of Sport Coaching as there was distinguishable attributes.

Moved by the Chair
> *That, subject to amending the schedule and section 4, and addressing any comments provided by* S 9(2)(a) *, the proposal to introduce a Bachelor of Sport be accepted and forwarded to Academic Board and CUAP for approval.*

Carried

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

4.4 Conjoint BE(Hons)/BCom – 675 points
4.5 Conjoint BE(Hons)/BProdDesign – 675 points
4.6 Conjoint BE(Hons)/BA – 675 points
4.7 Conjoint BE (Hons)/BSENS – 675 points

S 9(2)(a) OIA introduced the proposals for four conjoint programmes, each consisting of 675 points. These were for a combination of a 3-year and 4-year degree and the minimum credit requirement for the 3 years non-engineering degree was consistent with the requirements of other conjoint degrees across UC. Normally this would be a 5.5-year degree however students that maintained a good GPA can be allowed to overload and would finish the degree in 5 years. Engineering was a heavily prescribed degree therefore the conjoint would be also.

S 9(2)(a) OIA said S was supportive of the proposal and queried whether it was too late to propose a conjoint with Sport. S 9(2)(a) OIA would contact her offline to discuss this.

S 9(2)(a) S 9(2)(b)(ii) OIA S ██
██ S ██ ████
██
██████████████████████

S 9(2)(a) OIA ██
██
██
██████████████

S 9(2)(a) OIA S 9(2)(b)(ii) OIA ██████████████████████████
██
██
██████████████████████

S 9(2)(a) OIA S 9(2)(b)(ii) OIA ██████████████████████████
██
██
██

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

S 9(2)(a) OIA commended S 9(2)(a) OIA on an outstanding job and acknowledged his weekly updates and status reports. S 9(2)(a) OIA thanked S 9(2)(a) ████████████████████ and S 9(2)(a) OIA for their assistance. OIA

Moved by the Chair

> *That, the proposals to introduce conjoint degrees Bachelor of Engineering with Honours with Bachelor of Commerce, Product Design, Arts and Social and Environmental Sustainability be accepted and forwarded to Academic Board and CUAP for approval.*

Carried

5   REGULATIONS

S 9(2)(a) *entered the meeting.*

5.1 Proposal to standardise progression regulation requirements across the suite of Initial Teacher Education (ITE) qualifications.

Moved by the Chair
> *That, the proposal to standardise progression regulation requirements across the suite of Initial Teacher Education (ITE) qualifications be approved.*

Carried

5.2 Proposal to clarify that the GradDip in Education and Learning and PGDip in Education and Learning are exit-only qualifications for the GradDipTchgLn and the PGDTchgLn respectively in line with other education qualifications and associated changes.

S 9(2)(b)(ii) OIA
██
██
██
██
██
████████████████

S 9(2)(a) OIA noted that from her experience as a Proctor, she was very supportive of this. S 9(2)(a) OIA agreed from past experience, it would have been helpful to have this in the regulations.

Moved by the Chair
That, the proposal to clarify that the GradDip in Education and Learning and PGDip in Education and Learning are exit-only qualifications for the GradDipTchgLn and the PGDTchgLn respectively in line with other education qualifications and associated changes be approved.

Carried

5.2 Proposal to amend the schedules for the Graduate Diploma of Teaching and Learning to clearly outline course selection for students in the Secondary endorsement, including students that are in the Alternate Entry Pathway (AEP).

As there is a shortage of math, te reo and tech teachers, sometimes people with experience in these fields are being employed by schools with a Limited Authority to Teach. The proposal aims to clean up the alternative entry pathway and to ensure applications are received earlier.

Moved by the Chair
That, the Proposal to amend the schedules for the Graduate Diploma of Teaching and Learning to clearly outline course selection for students in the Secondary endorsement, including students that are in the Alternate Entry Pathway (AEP) be approved.

Carried

5.4 Proposal to add the 30-point maximum of failures to the progression regulations for the Postgraduate Diploma in Science.

This is to make the regulations consistent with the Masters of Science.

Moved by the Chair
That, the Proposal to add the 30-point maximum of failures to the progression regulations for the Postgraduate Diploma in Science be approved.

Carried

5   GENERAL BUSINESS

S 9(2)(a) OIA confirmed that GYR's and Academic Programme Reviews were underway and to contact her for any support.

S 9(2)(a) OIA was working on a Programme Review and was desperately trying to find a Chair. Please ask members of your faculties who might be interested. They are required to be a Senior Academic.

S 9(2)(a) OIA reminded members the Blue Book has the schedules for programme reviews so members are able to see what was coming up next year and plan accordingly.

6   SECTION B REPORTS:

Moved by the Chair:
>   *That the reports in Section B were received and approved.*

>   ***Carried***

The meeting closed at 3.00pm